



Course Syllabus: HPE 922 Law for P.E. Instructors & Coaches

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Number of Credit Units: 3

Course Description

HPE 922 Law for P.E. Instructors & Coaches addresses the legal issues confronting physical education instructors and 7-12 coaches. Topics include liability for player injuries; transportation duties; negligence and the assurance of a safe environment; participant, official, parental, and spectator rights; warning of risks; supervision of participants; and instructor and coach's rights and liabilities. This course satisfies the National Associations for Sport and Physical Education's (NASPE) National Standards for Sport Coaches requirements. Students will need to purchase the textbook for this course.

Course Materials

Students are required to purchase the textbook: Neil Dougherty, Alan Goldberger, & Linda Jean Carpenter, *Sport, Physical Activity, and the Law*, (3rd ed.). Sagamore Publishing Company.

- To purchase the text go to Sagamore Publishing: sagamorepub.com

Course Requirements/Assignments

The following online assignments are required for this course:

1. Two Skill Development Assignments (100 points)

- Skill Development Assignment #1
- Skill Development Assignment #2

2. Five Progress Reports (100 points)

- Progress Report #1
- Progress Report #2
- Progress Report #3
- Progress Report #4
- Progress Report #5

3. Application Paper (100 points)

Skills Development Assignment: Skill development assignments are designed to assist you in applying the course materials to your own career. Each assignment covers a specific topic addressed in the readings. Complete instructions and an online scoring rubric are provided for each assignment on Moodle. You may submit each assignment only one time.

Progress Reports: Progress reports are designed to assess how well you have learned the course materials. Each online report covers the specified topics listed in the Moodle instructions. You may take the progress reports as many times as you like.

Application Paper: The application paper is designed to help you reflect, identify, and apply the concepts of this course to your current career. Complete instructions and an online scoring rubric are provided on Moodle. You may submit your paper only one time.

National Standards

This course addresses the following domains and standards set forth by NASPE's National Standards for Sport Coaches:

- Domain 1: Philosophy and Ethics.
- Domain 2: Safety and Injury Prevention.
- Domain 3: Physical Conditioning.
- Domain 4: Growth and Development.
- Domain 7: Organization and Administration.

NASPE National Standards for Physical Education:
http://www.aahperd.org/Naspe/pdf_files/standards_initial.pdf

NASPE National Standards for Physical Education and Coaches:
www.aahperd.org/naspe/template.cfm?template=domainsStandards.html

Mid-continent Research for Education and Learning: www.mcrel.org/standards-benchmarks

Learning Outcomes

Coaches will engage in the following learning outcomes in a manner consistent with the standards prescribed by NASPE:

1. Identify the functions of the American legal system; reflect on how ethical and legal issues impact physical education instructors and coaches; and prepare a report on local and state governing bodies in physical education instructors and coaching. (NASPE Domain 1: Standards 3, 4; NASPE Domain 7: Standards 30, 32, 33, 34, 35, 36)
2. Recognize those legal issues that impact the supervision, participation, management, and conduct of physical education instructors and coaching. (Domain 2: Standards 5, 6, 7, 8, 9, 10; NASPE Domain 7, Standards 30, 32, 33, 34, 35, 36)

3. Identify and apply selected legal principles to hypothetical and actual fact patterns involving physical education instructors and coaches. (NASPE Domain 2: Standards 5, 6, 7, 8, 9, 10; NASPE Domain 7, Standards 30, 32, 33, 34, 35, 36)
4. Review current school emergency plans with administrators for the health and safety of participants and athletes. (NASPE Domain 2: Standards 5, 6, 7, 8, 9, 10; NASPE Domain 3, Standards 14, 17; NASPE Domain 7, Standards 30, 32, 33, 34, 35, 36)
5. Develop a risk management plan to decrease school and personal liability. (NASPE Domain 2: Standards 5, 6, 7, 8, 9, 10; NASPE Domain 7, Standards 32, 33, 34, 35, 36)
6. Demonstrate understanding of how negligence, constitutional, and federal law impacts physical education instructors and coaches. (NASPE Domain 2: Standards 5, 6, 7, 8, 9, 10; NASPE Domain 3, Standards 14, 17; NASPE Domain 7, Standards 30, 32, 33, 34, 35, 36)

Schedule of Topics, Assignments, & Assessments

1. Part I: Introduction to Law in Physical Education & Coaching
 - Forum Contact & Discussion
 - Reading: The Legal System, pp. 1-18
 - Reading: Governing Bodies, pp. 151-180
 - Reading: Risk Management, pp. 19-30
 - Progress Report #1 (20 points)
 - Skill Development Assignment #1 (50 points)
2. Part II: Legal Obligations & Contracts
 - Reading: Negligence and safety obligations, pp. 181-266
 - Progress Report #2 (20 points)
 - Reading: Contracts in Sport & Physical Activity, pp. 123-134
 - Progress Report #3 (20 points)
 - Skill Development Assignment #2 (50 points)
 - Forum Contact & Discussion
3. Part III: Federal Law Obligations
 - Reading: Constitutional Law, pp. 39-79
 - Progress Report #4 (20 points)
 - Reading: Equity & the Law, pp.89-120
 - Progress Report #5 (20 points)
 - Reading: Employment Law, pp. 135-150
4. Part IV: Application & Reflection Paper (100 Points)
 - Forum Contact & Discussion

Evidence of Learning

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' completion of Skill Development Assignment #1, Skill Development Assignment #2, grading rubrics and whether students identify the functions of the American legal system; reflect on how ethical and legal issues impact physical education instructors and coaches; and prepare a report on local and state governing bodies in physical education instructors and coaching.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' successful completion of Progress Reports 1-5 and whether students recognize those legal issues that impact the supervision, participation, management, conduct of physical education instructors and coaching, and identify and apply selected legal principles to hypothetical and actual fact patterns involving physical education instructors and coaches; review current school emergency plans with administrators for the health and safety of participants and athletes.
- Student included the use of Critical Thinking Skills and made connections to their state content and/or professional teaching standards, or how they might use the strategies, techniques, or course content in their curriculum in the future within in their Application Paper.

Grading Policies and Rubrics

Grading for this course is an option letter grade or pass/fail. To receive a “pass” grade for the course a minimum of 240 points (80%) must be attained.

Pass/Fail

If you choose the Pass/Fail option, to receive credit, your coursework must be at a minimum 80% level.

Letter Grade

100 - 90% = A (270 – 300 points)

89 - 80 = B (240 – 269 points)

Assessment Rubrics: For each assessment a grading rubric is provided on Moodle, directly underneath the corresponding assessment. See Moodle for complete details of each assessment's grading rubric.

Instructor/Student Contact

Forum Contact & Discussion sessions are built in the course to assist your comprehension and learning of the course material. In each forum you will be instructed to contact the course instructor to make sure you are progressing in the course and to determine if you have any questions.

You may also email or call if you have any questions about the class. I will do my best to return your email or call within 24-48 hours, except on weekends, holidays, and other times indicated in the forum announcements. Communication by email is the best way to contact the instructor. Please use my contact information at the top of the syllabus.

References

Appenzeller, H. (2005). *Risk management in sport: Issues and strategies* (2nd ed.) Durham, NC: Carolina Academic.

Champion, W. T., (2005). *Sports Law in a Nutshell* (3rd ed.). West Publishing.

Dougherty, N. J., Goldberger, A. S., & Carpenter, L. J., (2007). *Sport, Physical Activity, and the Law* (3rd ed.) AAPAR.

Flegel, M. J. (2004). *Sports first aid* (3rd ed.). Champaign, IL: Human Kinetics.

Pittman, A. T., Spengler, J. O., & Young, S. J., (2007). *Case studies in sport law*. Human Kinetics Publishers.

Rowe, C. A. (2004). Managing risk in the public sector. *Risk Management Magazine*, 51(11), 52.

Silverstein, A., Silverstein, V., & Nunn, L.S. (2000). *Staying safe*. New York: Franklin Watts.

Sharp, L. (2006). *Sport law: A managerial approach*. Holcomb Hathway, Publishers.

Spengler, J.O. (2002). Automated external defibrillators in sport, physical education and recreation settings: Emerging litigation. *Journal of Physical Education, recreation & Dance*, 73(2), 6-7.

Weiler, P. & Roberts, G., (3rd ed.). *Sports and the Law: Text, Cases and Problems*. West Publishing.

Wade, J. (2004). Reducing the threat. *Risk Management Magazine*, 51(11), 10.

Wehlheiser, J., & Scott, J. (2002). *An ounce of preparation: Integrated disaster planning for archives, libraries and record centers* (2nd ed.). Lanham, MD: Scarecrow.

Wong, G., (2002). *Essentials of Sports Law* (3rd ed.,). Praeger Publishers.

Web sites

National Association for Sport and Physical Education Standards:
www.aahperd.org/naspe/template.cfm?template=domainsStandards.html

American Sport Education Program: www.asep.com/about.cfm

Policy on Plagiarism

The Fresno Pacific University catalog has a policy on Academic Integrity/Honesty.

“All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.”

University Information

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student's area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Cultural and global perspectives to understand complex systems
- Computational/methodological skills to understand and expand disciplines, including an
- Understanding of technological systems

Legal Disclaimer

The concepts discussed in this class or through contact with the course instructor are not meant to be legal advice & should not be construed as such under any circumstances. If you have a question about a specific legal issue seek independent legal advice from an attorney.