

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 13-149	Senate Action Date: App-4/29/14
LSC Action-Date: App-4/10/14	UWUCC Action-Date: App-4/15/14	

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person(s) <b>Joshua Castle</b>	Email Address <b>j.l.castle@iup.edu</b>
Proposing Department/Unit <b>HPED</b>	Phone <b>357-6248</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: HPED 460 Law and Issues in Managing Sport

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

**2. Liberal Studies Course Designations, as appropriate**  
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change                       Program Revision                       Program Title Change                       New Track  
 New Degree Program                       New Minor Program                       Liberal Studies Requirement Changes                       Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	2-7-14
Department Chairperson(s)	<i>[Signature]</i>	2-7-14
College Curriculum Committee Chair	<i>Jan K Wachtler</i>	2-12-2014
College Dean	<i>[Signature]</i>	2-17-14
Director of Liberal Studies (as needed)	<i>[Signature]</i>	4/10/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S. Sechrist</i>	4/15/14

1

**Received**  
**APR 1 2014**  
**Liberal Studies**

**Received**  
**FEB 19 2014**  
**Liberal Studies**

## REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # \_\_\_\_\_  
Action \_\_\_\_\_

### COVER SHEET: Request for Approval to Use W-Designation

#### TYPE I. PROFESSOR COMMITMENT

<input type="checkbox"/>	Professor _____	Phone _____
<input type="checkbox"/>	Writing Workshop? (If not at IUP, where? when?) _____	
<input type="checkbox"/>	Proposal for one W-course (see instructions below)	
<input type="checkbox"/>	Agree to forward syllabi for subsequently offered W-courses?	

#### TYPE II. DEPARTMENT COURSE

<input checked="" type="checkbox"/>	Department Contact Person <u>Joshua Castle</u>	Phone <u>357-6248</u>
<input checked="" type="checkbox"/>	Course Number/Title <u>HPED 480 Law and Issues in Sport</u>	
<input checked="" type="checkbox"/>	Statement concerning departmental responsibility	
<input checked="" type="checkbox"/>	Proposal for this W-course (see instructions below)	

#### TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) _____	Phone _____
Course Number/Title _____	
Proposal for this W-course (see instructions below)	

#### SIGNATURES:

Professor(s) Joshua Castle

Department Chairperson [Signature]

College Dean [Signature]

Director of Liberal Studies [Signature]

#### COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

**Please number all pages.** Provide one copy to Liberal Studies Committee.  
**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

## CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,  
Based on the Senate Criteria for Writing-Intensive Courses

### For All Writing-Intensive Courses:

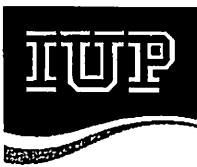
- Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- Does one of your course objectives explicitly mention the improvement of writing?
- Will you distribute written instructions, including criteria for evaluation, for major assignments?
- Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- Are there at least two, and preferably more, different writing assignments?
- Will students revise at least one assignment after receiving your review comments?
- Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

### For Type I (Professor Commitment) Writing-Intensive Courses:

- Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

### For Type II (Departmental) Writing-Intensive Courses:

- Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?



Indiana University of Pennsylvania

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January 28, 2014

Dr. David Pistole  
Director of Liberal Studies  
103 Stabley  
Indiana University of PA  
Indiana, PA 15705

Dear Dr. Pistole:

I am writing in support of Dr. Joshua Castle's proposal to request that HPED 460, *Law and Issues in Managing Sport*, be approved for designation as a Writing Intensive course in the Department of Health and Physical Education. This course is currently being taught by Dr. Castle, but any other faculty who may be assigned to teach HPED 460 in the future will adhere to criteria for the course, as well as writing intensive guidelines. At the end of each semester that this class is taught, faculty responsible for teaching the course will submit copies of their syllabus to the departmental Undergraduate Curriculum Committee for review and discussion, if needed. This process will provide ongoing department oversight of the course to ensure that it is being taught in the proposed manner.

Thank you, and if you need additional information please contact me at [eblair@iup.edu](mailto:eblair@iup.edu) or 724-357-2770.

Respectfully,

A handwritten signature in black ink, appearing to read 'Elaine Blair'.

Elaine H. Blair, Ph.D, CHES  
Professor and Department Chair  
Health and Physical Education Department

## **COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE**

### **1. Writing Summary for HPED 460 Law and Issues in Managing Sport**

The “W” designation is being proposed for HPED 460, Law and Issues in Managing Sport. This course is required by students in the Sport Administration Major and Minor. This course is especially suited to be designated writing intensive because the course currently has a variety of writing assignments that have been part of this course for some time now. Writing assignments for this course include: Article Critiques (5) on legal journal articles, a ten page research article on a legal topic of the students choice, and more recently a negotiation memo where students develop and implement a negotiation strategy that concludes with the writing of three separate hypothetical contracts. Please review the attached Summary Chart of Writing Assignments, as well as the grading and evaluation standards listed in the appendices.

The course is offered every spring semester with additional offerings typically in the winter and/or summer sessions. This is an upper-level course.

There are three basic types of writing which occur in this class:

#### **1. WRITING TO STIMULATE THOUGHT OR SUMMARIZE A POINT**

Five times during the semester students will be provided a selection of articles to choose from regarding various course topics. Students will choose an article to summarize the article and provide their thoughts on the article that include how this will/could impact their career. These article critiques will be collected and graded.

20% of grade (Appendix A)

#### **2. TECHNICAL WRITING**

Students will be required to submit a ten page research paper on a legal topic of their choice. They will have one chance for revision and must attend one session at the writing center as part of the assignment.

20% of grade (Appendix B)

#### **3. WRITING TO INTERGRATE LEARNING AND THINKING CREATIVELY ABOUT A TOPIC**

Students are required to participate in a contract negotiation. There are two parts to this project. First, they will construct a negotiation strategy, in a memo format, that will outline their tactics for the negotiation. This will make them apply theories of negotiation. Once they come to terms with another member in the class they will then work as a team to write a contract that expresses the terms of the deal. These contracts will be reviewed by another student so there is a chance for a rewrite.

20% of grade (Appendix C)

### Summary Chart for Writing Assignments\*

<b>A. Writing Assignments</b>					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Research Paper	1	10	Yes	Yes	20%
Article Critiques	5	5-10	Yes	No	20%
Negotiation Assignment	1	5	Yes	Yes	20%
<b>Totals</b>	<b>7</b>	<b>20-25</b>	<b>NA</b>	<b>NA</b>	<b>60%</b>

<b>B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)</b>			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
<b>Totals</b>			

*\*Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

## Part II Description of the Curriculum Changes

### 1. New Syllabus of Record

#### SYLLABUS OF RECORD

##### I. Catalog Description

HPED 460 Law and Issues in Managing Sport	3 class hours 0 lab hours 3 credits
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Prerequisite: HPED 292	3c-01-3cr
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Emphasizes the interaction between the legal system and the sport industry. Topics include liability risk management, contracts, torts, sports agents, dispute resolution, and product liability. A focus on the influence of Title IX, antitrust exemption, religion, drug testing, and ergogenic aids on sport operations. The evolution of NCAA compliance and the issues that social media has on managing sport are included.

##### II. Course Outcomes

Upon completion of this course the student will be able to:

1. Explain how a sports manager can minimize exposure to negligence.
2. Describe the impact of tort law on the operation of a sport organization.
3. Construct a plan to protect the organization from a negligent act.
4. Apply strategies used in negotiating a sport's contract.
5. Identify the influence of sports agents on sports organizations.
6. Apply the standards of the Americans with Disabilities Act.
7. Develop a plan to mediate a legal conflict.
8. Analyze the influence of religion, drug testing, and Title IX on the sport industry.
9. Analyze the cause and effect of NCAA compliance related to management of a collegiate athletic program.
10. Construct a plan to manage ethical issues created by the emergence of social media.
11. Improve both technical and non-technical writing skills through a variety of writing assignments.

##### III. Course Outline

A. Introduction to Legal System	2 hours
1. American legal system	
2. International law	
3. Legal terminology	

<b>B. Sport Torts</b>	<b>4 hours</b>
1. Negligence	
2. Contributory negligence	
3. Spectator injuries	
4. Wrongful death	
5. Torts and waivers	
6. Product liability	
<b>C. Protection From Liability Judgments</b>	<b>4 hours</b>
1. Insurance coverage	
2. Warnings	
3. Risk management planning	
4. Workers' compensation	
5. Staff training	
6. Supervision	
<b>D. Sport Agents and Contracts</b>	<b>3 hours</b>
1. Contract law	
2. Fraud	
3. Service contracts	
4. Breach of contract	
5. Rules of sport agents	
6. State regulations	
<b>E. Exam</b>	<b>1 hour</b>
<b>F. Disabilities and Sports</b>	<b>4 hours</b>
1. Relevant statutes	
2. Rehabilitation Act	
3. American with Disabilities Act	
<b>G. Intellectual Property Issues in Sport</b>	<b>3 hours</b>
1. Copyright	
2. Licensing trademark	
3. Mascots and trademarks	
4. Consumer protection	
<b>H. Dispute Resolution in Sport</b>	<b>3 hours</b>
1. Arbitration	
2. Mediation	
<b>I. Religion and Sport</b>	<b>2 hours</b>
1. First Amendment	
2. Prayers and religious expression	
<b>J. Exam</b>	<b>1 hour</b>



K. Drugs, Alcohol, and Ergogenic Aids in Sport	3 hours
1. Performance enhancing drugs	
2. Drug testing	
3. NCAA regulations	
4. Professional sports regulations	
L. NCAA Compliance	3 hours
1. Evolution of NCAA compliance codes	
2. Causes of compliance changes	
3. Future issues facing compliance changes	
M. Influence of Social Media on Managing Sports	3 hours
1. Issues caused by social media used by athletes	
2. Policies regulating social media	
3. Plans to regulate misuse of social media	
N. Antitrust and Labor Issues in Sport	2 hours
1. Federal antitrust law	
2. Historical framework of antitrust in sport	
3. Current labor issues in sport	
4. Salary Caps	
O. Title IX and Sport	3 hours
1. Fundamentals of Title IX	
2. Compliance Issues	
P. International Sport	1 hour
1. Olympic movement	
2. International sport federations	
3. International legal issues	
4. Exam	
Q. Culminating Activity	2 hours

**IV. Evaluation Methods**

Evaluation of the students will consist of:

30% Examinations: Three exams will be given throughout the semester.

20% Article Critiques: Articles will be critiqued and summarized on topics related to the course content. Articles will be chosen from professional journals.

20% Research Paper: Students will have an opportunity to hand in the paper around the midterm and receive feedback from the professor before turning in the final draft at the end of the semester.

20% Negotiation Exercise: Students will be divided into agents and team owners. They will then draft a negotiation strategy and negotiation/write a contract in order to sign players in a mock free agency scenario.

10% Pro and Con Panel Presentations: Panels will be established to debate both sides of an issue. Students will participate in two panel sessions.

**V. Grading Scale**

90-100%	A
80-89%	B
70--79%	C
60-69%	D
Below 60%	F

**VI. Attendance Policy**

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

**VII. Required Textbook**

Spengler, J. (2009). *Introduction to Sport Law*. Champaign, IL: Human Kinetics.

*Street and Smith 's Sports Business Journal*. Current subscription.

*The NCAA news*. Current subscription.

**VIII. Special Resource Requirements**

None

**IX. Bibliography**

Appenzeller, H. (1998). *Risk management in sport: Issues and strategies*. Durham, NC: Carolina Academic.

Carpenter, L.J. (2005). *Title IX*: Champaign, IL: Human Kinetics.

Clement, A. (2004). *Law in sport and physical activity*. Sport and Law Press.

Cotton, D. & Wilde, T. (1997). *Sport Law for Sport Managers*. Dubuque, IA: Kendall/Hunt Publishing Company.

Cotton, D. & Wolohan, J. (2007). *Law for recreation and sports managers* (4<sup>th</sup> ed.) Dubuque, IA: Kendall Hunt.

Epstein, A. (2012). *Sports law*. Mason, OH: South-Western Cengage Learning.

Morgan, W.J., Meier, K.V., & Schneider, A.J. (2001). *Ethics in sport*. Champaign, IL: Human Kinetics.

O'Brien, D.B. and Overby, J.O. (1997). *Legal aspects of sport entrepreneurship*. Morgantown, WV: Fitness Information Technology.

- Quirk, C. (1999). *Sports and the law: Major legal cases*. New York: Garland Publishing.
- Ruxin, R.H. (2004). *An athlete's guide to agents*. (4<sup>th</sup> ed.). Boston: Jones and Bartlett.
- Schubert, G., Smith, R. & Trentadue, J. (1986). *Sports law*. St. Paul, MN: West Publishing Company.
- Sharp, L., Moorman, A., & Claussen, C. (2012). *Sport law: A managerial approach*. Scottsdale, AZ: Holcomb Hathaway Publishers.
- Weiler, P. & Roberts, G. (1991). *Cases, materials and problems on sports and the law*. St. Paul, MN: West Publishing Company.
- Yasser, R. McCurdy, J.R., & Goplerud, C.P. (2003). *Sports law: Cases and materials*. (5<sup>th</sup> ed.). Cincinnati: Anderson.

## 2. Summary of Proposed Changes

Course changed to “W” Writing Intensive. Course outcome added and evaluation methods changed to meet “W” standards.

## 3. Justification / Rationale

We have elected to designate HPED 460 as writing intensive because of the amount of writing that this course has had incorporated already into the curriculum. Further it is our programs desire to have “W” courses taught within the program. We added the negotiation assignment because it teaches students about contract law and sport agent law.

## 4. Old Syllabus of Record

### OLD SYLLABUS OF RECORD

#### I. Catalog Description

HPED 460 Law and Issues in Managing Sport

3 class hours  
0 lab hours  
3 credits

Prerequisite: HPED 292

3c-01-3cr

Emphasizes the interaction between the legal system and the sport industry. Topics include liability risk management, contracts, torts, sports agents, dispute resolution, and product liability. A focus on the influence of Title IX, antitrust exemption, religion, drug testing, and ergogenic aids on sport operations. The evolution of NCAA compliance and the issues that social media has on managing sport are included.

#### II. Course Outcomes

Upon completion of this course the student will be able to:

1. Explain how a sports manager can minimize exposure to negligence.
2. Describe the impact of tort law on the operation of a sport organization.
3. Construct a plan to protect the organization from a negligent act.
4. Apply strategies used in negotiating a sport's contract.
5. Identify the influence of sports agents on sports organizations.
6. Apply the standards of the Americans with Disabilities Act.
7. Develop a plan to mediate a legal conflict.
8. Analyze the influence of religion, drug testing, and Title IX on the sport industry.
9. Analyze the cause and effect of NCAA compliance related to management of a collegiate athletic program.

10. Construct a plan to manage ethical issues created by the emergence of social media.

**III. Course Outline**

A. Introduction to Legal System	2 hours
1. American legal system	
2. International law	
3. Legal terminology	
B. Sport Torts	4 hours
1. Negligence	
2. Contributory negligence	
3. Spectator injuries	
4. Wrongful death	
5. Torts and waivers	
6. Product liability	
C. Protection From Liability Judgments	4 hours
1. Insurance coverage	
2. Warnings	
3. Risk management planning	
4. Workers' compensation	
5. Staff training	
6. Supervision	
D. Sport Agents and Contracts	3 hours
1. Contract law	
2. Fraud	
3. Service contracts	
4. Breach of contract	
5. Rules of sport agents	
6. State regulations	
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G. Intellectual Property Issues in Sport	3 hours
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3. Mascots and trademarks	
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4. Salary Caps	
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1. Fundamentals of Title IX	
2. Compliance Issues	
P. International Sport	1 hour
1. Olympic movement	
2. International sport federations	
3. International legal issues	
4. Exam	
Q. Culminating Activity	2 hours
<b>VI. Evaluation Methods</b>	
Evaluation of the students will consist of:	

30% Examinations: Three exams will be given throughout the semester.

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20% Research Paper

20% Pro and Con Panel Presentations: Panels will be established to debate both sides of an issue. Students will participate in two panel sessions.

**VII. Grading Scale**

90-100% A

80-89% B

70--79% C

60-69% D

Below 60% F

**X. Attendance Policy**

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

**XI. Required Textbook**

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*Street and Smith 's Sports Business Journal*. Current subscription.

*The NCAA news*. Current subscription.

**XII. Special Resource Requirements**

None

**XIII. Bibliography**

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Carpenter, L.J. (2005). *Title IX*: Champaign, IL: Human Kinetics.

Clement, A. (2004). *Law in sport and physical activity*. Sport and Law Press.

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- Weiler, P. & Roberts, G. (1991). *Cases, materials and problems on sports and the law*. St. Paul, MN: West Publishing Company.
- Yasser, R. McCurdy, J.R., & Goplerud, C.P. (2003). *Sports law: Cases and materials*. (5<sup>th</sup> ed.). Cincinnati: Anderson.



## Appendix A

### Article Critique Rubric

Criteria	EXEMPLARY 8-10	ACCEPTABLE 6-7	DEVELOPING 4-5	UNACCEPTABLE 0-3
A. Understanding of article - Key findings	Demonstrates thorough understanding of the article by listing all key findings and reflecting upon their implications.	Demonstrates considerable understanding of the article by listing all of the key findings.	Demonstrates some understanding of the article by listing some of the key findings...but documentation is lacking in completeness	Demonstrates little understanding of the article with few or no key findings reported
B. Organization of review- follows format required by professor (see below)	All categories of required format are included and followed	One category is missing	Two categories are missing	Does not follow format of required categories of format
C. Analysis of Article Communication of key ideas/themes/ findings	Communicates the key ideas/themes/findings with a high degree of clarity and insight	Communicates the key ideas/themes/findings with considerable clarity, but lacks insight	Communicates the key ideas/themes/findings with little clarity or insight	Key ideas/themes/findings are not communicated clearly and/or missed in analysis
D. Conventions of Language-adherence to Conventions of higher education language skills i.e., grammar, punctuation, and spelling	Conventions of language are adhered to with great detail and precision, no errors found	Almost all of the conventions of language are adhered to with detail and precision, no more than one error	Greater attention to the conventions of language are needed-work is borderline acceptable with more than two errors	Mistakes in conventions of language are too numerous to accept-major editing is needed
E. APA Style - Adherence to APA guidelines	APA Guidelines are meticulously followed	Adheres consistently to APA guidelines, however, one error present	Demonstrates little ability to adhere to APA guidelines, more than two errors present	Adherence to APA guidelines is sporadic or non-existent; more than two errors present

#### Organization of the Critique

1. Name of Candidate, Course Number, and Critiques # in right upper header
2. Citation in APA style, single spaced; rest of review is doubled-spaced and follows APA guidelines
3. Review of the article amounts to about 3/4 of entire paper
4. Personal reflection of the article amounts to about 1/4 of paper

**Appendix B**  
**HPED 460 – Law and Issues in Sport- Research Project**

**Introduction:** The purpose of this assignment is to provide you with the opportunity to isolate a specific area of law that you feel will most impact your career.

**Assignment:** Write a 10 page research paper that deals with a sports law topic of your choice. You must include citations from 3 landmark cases and 2 Law Reviews or legal journals. Also before turning in your paper you must show that you have visited the writing studio at least once (<http://www.iup.edu/writingcenter/>).

**Format:** I expect a minimum of 10 FULL pages in order to receive maximum points for this assignment. Papers should be formatted using 12 point Times New Roman Font, 1.5 spacing throughout the entire paper, with one inch margins and utilize APA Format.

Category	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No	Score
<b>Introduction (4 Points)</b>	The introduction states the main topic and previews the structure of the paper. (4)	The introduction states the main topic but does not adequately preview the structure of the paper. (3-2)	There is no clear introduction or main topic and the structure of the paper is missing. (1)	Absent, no evidence (0)	
<b>Body (4 Points)</b>	Each paragraph has sufficient supporting detail sentences that develops the main idea. (4)	Each paragraph lacks supporting detail sentences.(3-2)	Each paragraph fails to develop the main idea (1-0)	Not applicable	
<b>Organization Structural Development of the Idea (4 Points)</b>	Paragraph development present but not perfected(4)	logical organization; organization of ideas not fully developed. (3-2)	No evidence of structure or organization. (1-0)	Not applicable	
<b>Conclusion (4 Points)</b>	The conclusion restates the thesis (4)	The conclusion does not adequately restate the thesis. (3-2)	Incomplete and/or unfocused. (1)	Absent (0)	
<b>Mechanics &amp; Usage (4 Points)</b>	Almost no errors in punctuation, capitalization and spelling. Almost no errors in sentence structure and word usage.(4)	Many errors in punctuation, capitalization and spelling. Many errors in sentence structure and word usage. (3-2)	Numerous and distracting errors in punctuation, capitalization and spelling. Numerous and distracting errors in sentence structure and word usage. (1-0)	Not applicable	
<b>Citation (3 Points)</b>	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident. (3)	Few cited works, both text and visual, are done in the correct format.(2-1)	Absent (0)	Not applicable	

<b>References (4 Points)</b>	Done in the correct format with few errors. Includes 5 major references (e.g. 3 Cases and 2 Law Journals) that are relevant to topic. (4)	Done in the correct format with some errors. Includes 4 major references (e.g. 3 Cases and 2 Law Journals) that are relevant to topic. (3-2)	Done in the correct format with many errors. Includes 3 major references (e.g. 3 Cases and 2 Law Journals) that are relevant to topic. (1)	Absent or the only references from popular press or not relevant to topic. (0)	
<b>Format (3 Points)</b>	Meets Page Requirement Follows Format and Writing Studio Requirement (3)	9.5 pages or Somewhat follows format and Writing Studio Requirement(2)	9 pages or somewhat follows format and Writing Studio Requirement(1)	Less than 9 pages or does not follow any logical format or go to writing Studio(0)	

Total \_\_\_\_\_

## Appendix C

### Negotiation Exercise Instructions

**Negotiation Season.** The negotiation season begins on February 25, 2014 at noon and ends on April 17, 2014 at 9:15 a.m. The sport will be football and the league will be the National Football League. Students will own a current NFL team or be an agent and represent current NFL players. Each agent will represent three players (QB, RB, WR). There will be a draft of teams and players.

**Free Agency.** All players are free agents and may negotiate with all teams. The general terms of the new NFL Collective Bargaining Agreement is in effect. Agents should research their players and determine the player's value and desires. Team owners should research their team, especially its general financial condition and salary structure. You should negotiate within those parameters. The following may be of benefit <http://www.sportscity.com/nfl/salaries/>

**Negotiation Strategy Memo.** After completing your research, you should prepare a memo. For agents, the memo should contain for each player, (a) your estimate of the player's market value, (b) the basis on which you determined that market value (including player's stats, comparison to other players, marquee value, etc.), (c) the salary amount you are seeking, (d) the lowest value you are willing to accept, (e) a ranking of the teams in the order of your preference to contract with, and (f) your negotiation strategy (g) desired number of years for the contract.

For owners, the memo should contain (1) a description of your team's financial condition and salary structure, (2) the amount of salary cap room you have as determined by the provided document. The salary cap for this exercise is 135 Million Dollars (3) the maximum amount you will pay for any player (the maximum for any one player is 22 Million Dollars/Year) (4) a ranking of the players in order of your desire to sign them, and (5) your negotiation strategy.

The memos should be about 5 pages in length. Please keep them confidential. I will compare actual results with the memos. You are going to be graded on how closely your memo's match your results. You may obtain information about teams and players on the Internet, Lexis or Westlaw. **You may not begin negotiating until you have submitted your memo which is due on February 25th.**

**Contract Terms.** Once you reach an agreement on the business terms, you must work with the opposing side to draft the addendums to the Uniform Player Agreement. Contracts should include the team, player involved, base salary the number of years and date ratified. In order to keep things simple, there are NO SIGNING BONUSES. A team can sign at most two players represented by the same agent. These are due on April 17, 2014 at class time.

**Trades** In order for some teams to make the salary cap it may be beneficial for some owners to trade other players on their teams. All trades need to be reported to the commissioner on the date they are made. A signed contract between the two owners needs to be delivered. Included in the terms are the new updated salaries for both teams. All teams not-represented by an owner from class are represented by the commissioner.

**Grading Owners Rubric**

Criterion	Good	Average	Poor	Score
Teams Financial and Roster Status-	5-Provided excellent insight into team's financial status and the roster needs of the team, included other positions not involved in the negotiation.	4-3Provided average insight into team's financial status and the roster needs of the team, but only included positions involved in the negotiation.	2-0-Provided limited information regarding team's financial and roster status.	
Strategy	5: Provided an overall strategy for the negotiation as well as strategies for each position.	4-2 Only provided a n overall strategy or a strategy for each position	1-0 Did not provide a strategy or strategy was extremely vague.	
Ranking	2- Provided a top five ranking at each position.	1-Provided less than a top five ranking	0- Did not provide a ranking.	
Maximum Amounts	2- Listed maximum amounts for each player and justification for the amounts	1-Listed maximum amounts but did not give justification. Numbers were arbitrary.	0- No listing of maximum amounts	
Contract 1	4 Valid Contract signed and corresponded with goals stated in memo	3-2 Valid contract signed, but did not correspond with goals stated in memo	1-0 invalid contract	
Contract 2	4 Valid Contract signed and corresponded with goals stated in memo	3-2 Valid contract signed, but did not correspond with goals stated in memo	1-0 invalid contract	
Contract 3	4 Valid Contract signed and corresponded with goals stated in memo	3-2 Valid contract signed, but did not correspond with goals stated in memo	1-0 invalid contract	
Grammar/Memo Format/Contract Presentation	4 Presentation is exceptional with less than 2 grammatical errors.	3-2 Presentation is adequate or has 3-5 grammatical errors	1-0 Presentation is below adequate or has more than 5 grammatical errors.	
Total out of 30				

### Grading Agents Rubric

Criterion	Good	Average	Poor	Score
Players Market Value-	5-Provided excellent insight into player's market value through comparisons of other players and marquee value.	4-3 Provided average insight into player's market value through comparisons of other players and marquee value.	2-0- Provided poor insight into player's market value through comparisons of other players and marquee value.	
Strategy	5: Provided an overall strategy f for each player.	4-2 Only provided a n overall strategy or a strategy for each position	1-0 Did not provide a strategy or strategy was extremely vague.	
Ranking	2- Provided a top five team ranking for each player.	1-Provided less than a top five team ranking	0- Did not provide a team ranking.	
Salary Range	2- Provided a target salary and number of years as well as a low value, with justification.	1-Only provided a target or low or did not include the number of years. Or did not include justification.	0- No salary goal or range provided.	
Contract 1	4 Valid Contract signed and corresponded with goals stated in memo	3-2 Valid contract signed, but did not correspond with goals stated in memo	1-0 invalid contract	
Contract 2	4 Valid Contract signed and corresponded with goals stated in memo	3-2 Valid contract signed, but did not correspond with goals stated in memo	1-0 invalid contract	
Contract 3	4 Valid Contract signed and corresponded with goals stated in memo	3-2 Valid contract signed, but did not correspond with goals stated in memo	1-0 invalid contract	
Grammar/Memo Format/Contract Presentation	4 Presentation is exceptional with less than 2 grammatical errors.	3-2 Presentation is adequate or has 3-5 grammatical errors	1-0 Presentation is below adequate or has more than 5 grammatical errors.	
Total out of 30				