



**KES 4340-001**  
**Legal and Ethical Issues**  
**Fall 2023**

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**Office Hours:** **MW:** 10:00-11:00 am, 1:30-2:30 pm; **TT:** 10:45-11:45 am, 1:30-2:30 pm;  
**F:** 9:30-11:30 am **or by appointment (email to set an appointment)**  
**Meeting:** Web-Delivered Course via Blackboard and Navigate  
**Required Text:** Inclusive Access: Legal Aspects of Sports 2<sup>nd</sup> Edition  
**Author:** Miller and Schoepfer  
**Publisher:** Jones & Bartlett Learning

This class requires **Navigate** textbook access –  
You do not need to purchase the book or Navigate; this class is a part of Inclusive Access.  
Inclusive Access is a course material affordability program, designed by institutions and guided by the Department of Education to deliver digital learning resources to students, at a significantly reduced cost. The materials will be automatically provided to you digitally on or before the first day of class. All students should be sent instructions on how to access the material the day before the first day of class via email. The link is <https://www2.jblearning.com/my-account/login>.

If you have any issues, you can connect with the [Learner Experience](#) team and submit emails or call the Sul Ross helpline at: **800-758-0592**. [Video: Student Registration for Blackboard with Inclusive Access](#)

**COURSE DESCRIPTION**

Given an increasingly litigious sports landscape, it's vital that future sports managers fully understand the impact of the legal aspects of sports and the strategies that may be used to manage them. *Legal Aspects of Sports, Second Edition* provides an accessible introduction to the legal aspects of sports relevant to future sports managers and coaches, streamlined in such a way that emphasizes content most relevant to sport management.

## **LEARNING OBJECTIVES**

1. This course provides an extensive overview of legal principles and ethical issues in sports.
2. This course introduces the different fields of law and issues (Federal Amendment, torts, contracts, labor relations) as they relate to sport.
3. This course examines the basic philosophical issues concerning ethics and moral reasoning and how these issues relate to sports.
4. This course is designed to help future sports administrators develop an ethical decision-making process.

## **Marketable Skills – The following marketable skills are met in this course:**

- **Collaboration** – students will interact with one another through a multitude of class discussions.
- **Creativity** -
- **Communication** – students will orally present research to the class.
- **Critical Thinking** – students will be asked to critically decipher a multitude of real-world scenarios
- **Career Readiness** – students will develop the skills necessary to thrive in a management roll in their chosen profession

## **PROGRAM LEARNING OUTCOMES**

The learning activities, assignments, and exams in this course are constructed to assess each student's mastery of the following learning outcomes:

1. Be able to use ethical and legal literature for case law, statutes, periodicals, and texts.
2. Know the steps in a lawsuit and the responsibilities and obligations of the parties: plaintiffs, defendants, judges, and others.
3. Know tort law, including negligence, intentional torts, products and strict liability.
4. Understand Constitutional laws (Amendments, Gender Equity, and ADA) and the legal analyses used by the courts in civil rights decisions.
5. Apply theories of ethics to sport-specific situations.
6. Understand the rights and responsibilities of sport administration professionals in relation to professional ethics.
7. Develop personal and administrative values in sport settings.
8. Identify potential ethical dilemmas facing sport participants and sport administrators.

## **GRADING**

### **POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS**

<b>Grade calculation</b>	<b>% of Grade</b>	<b>Grading Scale</b>
<b>Navigate eBook Quizzes</b>	<b>13 @ 15 = 195 points (19.5%)</b>	<b>900 or more    A</b>
<b>Case Studies</b>	<b>13 @ 15 = 195 points (19.5%)</b>	<b>800-899        B</b>
<b>Discussion Questions</b>	<b>15 @ 20 = 300 points (30%)</b>	<b>700-799        C</b>
<b>Tests/Final Exam</b>	<b>5 @ 50-80 = 280 points (28%)</b>	<b>600-699        D</b>
<b>Start Here Assignment</b>	<b>1 @ 25 = 30 points (3%)</b>	<b>Less than 599   F</b>
	<b>Total Points = 1000</b>	

\*Letter Grading as per SRSU policy will be used in this course.

**Be sure to complete all assignments by the due date.**

**Depending on the assignment, late assignments may not be accepted or may be accepted but will have points deducted!**

## **COURSE REQUIREMENTS**

### **Pre-Course Assignment (25 points total).**

- Pre-Course Check & Quiz – 10 questions worth 10 points total, 1 point for each question. The Syllabus Quiz will demonstrate that you have read and understand the content located in various headings of the syllabus. By submitting the syllabus quiz, you are indicating that you have completely read the syllabus and understand what is expected of a student of this online course.
- Introduce Yourself Discussion – worth 20 points total (post your reply 10 points and 2 replies 10 points). This assignment will help you, your instructor, and your fellow class members get to know each other. Use the prompts that are given to introduce yourself to your classmates, and respond to at least 2 of your classmate's posts.

### **Navigate eBook Chapter Readings (15 points each, 195 points total).**

13 Chapters; Navigate Chapter Readings are done at the start of each chapter (this is a “flipped classroom”). Navigate Readings must be done by the due date. LATE WORK WILL NOT BE ACCEPTED. All due dates for chapter readings are found in Course Calendar (**every Sunday @ 11:59 pm**). Highly encourage you to work ahead of the due dates. Students need to finish the Chapter Readings before starting the weekly test. Navigate Chapter Readings is an interactive reading program through Jones & Bartlett Learning. These modules will guide you through each individual chapter asking questions to assess your knowledge along the way. These assignments will cover information that will be in the Chapter Tests.

### **II. TESTS (50 points each for Test 1-4; 80 points for Test 5 Final Exam; 280 points total).**

Five tests will be given; Test 5 is a comprehensive Final Exam (80 points). Chapter Tests will be due **every Sunday night @ 11:59 pm**. You only get one attempt for each Test. Tests include multiple-choice and True/False questions. Once you start a test, you will have unlimited time to complete the questions. The questions are automatically scored after you take the Test. Each day Tests are turned in late carries a 30% deduction for 1-7 days late. PowerPoints for each chapter are posted in Blackboard which can be helpful while taking tests. Navigate Chapter Readings and class discussions/lectures will also be helpful; however, it is recommended that students take notes to better prepare themselves.

### **III. Case Studies (15 points each, 13 Case Studies, 195 points total).**

Each student will be required to read, analyze, and interpret one case study a week. Case Study Analysis will be due **every Sunday night @ 11:59 pm**. An outline will be given to serve as a basic guide to the analysis and the understanding of the case decision. Students will need to look in blackboard to find out what case study is assigned to them. Each day Case Studies are turned in late carries a 30% deduction for 1-7 days late.

## **VI. Discussion Questions (20 points each, 15 Discussion Questions, 300 points total).**

You will restate the question first, then you will write your answer. Answers must be at least 300 words in-depth, and is **due every Thursday at 11:59 p.m.** Students then must respond to two classmate's discussion questions. These responses must be academic and scholarly in nature, a minimum of 150 words each, and are **due every Sunday at 11:59 a.m.** When breaking down the point total for each discussion question, 10 points are given for answering your discussion question and 5 points for each academic response, totaling 20 points. To earn all the points possible, answer all discussion questions, do good work, submit your response on time, and respond to two other student's discussions.

### **ALL COURSE REQUIREMENTS DEADLINE**

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of *Wednesday of Week 16 at 11:59 p.m.* to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per the above policy.

### **LATE WORK POLICY**

All coursework must be submitted by the provided due dates in Blackboard or Navigate. Navigate readings must be completed by the due date for credit – **NO LATE WORK WILL BE ACCEPTED FOR CHAPTER READINGS.** All other work: **case studies, discussions, and tests carry a 30% deduction for 1-7 days late.** For consideration to turn in work passed 1 week late, must be approved by the professor for grading consideration. If approved by the professor, assignments turned in over 1 week late will carry a minimum 50% deduction.

### **BLACKBOARD LEARNER SUPPORT**

Our 24/7 Blackboard online support desk and toll-free hotline are made available to SRSU faculty and students to begin using immediately for any Blackboard technical support issues. SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll-Free: 888.837.6055 Email: [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

## **TENTATIVE COURSE CALENDAR**

<b>Week</b>	<b>Content</b>	<b>Due</b>
<b>1</b> 8/28 to 9/3	Start Here: Course Information and Pre-Course Assignments	Pre-Course Assignments – <b>9/3</b>
<b>2</b> 9/4 to 9/10	Malice in the Palace – Discussion Questions  Workplace Ethics – Discussion Questions	<b><u>Labor Day Holiday – 9/4</u></b> eBook Ch. 1 – <b>9/10</b>  Discussion Questions both due – <b>9/7, 9/10</b>
<b>3</b> 9/11 to 9/17	Chapter 1 – Sports in Society	<b><u>Last Day to Drop – 9/13</u></b> eBook Ch. 2 – <b>9/17</b>  Ethics Discussion: Honesty – <b>9/14; 9/17</b>  Chapter 1 Case Analysis – <b>9/17</b>

<b>4</b> 9/18 to 9/24	Chapter 2 – Unintentional Torts	eBook Ch. 3 – <b>9/24</b> Chapter 1 & 2 Discussion – <b>9/21; 9/24</b> Chapter 2 Case Analysis – <b>9/24</b>
<b>5</b> 9/25 to 10/1	Chapter 3 – Intentional Torts	<b><u>Test #1 (Ch. 1-3) – 10/1</u></b> eBook Ch. 4 – <b>10/1</b> Ethics Discussion: Integrity – <b>9/28; 10/1</b> Chapter 3 Case Analysis – <b>10/1</b>
<b>6</b> 10/2 to 10/8	Chapter 4 – Tort Defenses	eBook Ch. 5 – <b>10/8</b> Chapter 3 & 4 Discussion – <b>10/5; 10/8</b> Chapter 4 Case Analysis – <b>10/8</b>
<b>7</b> 10/9 to 10/15	Chapter 5 – Risk Management	eBook Ch. 6 – <b>10/15</b> Ethics Discussion: Respect – <b>10/12; 10/15</b> Chapter 5 Case Analysis – <b>10/15</b>
<b>8</b> 10/16 to 10/22	Chapter 6 – Discrimination Issues	<b><u>Test #2 (Ch. 4-6) – 10/22</u></b> eBook Ch.7 – <b>10/22</b> Chapter 5 & 6 Discussion – <b>10/19; 10/22</b> Chapter 6 Case Analysis – <b>10/22</b>
<b>9</b> 10/23 to 10/29	Chapter 7 – Drug Testing in Sports	eBook Ch. 8 – <b>10/29</b> Ethics Discussion: Fairness or Equality – <b>10/26; 10/29</b> Chapter 7 Case Analysis – <b>10/29</b>
<b>10</b> 10/30 to 11/5	Chapter 8 – Contracts	eBook Ch. 9 – <b>11/5</b> Chapter 7 & 8 Discussion – <b>11/2; 11/5</b> Chapter 8 Case Analysis – <b>11/5</b>
<b>11</b> 11/6 to 11/12	Chapter 9 – Antitrust Law	<b><u>Test #3 (Ch. 7-9) – 11/12</u></b> eBook Ch. 10 – <b>11/12</b> Ethics Discussion: Responsibility – <b>11/9; 11/12</b> Chapter 9 Case Analysis – <b>11/12</b>
<b>12</b> 11/13 to 11/19	Chapter 10 – Labor Relations in Sports	<b><u>Last Day to Withdraw ‘W’ - 11/17</u></b> eBook Ch.11 – <b>11/19</b>

		Ethics Discussion: Loyalty – <b>11/17; 11/19</b> Chapter 10 Case Analysis – <b>11/19</b>
<b>13</b> 11/20 to 11/26	Chapter 11 – Agents	<b><u>Thanksgiving Holiday – 11/22-24</u></b> eBook Ch. 12 – <b>11/26</b> Ethics Discussion: Reliability – <b>11/23; 11/26</b> Chapter 11 Case Analysis – <b>11/26</b>
<b>14</b> 11/27 to 12/3	Chapter 12 – Intercollegiate and Interscholastic Athletic Issues	eBook Ch. 13 – <b>12/3</b> NIL Discussion – <b>11/30; 12/3</b> Chapter 12 Case Analysis – <b>12/3</b>
<b>15</b> 12/4 to 12/10	Chapter 13 – International Sports	<b><u>Test #4 (Ch. 10-13) – 12/10</u></b> NIL Discussion Video – <b>12/7; 12/10</b> Chapter 13 Case Analysis – <b>12/10</b> <b><u>Last Day of Class – 12/6</u></b>
<b>16</b> 12/11 to 12/17	Final Exam	<b><u>Final Exam – 12/13</u></b>

## **UNIVERSITY POLICIES**

### **Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

### **Accidents & Injuries**

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related to injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

## **Academic Integrity Statement**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

## **Academic Civility Statement**

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

## **Academic Affairs Service Statement**

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

## **Libraries Info**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LobID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

## **Academic Excellence Statement**

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

## **ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's

responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives, experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.