

Connect with SPM



# Issues in Sport Law

SPM6726 | Class #16362, 17133, 28505 | 3 Credits | Spring 2026

## Course Info

### INSTRUCTOR

**Brian D. Avery**

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Office Phone: (352) 294-6922

Email: [brianavery@ufl.edu](mailto:brianavery@ufl.edu)

Preferred Method of Contact: **face-to-face, remind app (Text 81010 @brianavery), and email (please include: Name, course, you have read the syllabus and referred to Canvas, and provide question)**

### OFFICE HOURS

M/W 9:00 AM to 10:00 AM or by appointment (F2F or scheduled Zoom)

### MEETING TIME/LOCATION

**Residential Section:** Thursday FLG 235 Periods 6-8 (12:50 PM – 3:50 PM) / **Online Section:** Asynchronous – through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure

## COURSE DESCRIPTION

This course examines various areas of law and their application to recreational, collegiate and professional sports. We will emphasize the legal problems and issues faced by professionals in sport management today. Students will utilize critical and analytical thinking to develop a basic understanding of areas of law that affect these industries.

## PREREQUISITE KNOWLEDGE AND SKILLS

There are no prerequisites for this course. Graduate level only.

## MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering an online program or program with online components to acquire computer hardware and software appropriate to their degree program. A student's computer configuration should include webcam, microphone, broadband access, and Microsoft Office suite.

## MINIMUM TECHNICAL SKILLS

To complete your tasks for this course, you will need a basic understanding of operating a computer and using word processing software. You will also be using AI this term, which will require the ability to read and follow basic technical directions.

## COURSE TECHNOLOGY

For technical assistance with the course, please contact the [UF Help Desk](#) or call (352) 392-HELP - select option 2.

## MATERIALS/SUPPLY FEES

Please consult the course schedule at [ONE.UF](#) for more information on specific supplies and fees for the course.

## REQUIRED AND RECOMMENDED MATERIALS:

All supplemental course materials—including readings, case studies, multimedia resources, and access to specialized software—will be provided to students. In addition, a **required textbook** must be purchased, as it directly aligns with course topics and serves as a critical resource for your success in this class.

### **Selected Book References (*required textbook*):**

Yasser, et al. (2023). Sport Law for Sport Management. Carolina Academic Press. ISBN: 9781531025144 ISBN (e-book): 9781531025151

## COURSE FORMAT

Our dynamic course structure encompasses a blend of instructional approaches to cater to diverse learning styles. Each class will feature interactive lectures that lay the foundational knowledge, spirited discussions to encourage critical thinking, and insights from industry experts. Engaging case studies will provide real-world context, while simulated exercises will offer hands-on experience. Collaborative group work will further enable the synthesis of ideas and the development of teamwork skills.

## COURSE LEARNING OBJECTIVES:

1. Critically define and contextualize key legal terminology, procedures, and emerging issues shaping the delivery of sport services.
  - a. *Bloom's Level:* Understand → Analyze → Evaluate
2. Examine and interpret the structure, jurisdiction, and procedural functions of the U.S. judicial system in relation to sport.
  - a. *Bloom's Level:* Understand → Analyze
3. Assess and synthesize case law, litigation trends, and legislative developments affecting sport organizations.
  - a. *Bloom's Level:* Analyze → Evaluate → Create
4. Formulate and justify evidence-based strategies to mitigate injury risk and reduce organizational exposure to legal liability in sport activities.
  - a. *Bloom's Level:* Create → Evaluate
5. Analyze and evaluate the application of legal doctrines and regulatory frameworks within varied sport industry contexts.
  - a. *Bloom's Level:* Analyze → Evaluate

## INSTRUCTOR TEACHING PHILOSOPHY AND ROLE

### *Teaching Philosophy*

My learning philosophy is that integrating interactive, real-world applications with collaborative exploration transforms theory into practice, fostering lifelong growth and professional excellence. In line with those ideas, my teaching philosophy has four key tenets:

**Student-Centered Learning:** This approach is essential in fostering an interactive and engaging classroom environment. It's not just about delivering content; it's about encouraging students to actively participate and share their ideas. Recognizing each student's unique strengths and needs is vital. By providing multiple methods of learning, I want to ensure that every student can succeed.

**Practical Application:** Integrating real-world examples into the curriculum is one way to bring theory to life. Drawing from my extensive industry experience, I want to show students how concepts apply in real-life situations. Emphasizing hands-on learning allows students to apply theoretical knowledge in practical settings. This experiential LEARNING is invaluable in preparing students like you for future career challenges.

**Critical Thinking & Problem Solving:** Encouraging the development of critical thinking and analytical skills is crucial. I achieve this through engaging case studies and best practices that challenge students to think deeply and critically about real-world scenarios. Promoting problem-solving abilities is another key focus. I do this by assigning projects and assignments that address complex industry issues, enabling students to apply their knowledge and develop practical solutions.

**Collaborative Learning:** Teamwork is a fundamental aspect of this approach. I promote collaboration through group projects and discussions, allowing students to learn from one another and develop essential teamwork skills. Valuing and incorporating diverse perspectives are also critical. I foster an inclusive environment where every student's viewpoint is respected and considered, enriching the learning experience for all.

#### *My Role*

As your instructor, I'm here to guide you through the rich tapestry of legal issues in sports, with a focus on practical application and theoretical knowledge. Expect to engage with a curriculum that blends lectures, hands-on projects, and insights from informative videos. This course is crafted to not only educate but also inspire you to think creatively and critically about challenges and opportunities in sports facility management.

#### *What I Will Do*

**Be available:** I am committed to supporting you throughout this course. I am available during office hours and usually 15 minutes before and after in-person classes for questions and discussions. Don't hesitate to reach out if you need assistance.

**Provide clear structure:** I will start lectures with the most difficult concepts and work backward, using examples to illustrate key points. This structured approach will help you grasp complex topics more effectively.

**Encourage interaction:** Active participation and preparedness are expected in all classes. It's crucial to let me know if you don't understand something. Your engagement and feedback are essential to your learning and help create a dynamic and interactive classroom environment.

#### *What I Will Not Do*

**Repeat information:** Please understand that I will not respond to emails or texts asking questions that have already been answered in the syllabus or in Canvas. It's crucial to review these resources thoroughly before reaching out with questions.

**Tolerate dishonesty:** I will not entertain dishonesty or unethical behavior. Honesty is fundamental to our academic integrity and goes a long way with me. Let's commit to maintaining a high standard of honesty and ethics throughout the course.

**Adjust grades unfairly:** I will not change grades or accept late work based on last-minute requests or personal appeals. It's essential to manage your time effectively and adhere to deadlines. Fairness in grading ensures that everyone is evaluated on an equal footing.

## **Course & University Policies**

### **ATTENDANCE POLICY**

Active participation is key to success in this course, and attendance is assessed through engagement in assignments, projects, presentations, and exams. You are expected to complete all coursework during the period in which it is assigned or administered. Failure to do so, whether due to absence, tardiness, or early departure, will result in a zero for that work without exception. It is your responsibility to obtain any missed information from classmates. Please note that our class attendance practices align with the University's policies, which can be found [here](#).

### **PERSONAL CONDUCT POLICY**

Students are expected to exhibit behaviors that reflect highly upon themselves and our University. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge

to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class. *Violations will be reported to the Dean of Students Office for consideration of disciplinary action.*

## MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office ([www.dso.ufl.edu](http://www.dso.ufl.edu)) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [online catalog](#).

## ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their [Get Started](#) page. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is [available](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [Gator Evals home page](#). Summaries of course evaluation results are [available](#) to students.

## Getting Help

### HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

### ACADEMIC RESOURCES

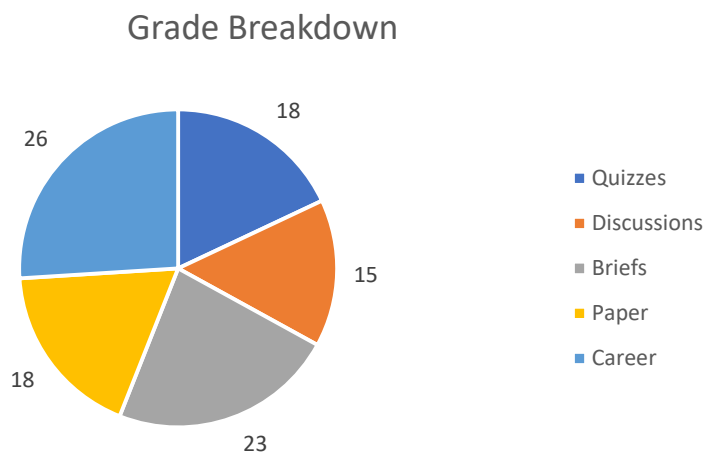
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

## Grading

Student performance is the bedrock of the grading system in this course. Assessment includes, but is not limited to, examinations, assignments, discussions/in-class activities, presentations, class participation, and projects. Your final grade will reflect the sum of points collected over the semester, translated into a letter grade according to the fixed grading scale provided in the syllabus. Please note that the grading scale is applied rigorously and will not be modified. Requests for grade alterations based solely on dissatisfaction with overall academic performance will not be entertained. For transparency and tracking, grades will be regularly updated and can be accessed through the CANVAS platform.

Assessments	Points	Grade % (Approx.)
Quizzes (5) x 50	250	18
Discussions (8) x 25	200	15
Case Briefs (4) x 75	300	23
Legal Reasoning Paper (1) x 200	200	18
Career Context I (75), II (75), III 200	350	26



## QUIZZES

Students will take an open book/open notebook quiz (meaning access only to the required textbook or written/typed notes that you have created) on the material assigned for that module. There will be six quizzes throughout the course, but your lowest quiz grade will be dropped. Your individual written responses must be authentic, meaning that you must write/type each response without the use of AI, or other online sources that answer questions for you, or otherwise provide text that is copied and pasted. I reserve the right to question you verbally about your responses when I suspect that a violation of this rule has occurred.

## DISCUSSIONS

Each student is required to make at least 3 posts for each discussion. An initial discussion post in response to the discussion question must be made by the first Thursday in each module (the exact date is included in each discussion prompt). It should be between 200-250 words. The remaining two discussion posts should be in response to other students' initial discussion post. Those responses should be substantive and provide additional analysis and/or raise additional questions. Each response post should be between 150-200 words.

## BRIEFS

You must complete at least 4 cases briefs throughout the semester. During the first week of class, I will teach you how to brief a case. You will also be provided with written instructions which supersede any and all verbal instructions. The purpose of the case brief is to help students pull out the key components of a judicial decision and understand how courts interpret the law and arrive at their decisions. The assigned case for each case brief is also listed below. You'll notice that there are 5 cases listed for case briefs, but you must only complete four. If you choose to do all 5, your lowest case brief grade will be dropped. Your individual case briefs must be authentic, meaning that you must write/type each without the use of AI, or other online sources that brief cases for you, or otherwise provide text that is copied and pasted. I reserve the right to question you verbally about case brief content when I suspect that a violation of this rule has occurred.

1. Case Brief 1: *Benejam v. Detroit Tigers, Inc.*, 635 N.W.2d 219 (Mich. App. 2001)
2. Case Brief 2: *Class v. Towson*, 806 F.3d 236 (4<sup>th</sup> Cir. 2015)
3. Case Brief 3: *Christian Heritage Academy v. OSSAA*, 483 F.3d 1025 (10<sup>th</sup> Cir. 2007)
4. Case Brief 4: *Jordan v. Jewel Food Stores, Inc.*, 743 F.3d 509 (7<sup>th</sup> Cir. 2014)
5. Case Brief 5: *Clarett v. NFL*, 369 F.3d 124 (2<sup>nd</sup> Cir. 2004)

## PAPER

In lieu of a midterm and final exam, students will be required to write a paper based on research about a given topic covered in the course. Instructions and grading rubric can be found on Canvas.

\*Graduate Final Exam Requirement: During this course, the successful completion of the Legal Reasoning Paper will fulfill a requirement of the Graduate Final Exam, which is a requirement to be completed prior to the completion of the M.S in Sport Management degree at the University of Florida. To successfully complete this requirement, the student must earn a minimum of 80% on the assignment. A failure to meet the minimum of 80% will require the student to re-submit a paper to the instructor by the stated deadline, which will be before the end of the semester. However, the rewrite grade will not count towards the course but will count towards the successful completion of that Graduate Final Exam portion. A failure to successfully rewrite and resubmit the short paper will result in earning an "Incomplete" (I) grade for the course until the requirement has been met. (Please note: An "Incomplete" (I) grade becomes punitive to your overall GPA approximately one semester following the assigned "Incomplete" grade.)

## PAPER

Students will make "presentations" (Case Briefs and Article Summaries are written products and the Final Presentation is presented verbally and visually) explaining how the different areas of law impact their desired positions in the sport industry. The presentation will be divided into the three parts listed below. Instructions and the grading rubric can be found on Canvas.

1. Part I: Case Briefs (written product)
2. Part II: Article Summaries (written product)
3. Part III: Legal Aspects of Sport Careers (Final Presentation – audio/visual)

**For more detailed information on assignments, grading, and additional course components, please check the relevant sections on Canvas.**

A 100-94	A- 93-90	B+ 89-87	B 86-83	B- 82-80	C+ 79-75	C 74-70	C- 69-67	D+ 66-63	D 63-60	D- 59-55	E 54-0
<b>Outstanding - 4.0-3.67 GP</b>		<b>Good - 3.33-2.67 GP</b>			<b>Average - 2.33-1.67 GP</b>			<b>Below Average - 1.33-.67 GP</b>			<b>Fail - 0 GP</b>
The assignment is well above the minimum requirements, well organized, analytical rather than descriptive, and includes excellent grammar and spelling.		The assignment is somewhat above minimum requirements, organized, more descriptive than analytical, and contains minimal grammar and spelling issues.			The assignment meets most of the criteria with average organization, is descriptive rather than analytical, and includes poor grammar and spelling.			The assignment does not meet the minimum criteria.			The assignment does not meet the criteria.

## GRADING SCALE

In our course, grading is conducted with careful attention to detail and fairness. You can expect a grading turnaround time of approximately **7-10 business days** for all assignments, during which either I or a graduate assistant will review your submissions. Once completed, your grades will be posted on Canvas. If you believe there's an error in your graded work, don't hesitate to reach out to either of us for a review. It's important to note that we adhere to a strict no-rounding policy for grades; the marks you receive are final as per the assessment criteria.

For a comprehensive understanding of the grading system, including how numerical scores translate to letter grades, please refer to the University of Florida Grading Policies and the scale above. These resources will offer you detailed information on the university's grading standards and procedures. More detailed information regarding current UF grading policies can be found [here](#).

**Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.**

## Weekly Course Schedule

Our course is structured into twelve comprehensive modules (plus Orientation) that will be covered throughout the semester. Each module is designed to build upon the last, culminating in a final exam and gallery walk where you showcase everything you've learned this term. Detailed information about each module, along with related assignments and due dates, can be found on Canvas. This structure is intended to provide a progressive learning experience that will not only educate but also engage you in practical applications of the course material.

## WEEKLY SCHEDULE

Modules	Dates	Module Topics	Assessments Due
1 (Weeks 1-2)	<i>See Canvas</i>	Introduction Meeting Intro Lecture and Handouts	<i>See Canvas for Due Dates</i>
2 (2-3)		Tort Law, Chapter 10 Edwards v. City of Albuquerque Cobb v. Time, Inc.	

3 (4-5)	Contract Law & Agency Law Chapter 3 (pp. 89-99 and 114-132) Chapter 8 (pp. 359-376) Force Majeur: UCLA v. Under Armour Chapter 9 Oliver v. NCAA (pp. 79)
4 (6-7)	Discrimination Chapter 5 (pp. 186-224) Chapter 12
5 (8-9)	Constitutional Law Chapters 1, 2 and 5 (pp. 177-185)
6 (10-11)	Intellectual Property and International Sport Law Chapter 11 Chapter 13
7 (12-13)	Antitrust Law Chapters 4 and Chapter 6 (pp. 233-250 and 280-294) USFL v. NFL
8 (14-16)	Labor Law Chapter 7

### SUCCESS AND STUDY TIPS

Welcome to a journey of learning where enthusiasm meets dedication. As your guide, I am highly approachable and value honesty above all. My teaching style is animated and enthusiastic—and sometimes I can be overwhelming and quick (ask me to slow down, if need be), but I firmly believe that by reviewing the lectures and actively participating, you will set yourself on a path to success.

Remember, there are no bad questions—only missed opportunities to understand better. If there's something you're unsure about, I encourage you to ask. While I may not take formal attendance, I am observant and take note of who is present, engaged, and contributing to our class discussions. Debate and challenge are not just welcomed but expected; they are the crucible in which we forge a deeper understanding.

We all have unique insights to offer, and I anticipate learning from you just as much as you do from me. Let's collaborate to make this learning experience one where the exchange of knowledge is mutual. My aspiration for you is high—I hope to see you surpass my achievements by using this course to advance beyond the learning curves I encountered in my career and educational journey.

***Let's make the most of this academic term by engaging fully, staying informed, and embracing the collective wisdom of our class.***

*Course Flexibility:* Please note that, when necessary, I reserve the right to make modifications to the syllabus, including changing examination and assignment dates, as well as updating the course content. Any changes will be clearly communicated in class and posted on the course website. You are responsible for staying informed about and adapting to these updates.

*Copyright Acknowledgement:* All materials provided for this course are protected by copyright. They are for educational purposes within this course and must not be shared or used beyond the scope of our classroom without permission.

*Legal Disclaimer:* It's important to understand that the information we discuss in class does not constitute legal advice. Should you require legal counsel, I encourage you to utilize the campus legal resources available to you or consult with a professional attorney.

*Class Demeanor or Netiquette:* All members of the class are expected to follow rules of common courtesy in email messages, threaded discussions, and chats. UF has provided a [netiquette guide](#).

*Privacy:* Our class sessions may be audio-visually recorded for students in the class to refer back to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally agree to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized sharing of recorded materials is prohibited.

For in-class recording, the following statement related to Florida's House Bill 233 is suggested but not mandatory:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code & Student Conduct Code.

## PRIVACY AND ACCESSIBILITY POLICIES FOR COURSE TOOLS

### *Adobe*

- [Adobe Privacy Policy](#)
- [Adobe Accessibility](#)

### *CogU*

- [CogU Privacy Policy](#)
- [CogU Accessibility](#) (contact with questions)

### *Feedback Fruits*

- [Feedback Fruits Privacy Policy](#)
- [Feedback Fruits Accessibility](#)

### *Instructure (Canvas)*

- [Instructure Privacy Policy](#)
- [Instructure Accessibility](#)

### *Microsoft*

- [Microsoft Privacy Policy](#)
- [Microsoft Accessibility](#)

### *Sonic Foundry (Mediasite Streaming Video Player)*

- [Sonic Foundry Privacy Policy](#)
- [Sonic Foundry Accessibility](#) (PDF)

### *YouTube (Google)*

- [YouTube \(Google\) Privacy Policy](#)
- [YouTube \(Google\) Accessibility](#)