

Eastern Illinois University
Revised Course Proposal
KSS 4760, Sport Law

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** KSS 4760
2. **Title (may not exceed 30 characters, including spaces):** Sport Law
3. **Long title, if any (may not exceed 100 characters, including spaces):** Sport Law
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2013
7. **Course description:** A survey of the law as it relates to professionals in the field of sport and fitness management. Pertinent concepts and legal constraints including liability, negligence, and tort related to employment in various professional positions in the sport industry. This course is restricted to KSS majors.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
There are no equivalent courses.
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
A grade of "C" or better in KSS 2761.
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
A grade of "C" or better in KSS 2761.
 - c. **Who can waive the prerequisite(s)?**
 No one Chair Instructor Advisor Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A
 - e. **Repeat status:** Course may not be repeated.
 Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
KSS Majors

g. Degree, college, major(s), level, or class to be excluded from the course, if any:
Non-KSS Majors

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

N/A

10. Grading methods (check all that apply): Standard letter CR/NC Audit ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

The grade for this course will not count in a student’s grade point average.

The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

- lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

Integrate key legal terms, principles, and concepts applicable to the sport industry	Effective critical thinking Effective speaking
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Analyze how elements of law apply to administering sport and fitness management	Effective critical thinking Effective speaking
Examine common case studies of negligence that occur in the sport-fitness environment	Effective critical thinking Effective writing Effective speaking
Develop risk management guidelines and checklists for sport-fitness programs	Effective critical thinking Effective writing
Analyze case law and apply established legal precedence to recent situations and scenarios	Effective critical thinking Effective writing and speaking Responsible citizenship
Evaluate the use of collective bargaining agreements in professional sports	Responsible citizenship Effective critical thinking Effective writing

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

Students taking this class for graduate credit will, in addition to the objectives listed for undergraduate students:

Analyze group discussions on legal concepts to navigate particular areas of sporting interest and their intersection with the law	Depth of content knowledge Critical thinking and problem solving Effective oral communication
Produce independent research involving an issue relating to sport and the law	Advanced scholarship

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Exams (UG-50%) (G-30%)	Written Assignment (Contract Analysis) (UG-10%) (G-40%)	Group Presentation on Legal Issue (UG-40%) (G-30%)
Integrate key legal terms, principles, and concepts applicable to the sport industry	X	X	X
Analyze how elements of law apply to administering sport and fitness management	X		X
Examine common case studies of negligence that occur in the sport-fitness environment	X	X	

Develop risk management guidelines and checklists for sport-fitness programs	X	X	
Analyze case law and apply established legal precedence to recent situations and scenarios	X		X
Evaluate the use of collective bargaining agreements in professional sports	X	X	X
<u>Grad only:</u> Analyze group discussions on legal concepts to navigate particular areas of sporting interest and their intersection with the law			X
<u>Grad only:</u> Produce independent research involving an issue relating to sport and the law		X	

3. Explain how the instructor will determine students’ grades for the course:

For undergraduate students:

<u>Evaluation Criteria:</u>		<u>Grading Scale:</u>	
Exams	50%	90-100%	A
Written Assignment (Contract Analysis)	10%	80-89%	B
Group Presentation on Legal Issue	40%	70-79%	C
		60-69%	D
Total:	100%	< 60%	F

For students taking the course for graduate credit:

<u>Evaluation Criteria:</u>		<u>Grading Scale:</u>	
Exams	30%	90-100%	A
Written Assignment (Contract Analysis)	40%	80-89%	B
Group Presentation on Legal Issue	30%	70-79%	C
		60-69%	D
Total:	100%	< 60%	F

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:** The EIU-approved online learning management system will be used to provide a sound virtual learning environment for students enrolled in an online section of this course. The course management system’s communication tools will be used to promote synchronous and/or asynchronous discussion and analysis of key course topics by students. ‘Quiz and survey’ tools will be used to assess student learning and depth of content knowledge. Assignment ‘dropbox’ tools will be used to manage submission of learning activities, such as case studies, writing samples, and creative projects. Online versions of the EIU-approved assessment rubrics will be used to assess student performance. ‘Grade book’ tools will be used to assist with grade finalization and confidential grade posting.
- b. Describe how the integrity of student work will be assured:** The integrity of student work with the assessment process will be assured by utilizing the course management system’s assessment settings such as randomization of test questions from a question database, using short answer and essay questions to test for depth of content knowledge, limiting student views of each question to

one, and limiting the amount of time for each assessment to be completed. The integrity of student writing will be assured through the use of the EIU-approved anti-plagiarism software. This software will help assure original authorship of writing samples submitted by students.

- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Regular interaction between student and instructor will be maintained through the use of EIU e-mail, the course management system's 'mail' tool, the course management system's 'chat' function, and web-based conferencing technologies. Student-to-student interaction during weekly synchronous and/or asynchronous threaded discussions centered on course content will be supported through the use of the course management system's 'discussion' tools.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

a. Course objectives;

In addition to the undergraduate student objectives, students taking this course for graduate credit will:

- Analyze group discussions on legal concepts to navigate particular areas of sporting interest and their intersection with the law
- Produce independent research involving an issue relating to sport and the law

b. Projects that require application and analysis of the course content; and

- For group projects, students taking the course for graduate credit will be required to serve as captains of their group and will be held to an increased level of accountability for the quality of the group's work than other group members.
- Instead of the traditional forced choice mid-term and final exam format, students taking this course for graduate credit will be required to complete more rigorous content examinations that will consist of essay questions.
- Students taking this course for graduate credit will complete a research-intensive paper that will require a review of relevant case law.

c. Separate methods of evaluation for undergraduate and graduate students.

- The rubric used to assess the group presentations will be different for undergraduate and graduate students.
- Undergraduate students will take multiple choice and true/false question exams while graduate students will be assessed on the synthesis of course content into the answers on their essay exams.
- While undergraduates complete a formal and rigid writing assignment that corresponds with content from one specific unit of this course, students taking this course for graduate credit complete a more research-intensive paper on a topic of their choosing.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the

course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 1	Topic: Course Intro Global Historical Foundations of Law; US Historical Foundations of Law
Week 2	Topic: US Legal System Federal System; State System and Local System; Criminal and Civil Law
Week 3	Topic: Tort Law and Product Liability Unintentional Torts; Intentional Torts; Product Liability
Week 4	Topic: Risk Management Perspectives and Approaches; Loss Prevention; Risk Management Process
Week 5	Topic: Risk Management, continued Risk Management Application; Workshop: Student Rec Center; Emergency Action Plans
Week 6	Topic: Agency Law Concepts in Agency Law; Regulation of Athlete Agents; Disputes in Athlete Agency
Week 7	Topic: Contract Law Basics of Contract Law; Sport Contracts; Contract Law Issues
Week 8	Topic: Employment Law The Employment Relationship; Discrimination and Sexual Harassment; Federal Employment Laws
Week 9	Topic: Constitutional Law First Amendment; Fourth Amendment; Fourteenth and Fifth Amendments
Week 10	Topic: Gender Equity Title IX; Sexual Harassment; Employment Discrimination
Week 11	Topic: Intellectual Law Trademark Law; Copyright Law; Right of Publicity, Patent Law, Ambush Marketing
Week 12	Topic: Antitrust Law Application to Professional Team Sports; Application to Individual Sports; Application to University Sports
Week 13	Topic: Group Presentations
Week 14	Topic: Special Topics in Sport Law (Religion, Violence, Doping, etc.)
Week 15	Topic: Special Topics in Sport Law (International Issues, Alternative Dispute Resolution, Sports Crimes, etc.), continued; Conclusion/Wrap-up

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

Students in the sport management concentration receive a thorough and current background of legal concepts in Sport Law. This course helps students become equipped to face the risks and challenges of providing safe and healthy environments within the sport industry. Accordingly, the Commission on Sport Management Accreditation (COSMA) has identified legal aspects of sport as one of six Common Professional Content (CPC) topical areas for undergraduate sport management degree programs. Sport Law fulfills this requirement within our sport management concentration.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. If the course or some sections of the course may be technology delivered, explain why.**

An online version of the course is proposed to accommodate enrolled students who either live off campus or work during traditional hours when on-campus course sections are typically offered.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Course content applies and expounds upon knowledge from KSS 2761, which provides an introduction to essential sport/fitness management concepts and principles for all students within the sport management concentration. COSMA standards suggest that a Sport Law class be required for juniors or seniors completing a course of study in sport management.

3. If the course is similar to an existing course or courses, justify its development and offering.

No EIU course exists that focuses on legal aspects of sport.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

This course enhances the overall quality of the sport management concentration. In addition, this course brings the sport management concentration one step closer to existing COSMA accreditation standards. This course is required for KSS majors with the sport management concentration. Offering an occasional online section of the course will satisfy increasing demands from students for online courses and allow for enhanced off-campus outreach of the KSS department's academic programs.

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** This course will be required for all KSS students completing the sport management concentration
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.** This course will be required in the KSS Sports Administration master's program if the student has not taken a sport law-focused course in an undergraduate program.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dr. Chad Carlson or other qualified KSS sport management faculty. Online sections may be taught by faculty who have met the technology delivered policy of CAA.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

No additional cost beyond textbook rental.

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Spengler, John O., Paul M. Anderson, Daniel P. Connaughton, and Thomas A. Baker III. (2009). *Introduction to Sport Law*. Human Kinetics: Champaign, IL.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: January 18, 2013

Date approved by the college curriculum committee: February 11, 2013

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: March 7, 2013 **CGS:** April 30, 2013

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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