

Intercollegiate Athletics Exam 1 Practice (Sample)

Study Guide



Everything you need from our exam experts!

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. How does due process differ between public and private colleges in the NCAA context?**
 - A. Public schools must follow constitutional due process; private schools rely on contractual fairness**
 - B. Public schools rely on contractual fairness; private schools follow constitutional due process**
 - C. Both are exempt from due process requirements**
 - D. Due process only applies to student-athletes, not institutions**

- 2. What is the exact composition of the NCAA Board of Governors as described?**
 - A. 21 members – includes college presidents, athlete reps, independent directors**
 - B. 18 members – all college presidents**
 - C. 25 members – conference commissioners and faculty representatives**
 - D. 12 members – student-athlete representatives only**

- 3. What is NIL Go?**
 - A. A national database for NIL deal disclosure**
 - B. A funding program for new facilities**
 - C. A coaching app**
 - D. A scholarship program**

- 4. What are social capital benefits in college sport?**
 - A. Individual athletic awards**
 - B. Temporary entertainment value**
 - C. Community identity, alumni connections, and networking opportunities for students**
 - D. Sole revenue generation**

- 5. Autonomy Five (Power Five) schools have the power to make independent rules in which areas?**
 - A. Benefits, NIL, and athlete welfare**
 - B. Scheduling and attendance requirements**
 - C. Academic degree standards only**
 - D. Whether to participate in NCAA governance**

- 6. Which group is explicitly listed as stakeholders in the NIL and revenue sharing context?**
- A. Athletes**
 - B. Coaches**
 - C. Alumni**
 - D. Sponsors**
- 7. Which of the following is NOT a primary stakeholder group?**
- A. Student-athletes**
 - B. Fans**
 - C. Universities**
 - D. Media outlets**
- 8. William Henry Lewis accomplished which milestone?**
- A. First Black All-American football player**
 - B. First Black head coach**
 - C. First Black quarterback**
 - D. First Black college football captain**
- 9. Which outcome is the intended purpose of the house settlement terms?**
- A. Eliminating NIL opportunities**
 - B. Replacing NIL with sponsorships**
 - C. Creating a framework for future revenue sharing between schools and athletes**
 - D. Reducing athletes' rights**
- 10. According to Brand (2006), what is the Standard View of college athletics?**
- A. Athletics integrated with academics**
 - B. Athletics are treated as separate from academics**
 - C. Athletics should focus on student welfare**
 - D. Athletics should be funded by tuition**

Answers

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1. A
2. A
3. A
4. C
5. A
6. A
7. D
8. A
9. C
10. B

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Explanations

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1. How does due process differ between public and private colleges in the NCAA context?

A. Public schools must follow constitutional due process; private schools rely on contractual fairness

B. Public schools rely on contractual fairness; private schools follow constitutional due process

C. Both are exempt from due process requirements

D. Due process only applies to student-athletes, not institutions

The key idea is that due process depends on who is acting as the state. Public colleges are state actors, so when a student-athlete faces disciplinary action that could affect their scholarship or participation, constitutional due process applies — meaning notices, a fair hearing, and an impartial decision-maker are required to protect a person's life, liberty, or property interests. Private colleges aren't state actors, so constitutional due process isn't automatically triggered. Instead, they must provide fairness through the school's own contracts and policies—such as the student-athlete contract and the student code of conduct—and follow their internal disciplinary procedures. The emphasis is on contractual fairness rather than constitutional mandates. So, public schools must follow constitutional due process; private schools rely on contractual fairness.

2. What is the exact composition of the NCAA Board of Governors as described?

A. 21 members — includes college presidents, athlete reps, independent directors

B. 18 members — all college presidents

C. 25 members — conference commissioners and faculty representatives

D. 12 members — student-athlete representatives only

Understanding how the NCAA Board of Governors is put together helps you see why that option is correct. The board is described as a 21-member body that blends leadership from member institutions, student-athlete input, and independent governance. This mix means college presidents or chancellors provide institutional leadership, student-athlete representatives bring the voice of athletes, and independent directors contribute external, non-institutional oversight. That combination—21 members drawn from three groups: college presidents, athlete reps, and independent directors—fits the description precisely. The other options either change the size or omit key groups, which would not reflect how the board is structured.

3. What is NIL Go?

- A. A national database for NIL deal disclosure**
- B. A funding program for new facilities**
- C. A coaching app**
- D. A scholarship program**

NIL Go is about tracking and reporting NIL deals. In college athletics, athletes can monetize their name, image, and likeness, so having a centralized database helps regulators, conferences, schools, and the athletes themselves see what deals exist, who is involved, and the terms or amounts. This transparency supports compliance with rules and prevents potential conflicts or improper inducements, while making disclosures easier to manage and review. It's not about funding facilities, coaching apps, or providing scholarships, which is why the database option is the best fit.

4. What are social capital benefits in college sport?

- A. Individual athletic awards**
- B. Temporary entertainment value**
- C. Community identity, alumni connections, and networking opportunities for students**
- D. Sole revenue generation**

Social capital in college sport refers to the benefits that arise from the networks, relationships, and shared identity surrounding a team and its community—trust, collaboration, and access to resources that help students succeed. In this context, the best description of social capital benefits includes community identity (a sense of belonging and pride in the school), durable alumni connections (ongoing networks that can support mentorship, internships, and job opportunities), and broader networking opportunities for students across their college years and beyond. These elements collectively create social resources that students can draw on, not just immediate personal awards or short-term entertainment. Individual athletic awards highlight personal achievement rather than the social web that supports and benefiting from college life. Temporary entertainment value focuses on the immediate enjoyment of games for fans, which doesn't translate into lasting networks or community ties. Sole revenue generation centers on money, which misses the relational and supportive aspects that social capital provides to students.

5. Autonomy Five (Power Five) schools have the power to make independent rules in which areas?

- A. Benefits, NIL, and athlete welfare**
- B. Scheduling and attendance requirements**
- C. Academic degree standards only**
- D. Whether to participate in NCAA governance**

Autonomy conferences were granted authority to set rules that directly affect student-athlete compensation and welfare. This includes benefits beyond the basic NCAA minimums (such as cost of attendance and other financial supports), rules around name, image, and likeness (NIL), and measures tied to athlete welfare (like medical coverage and post-eligibility protections). Scheduling and attendance rules, academic degree standards, and decisions about NCAA governance participation remain governed by broader NCAA structures rather than autonomous flexibility. That combination makes benefits, NIL, and athlete welfare the areas autonomously controllable.

6. Which group is explicitly listed as stakeholders in the NIL and revenue sharing context?

- A. Athletes**
- B. Coaches**
- C. Alumni**
- D. Sponsors**

In NIL and revenue sharing discussions, the athletes are the group explicitly identified as stakeholders because they hold the rights to their name, image, and likeness and are the ones who stand to directly receive compensation. The policy framework centers on giving student-athletes the opportunity to monetize their NIL, so they are the primary beneficiaries and participants in any revenue-sharing plans. Coaches, alumni, and sponsors are part of the broader ecosystem and have interests, but the explicit designation of stakeholders focuses on the athletes who own and can monetize those rights. This reflects the shift toward athlete-centered monetization and protections within NIL rules.

7. Which of the following is NOT a primary stakeholder group?

- A. Student-athletes**
- B. Fans**
- C. Universities**
- D. Media outlets**

The main idea here is understanding who counts as a primary stakeholder in intercollegiate athletics. Primary stakeholders are those with a direct, ongoing stake in the program's success and operations. Student-athletes are directly affected by rules, education, welfare, and competition. Universities provide the resources, governance, and oversight that keep the program running. Fans participate as the audience, supporters, and often the revenue base through attendance and engagement. Media outlets, while influential in shaping coverage, sponsorships, and public perception, act as external facilitators rather than direct participants in the program's core activities. They benefit from the content and popularity of the athletics program but do not have the same direct stake in its day-to-day operation or survival. Because of this distinction, media outlets are not considered primary stakeholders.

8. William Henry Lewis accomplished which milestone?

- A. First Black All-American football player**
- B. First Black head coach**
- C. First Black quarterback**
- D. First Black college football captain**

Recognizing a national standout in college football, specifically earning All-American honors, is the focus here. All-American selections name the best players in the country for the season. William Henry Lewis achieved this by becoming the first Black football player to be named an All-American, a landmark moment in the sport's history. This milestone shows how individual excellence can break color barriers and pave the way for greater inclusion in college athletics. After his football days, Lewis pursued a legal career and became a notable civil rights advocate, illustrating how achievements in sports can intersect with broader social progress.

9. Which outcome is the intended purpose of the house settlement terms?

- A. Eliminating NIL opportunities**
- B. Replacing NIL with sponsorships**
- C. Creating a framework for future revenue sharing between schools and athletes**
- D. Reducing athletes' rights**

The main idea being tested is that the settlement terms are meant to establish a plan for sharing revenue between schools and athletes. This kind of framework aims to turn a patchwork of individual agreements into a predictable, governance-based approach to how money generated by college sports—NIL opportunities, sponsorships, media rights, and related revenue—gets distributed. It supports athletes benefiting from their name, image, and likeness while helping schools manage costs and maintain competitive balance, all within clear rules and oversight. That's why creating a framework for future revenue sharing is the best fit. It captures the goal of moving toward structured, long-term equity rather than just allowing or preventing specific opportunities, and it avoids the idea of eliminating NIL or weakening athletes' rights. The other options imply eliminating NIL, swapping NIL for sponsorships, or reducing athletes' rights, none of which align with a settlement aimed at providing a fair, durable method for sharing revenue.

10. According to Brand (2006), what is the Standard View of college athletics?

- A. Athletics integrated with academics**
- B. Athletics are treated as separate from academics**
- C. Athletics should focus on student welfare**
- D. Athletics should be funded by tuition**

Brand's Standard View treats college athletics as a separate enterprise within a university, distinct from the academic core. In this frame, sports have their own governance, budgets, and objectives—centered on competition, revenue, visibility, and compliance—rather than being driven primarily by classroom learning or degree outcomes. The university's academic mission stays primary, while athletics runs alongside it with its own separate logic and incentives. The alternative descriptions describe different perspectives—integrating athletics with academics would tie sports more closely to coursework and degree progress; focusing on student welfare centers on the well-being of student-athletes; funding by tuition highlights a financial mechanism rather than a relational stance. So the standard characterization is that athletics are treated as separate from academics.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://intercollegiateathletics1.examzify.com>

We wish you the very best on your exam journey. You've got this!

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