Human Services and Educational Leadership  
EDLE 5306  
Legal Issues in Athletics Administration  

Semester SP1 2024

Instructor:  Dr. Summer Pannell  
Phone:  662-274-1731 (cell)  

Email: summer.pannell@sfasu.edu

*You should expect a response to emails and phone calls within 24-48 hours except under extenuating circumstances.

I. Course Description:

One of the greatest challenges facing athletic administrators in the modern environment of education-based athletics is complying with the myriad of legal mandates imposed on athletic programs and those who lead them. To exercise effective leadership over all aspects of the athletic program, athletic administrators must have a thorough knowledge of sports law and its impact on every component of the athletic program. This course examines liability for sports injuries and legal mandates for the safety of student-athletes; compliance with sports-related gender equity requirements; student athlete’s rights; and the prevention of hazing, bullying, and sexual harassment.

II. Intended Learning Outcomes/Goals/Objectives:

Program Learning Outcomes

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.
2. The student will demonstrate an understanding of the basic principles and foundations of school leadership.
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.
5. The student will demonstrate building-level leadership skills in supporting P-12 student learning within a school.
6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships.
Student Learning Outcomes

1. Students will understand basic financial procedures in athletics administration.
2. Students will be able to identify appropriate critical incident response strategies and formulate effective action plans.
3. Students will be able to explain the athletic director’s role in the general management of the co-curricular programs.
4. Students will understand the legal liabilities associated with athletics administration.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Assignments are embedded into the content of the course within each module. Guidelines, due dates, and points for each assignment can be found in the section below. As an athletic administrator, you will need to organize your time and plan your activities. In this course, you will be expected to organize your work and develop timelines to complete all activities and other requirements by the assigned due dates and prior to the end of the course.

Discussion Forum (2x10 pts each = 20 pts)

Comprehensive Inspection Plan (20 pts)

Develop a comprehensive inspection plan for facilities and equipment. The plan should include appropriate timelines, checklists, and forms.

New Coach Legal Training (25 pts)

One of an athletic director’s primary duties is to ensure coaches are properly trained. In order to promote safety and mitigate risk, you will need to ensure new coaches are well-versed in the 14 legal duties they are required to follow. Prepare a presentation for all new coaches regarding these duties.

Sexual Harassment Policy and Presentation (20 pts)

For this assignment, you will draft a sexual harassment policy for an athletic program. Prepare a presentation that addresses the types of sexual harassment, the components of an effective sexual harassment policy, and the sexual harassment policy you developed.

Court Case Analysis (20 pts)

Review a case (assigned) with an eye on issues pertinent to the plaintiff and the defendant. Write up your review, giving your critique of the case and the judgment that you believe would be appropriate in it. Prepare a presentation of your critique, indicating the judgment actually rendered.

Title IX Self-Audit (20 points)

Using the tool provided, conduct a Title IX self-audit of your athletic program. Identify areas in which your program could be deemed out of compliance or in minimal compliance. Develop specific recommendations for addressing these areas to ensure the program meets or exceeds Title IX requirements. Prepare a presentation of your findings, indicating your recommendations.

Hazing, Harassment, and Bullying Policy and Presentation (20 pts)

For this assignment, you will draft a hazing policy, harassment policy, and bullying policy for an athletic program. You will also develop a 5-7 minute presentation that defines hazing, harassment, and bullying. Further, the presentation will cover the types of harassment, the complaint process, and the policy you developed. Think of this as training for new coaches in your athletic program.
GRADING SCALE:

- A = 100-90%
- B = 89-80%
- C = 79-70%
- F = below 70%

It is expected that you will complete all assignments. Please note that failure to complete any major assignment will result in a reduction of the earned credit by one letter.

IV. Tentative Course Outline/Calendar:

The course outline is found in the D2L material.

A. Each student in this course is expected to take an active part in the discussion pieces as well as complete all assignments in a timely manner.
   - In a discussion, you must post your own response to the prompt and, if required, respond to other students. "I agree" is not a response to another student that will merit points; this may be how you feel, but it doesn't require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material.
   - Feel free to reply to other students' postings with oppositional points of view, but you must speak respectfully.
   - Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected.
   - Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings (unless specifically noted) but on your active participation and the content of your messages. Note that while you may not fully understand each module's content, discussions can be a good way to help yourself and your fellow students to make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

B. Departmental policy on late work – impact on grades.
   - All major assignments must be completed in order to receive an A in the course.
   - Assignments not completed by the due date may only receive up to 80% of the total grade unless expresses written permission is granted by the instructor in advance. For example, if you would have otherwise made a 100 on a late assignment, then you will receive an 80. Had you made a 90, then you will receive a 72.

Should a medical emergency or death in the family occur, it is the responsibility of the student to immediately notify the professor in advance of assignment due dates to request an extension.

EDLE 5306 "Legal Issues in Athletic Administration" (3 credits; fully online) spans 8 weeks. The course contains extensive written content that includes the same information presented in a face-to-face lecture course, requiring students to engage in the online modules for at least six hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to read short texts during the semester, complete quizzes/discussions over the course content, and complete multiple writing assignments that evaluate their ability to think critically, interpret scenarios, and respond to a variety of situations. For every hour a student spends engaging with the content, he/she spends at least three hours completing associated activities and assessments.
V. Reading:

Required Text(s):

Other Readings:
Assigned in D2L

VI. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Reference: HOP policy 04-106

Institutional Absences

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

Learn more about institutional absences, including how to apply.

Reference: HOP policy 04-110

Student Wellness and Wellbeing

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

Health and Wellness Hub (“The Hub”)
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person — mind, body and spirit. Services include:

- Alcohol and other drug education
- Counseling Services
- Food Pantry
- Health Services
- Student Outreach and Support
- Wellness coaching

The Hub is located at the corner of East College and Raguet St.

Health and Wellness Hub
936.468.4008
thehub@sfasu.edu

Crisis resources

Student Mental Health Resources provides a directory of on-campus and community mental health services. Key resources for crises include:

- Burke 24-hour crisis line: 1.800.392.8343
- Crisis Text Line: Text HELLO to 741-741
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)

Additional campus resources

Dean of Students Office
Rusk Building, Third Floor Lobby
936.468.7249
dos@sfasu.edu

Withheld Grades

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average.

Reference: HOP policy 02-206

Students with Disabilities

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids,
students with disabilities must contact the Office of Disability Services, Human Services Building, Room 325, 936.468.3004 / 936.468-1004 (TDD) as early as possible in the semester. Once verified, the Office of Disability Services will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations.