I. Course Description

This course will provide the student with general knowledge of the judicial system and current legal issues in sport including risk management, the law of negligence, discrimination, Title IX, and issues related to intellectual property.

II. Rationale

This course is designed to introduce students to multiple legal principals associated with sport, recreation, and physical education. Students will be provided with a basic understanding of the legal concepts related to the intersection of sport and the law. The growth of litigation in the sport, recreation, and physical education industries has required future professionals to be able to recognize potential areas of liability and opportunities to lessen or avoid liability. This course will help the learner to understand how legal concepts relate to the sport, recreation, and physical education industries and help prepare students to apply critical thinking skills that impact management decisions in the sport, recreation, and physical education industries to legal issues or disputes.

III. Course Objectives/Learning Outcomes

At the conclusion of this course, the student should be able to:
1. Define and understand basic legal concepts including: the make-up of the legal system, different types of legal authority, how a lawsuit works, and legal resources available.
2. Integrate the understanding of the law into the risk management process.
3. Identify major challenges associated with human resources, especially the law of contracts, hiring, evaluating, disciplining, and firing employees, and an organization’s liability for the acts of its employees.
4. Identify the unique legal issues within professional, collegiate, high school, recreation, youth, private and Olympic sport programs.
5. Identify important legal issues related to sport facilities and events.
6. Identify the legal aspects of torts, premise liability, intellectual property and other legal concepts related to sport, recreation, and physical education.

IV. Course Topics

The major topics to be considered are:
- Introduction to the US legal system
- How does a lawsuit work and what are the different types of law?
- What is the concept of liability?
• What are the elements of a contract and how does it relate to sport management?
• Strategies to limit liability in the workplace
• Understanding intentional torts and negligence
• Employee related issues
• Matters related to antitrust, labor law, and Title IX
• Legal issues pertaining to governance
• The law of private associations
• Strategies for mitigating and avoiding legal liability

V. State Adopted Proficiencies

A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

VI. Evaluation and Grade Assignments

Evaluation will be based on successful completion of the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>20%</td>
</tr>
<tr>
<td>Chapter quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
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<tr>
<td><strong>Total Percent</strong></td>
<td><strong>100%</strong></td>
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Discussion Boards: Weekly discussions will cover material in textbook and supplementary material. Discussions should demonstrate understanding from readings and underlying concepts, including correct use of terminology. Postings may ask students to integrate an outside resource, or relevant research into responses, to support important points. All postings that use outside sources must use APA citation use proper grammar.

Chapter Quizzes: This course will use online quizzes as a part of evaluating student knowledge. Quizzes will be a combination of multiple choice and true/false. They will cover information from the current chapter, and other assigned readings if applicable.
You may use your book and notes, however, the quizzes are timed and you will not have time to look up all of the answers.

**Midterm:** There will be a midterm exam. Examination questions will cover material from lecture, the textbook, discussion boards, class activities and other relevant materials. Questions may be presented in multiple choice, true false, matching, short answer, and essay form.

**Final Exam:** There will be a final exam. Examination questions will cover material from lecture, the textbook, discussion boards, class activities and other relevant materials. Questions may be presented in multiple choice, true false, matching, short answer, and essay form.

**Assignments:** Assignments will be assigned throughout the semester. These are designed to link required reading material and discussions to concepts in the field.

**Extra Credit:** Periodically, extra credit opportunities may be available to students.

**GRADING SCALE** (percent of total grade):

- **A** = 90 – 100
- **B** = 80 – 89
- **C** = 70 – 79
- **D** = 60 – 69
- **F** = Below 59

**VII. Instructional Methods and Activities**

Class PowerPoint lectures, discussion boards, case study debates, individual activities, and assignments.

**VIII. Required Textbook**


**IX. Classroom café:**

The Classroom Café will be located in the class’ Blackboard webpage. This is a class forum that is intended to have several purposes. First, it is for posting questions that you may have that pertain to the class. Having specific questions about an assignment due date, a clarifying question on a homework assignment, or a question about a concept from a chapter are all examples of times where it is completely appropriate to post to the Classroom Café. If you have a question, odds are someone else does as well so please post! Check the classroom Café if you do have a question, as someone may have posted there before you.

If you email with a question that I feel should go in the Classroom Café because the entire class would benefit from knowing the answer, I may reply asking that you post the question the Classroom Café. Second, I may try to post interesting articles or discussions for you to check out
every now and then (not for points, but to have conversations relevant to class, so please be sure to keep an eye out!).

X. Class Policies

• ATTENDANCE online is asynchronous meaning that readings, discussions and assignments will be posted at the beginning of the week (Monday morning) and will be due at the end of the week (Sunday evening at 11:59pm). Students are expected to actively participate in class discussions and activities. With the flexibility of the online class and assignment due dates, all students should have sufficient time to complete all quizzes, assignments and quizzes. The student is responsible for informing the instructor if class participation will be affected by “approved university business”. Excused absences are limited to medical emergencies that can be verified in writing by a physician, or participation in a TAMU-CC sanctioned event.

• LATE ASSIGNMENTS and quizzes will NOT be accepted. In addition, quizzes and tests cannot be retaken other than for an excused absence. The student must provide the instructor reasonable warning of the absence at the earliest opportunity (such as a schedule of out-of-town games). Documentation of university-approved commitments is required by the instructor. Documentation for absences due to personal emergencies may be requested by the instructor. Make up opportunities will NOT be permitted for class-work or assignments missed due to UNEXCUSED absences. **Assignments/other assigned work are due the day they are scheduled to be due at the time they are scheduled.**

• MAKE-UP EXAMS are given only under dire circumstances in which prior permission from the instructor is required.

• APPROPRIATE CLASSROOM BEHAVIOR: students are asked to be respectful of their fellow classmates and the instructor when participating in this course. Each person is entitled to their opinion, and encouraged to express that opinion. However, please do so in an appropriate and respectful manner. Also, students are expected to be prepared for each class, and be focused on the activities of the class. Appropriate questions and discussions are welcome during the course, whether it be on discussion boards, the Classroom Café, or in other forums. Although this is an online course, respect, professionalism, and courtesy are expected at all times. Students who are exhibit rude or disrespectful behavior to others may result in a reduced final grade or failure of the course.

• University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic or scholastic dishonesty, including plagiarism, collusion, or cheating on any examination, test, or classroom assignment will be treated with the greatest severity. See the student catalog for consequences of student misconduct.

XI. Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the
process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

XII. Academic Honesty/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in one or more of the following:

- Written reprimand;
- Requirement to re-do work in question;
- Requirement to submit additional work;
- Lowering of grade on work in question;
- Assigning grade of “F” to work in question;
- Assigning grade of “F” for course;
- Recommendation for more severe punishment.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
XV. Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XVI. Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. September 25 is the last day to drop a class with an automatic grade of “W” this term.

XVII. Tentative course schedule

Please keep in mind the instructor reserves the right to revise the course schedule throughout the semester.

<table>
<thead>
<tr>
<th>Class</th>
<th>Chapters</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Review Syllabus, Introductions, Ch. 1, &amp; Ch. 2</td>
<td>Course introduction (Ch. 1), and preventative law (Ch. 2).</td>
</tr>
<tr>
<td>9/4</td>
<td>Ch. 3 &amp; Ch. 4</td>
<td>The U.S. Legal System (Ch. 3), and contracts (Ch. 4).</td>
</tr>
<tr>
<td>9/11</td>
<td>Ch. 15 (pp. 433-451) &amp; Ch. 5</td>
<td>Negligence (Ch. 15), and employer liability for actions of employees and others (Ch. 5). Midterm</td>
</tr>
<tr>
<td>9/18</td>
<td>Ch. 6, Ch. 7, &amp; Ch. 10</td>
<td>Hiring, promotion, termination, compensation, and leave (Ch. 6), harassment and employee expression issues (Ch. 7), and the law of agency and athlete agents (Ch. 10).</td>
</tr>
<tr>
<td>9/25</td>
<td>Ch. 11 &amp; Ch. 13</td>
<td>Governance issues in professional sport: commissioner authority (Ch. 11), and governance issues in high school and college athletics (Ch. 13).</td>
</tr>
<tr>
<td>10/2</td>
<td>Ch. 18 &amp; Ch. 19</td>
<td>Participant violence in sport (Ch. 18) and development and protection of intellectual property (Ch. 19).</td>
</tr>
<tr>
<td>10/9</td>
<td>Ch. 20</td>
<td>Promotional and operational issues in marketing (Ch. 20) and final exam</td>
</tr>
</tbody>
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KINE 3335 Legal Issues in Sport
Syllabus Acknowledgment Form

I, (print name)____________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 3335 Legal Issues in Sport.

Signature ______________________________________ Date ____________________