



Fayetteville State University  
School of Education  
Department of Health, Physical Education and Human Services

Undergraduate

**1. LOCATOR INFORMATION**

Semester: Fall 2009  
Credit Hours: 3  
Course Number and Name: PEDU 411- Organization and Administration of Physical Education  
Course Location and Meeting Time: MWF 2:00-2:50  
Office Hours: \_\_\_\_\_  
Instructor: Mr. Derwin Sheppard  
Office Location: HPEC 318  
Office Telephone: 672-2559  
e-mail: dsheppar@uncfsu.edu

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@broncos.uncfsu.edu](mailto:username@broncos.uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**2. COURSE DESCRIPTION**

A study of the organization and administration of programs in health and physical education, including such topics as philosophy, program planning, course evaluation, staffing, facilities and equipment management, athletic activities, budgeting and finance, and public relations.

Every teacher of physical education must be able to function within the framework of an organization under the direction of an administrator. It is the overall purpose of this course to prepare potential administrators as well as teachers to gain an appreciation for an understanding of administrative function. Emphasis will be placed on the purpose, values, rationale, and process of administration in the area of physical education. It is hoped that each of you will gain a better awareness of the objectives of administration and the contribution toward individual development that can be attained.

**3. TEXTBOOKS**

Horine, Larry. The Administration of Physical Education and Sport Programs; 5<sup>th</sup> Edition, The McGraw-Hill Companies, Inc., 2004. Madison, WI.

**4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professional in the physical education program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

**5. COURSE GOALS AND OBJECTIVES**

The students, after having been assigned 200 technical terms, at the end of the semester will demonstrate proficiency in listing a minimum of 75% of these terms on written examinations.

The students will list the characteristics of the three domains: cognitive, affective and psychomotor.

Given an organizational chart of FSU, each student will explain and diagram this chart at the 100% level.

The students will state their philosophies of physical education with an understanding of Axiology, Esthetics, Ethics, and Logic.

The students will define the following philosophies: Idealism, Realism, Pragmatism, Naturalism, and Existentialism.

The students will be assigned the following topics to report on. Each student will demonstrate by writing a resume of each topic on either the mid-term and/or final examination.

The student will plan and organize a physical education and athletic program according to the guidelines for Title IX and Public Law 94-142.

After review of selected references, the students will be able to readily identify each phase of the school health program with particular emphasis upon current health issues.

The students will organize intramural and extramural programs, setting up units of competition utilizing the various types of tournaments.

Upon studying the steps necessary to prepare a budget, the students will use this procedure in budget-making for various programs, such as those depicted in the textbook and selected references.

The students will identify and order the best type of and appropriate quantity of supplies and equipment needed for a specific program found in a case study.

A public relations program will developed by the students employing the most effective techniques and media.

The students will interpret and apply, to specific case studies, the legal liability for injury.

The students will formulate efficient office management procedures as required in specific case studies.

Each student will participate in a practicum experience designed to integrate the knowledge and theory learned in the classroom setting.

## 6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NASPE/NCATE/NCDPI (NCSCS) Standards	Assessment(s)
<p><b>Standard 1: Content Knowledge:</b> A physical education teacher understands physical education content, sub-disciplinary concepts, and tools of inquiry related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge.</p> <p>Physical Education Teachers:</p> <p>Indicator 2: Demonstrate motor skill performance in a variety of physical activity categories consistent with the North Carolina Standard Course of Study, <i>Healthful Living</i>, K-12 (Physical Education component.)</p> <p>Indicator 5: Understand and debate current physical education/activity</p>	<p>2. Skills Tests, Written Test, Demonstration and Discussion, and Chapter Questions</p> <p>5. Lecture/Discussion, Biomechanical Factors that affect movement</p>

<b>NASPE/NCATE/NCDPI (NCSCS) Standards</b>	<b>Assessment(s)</b>
<p>issues and laws based on historical, philosophical, sociological, psychological, and economical perspectives.</p> <p>Indicator 6: Demonstrate knowledge of approved local, state, and national content standards (e.g. Physical Education, K-12).</p> <p>Indicator 7: Demonstrate knowledge of principles related to organization and administration of physical education programs.</p>	<p>6. Exam, Discussion, and Standards</p> <p>7. Lecture, Discussion of Principles, Assignments, and Chapter Questions</p>
<p><b>Standard 2: Growth and Development:</b>  A physical education teacher understands how individuals learn and develop in order to provide opportunities that support physical, cognitive, social, and emotional development. The focus of this standard is application of growth and development concepts to specific teaching experiences.</p> <p>Physical Education Teachers:</p> <p>Indicator 3: Identify, select, and implement developmentally appropriate learning/practice opportunities based on understanding the interaction of the learner, the learner environment, and the activity/task to promote learning.</p>	
<p><b>Standard 3: Management and Motivation:</b>  A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students.</p> <p>Physical Education Teachers:</p> <p>Indicator 1: Use managerial routines that create productive learning experiences and environments.</p> <p>Indicator 2: Organize, allocate, and manage resources to provide active and equitable learning experiences.</p> <p>Indicator 5: Develop effective behavior management strategies.</p>	<p>1. Presentations, Lecture and Discussions, Group Work and Reflective Teaching, Chapter Questions</p> <p>2. Discussion and Lecture and Role Play, Chapter Questions</p> <p>5. Role Play, Lecture and Discussion, Chapter Questions</p>
<p><b>Standard 4: Communication:</b>  A physical education teacher uses knowledge of effective verbal, nonverbal, and multi-media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners and model appropriate behavior.</p> <p>Physical Education Teachers:</p> <p>Indicator 2: Communicate managerial and instructional information in a variety of ways.</p>	<p>Video, Applied Projects, Course lectures and Discussion, Chapter Questions</p>
<p><b>Standard 5: Pedagogy:</b>  A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on local, state, and national content standards (e.g. Physical Education, K-12). This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.</p> <p>Physical Education Teachers:</p>	<p>3. Chapter Questions, Course Lectures and Discussions, Blackboard</p> <p>7. Presentation, lectures and Blackboard, Powerpoint, Chapter Questions</p>

NASPE/NCATE/NCDPI (NCSCS) Standards	Assessment(s)
<p>Indicator 3: Select and implement instructional strategies, based on content, learner needs, facilities, and equipment context, and safety issues, to enhance learning in the physical activity setting.</p> <p>Indicator 7: Select and utilize teaching resources and curriculum materials.</p>	
<p><b>Standard 6: Learner Assessment:</b></p> <p>A physical education teacher understands and uses assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.</p>	
<p><b>Standard 7: Technology</b></p> <p>A physical education teacher uses a variety of technologies to enhance learning, as well as personal and professional productivity.</p> <p>Physical Education Teachers:</p> <p>Indicator 1: Demonstrate knowledge of current technologies and their application in physical education.</p>	<p>Discussion and the use of Video, Internet and Blackboard, Chapter Questions</p>
<p><b>Standard 10: Collaboration:</b></p> <p>A physical education teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being. This standard also encourages teacher candidates to seek opportunities to promote and advocate for quality physical education.</p> <p>Physical Education Teachers:</p> <p>Indicator 1: Pursue productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.</p> <p>Indicator 2: Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.</p> <p>Indicator 3: Actively participate in physical education/activity professional organizations.</p> <p>Indicator 4: Identify and seek community resources to enhance physical education opportunities.</p>	<ol style="list-style-type: none"> <li>1. Participation in the Student Field School experience, Role Playing, Lecture, and Demonstration</li> <li>2. Same as above.</li> <li>3. Participation in the membership in Local, State, and National Associations, and attend workshops and conferences.</li> <li>4. Lecture and Discussion (Local, State and National websites)</li> </ol>

**7. CORE STANDARDS**

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Readings, applied projects and chapter questions (with rubrics), course lecture/class discussion board topics, chapter questions (with rubrics) and course lectures, and readings (with rubrics)
X	2. Teachers know how to teach students.	Applied projects, course lecture/class discussion and discussion board topics, chapter questions (with rubrics) and

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
		course lectures, and readings (with rubrics)
X	3. Teachers are successful in teaching a diverse population of students.	Applied projects (with rubrics) re: inclusion, accommodations, collaboration of students at the k-12.
X X	4. Teachers are leaders.	Applied projects, course lecture and discussion board topics, chapter questions (with rubrics) and course lectures, and readings (with rubrics)
X	5. Teachers are reflective about their practice.	Analyze applied projects and discussion board (with rubrics).
X	6. Teachers respect and care about students.	Applied projects, course lecture and discussion board topics, chapter questions (with rubrics) and course lectures, and readings (with rubrics)

## 8. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Applied projects, course lecture and discussion board topics, chapter questions (with rubrics) and course lectures and readings (with rubrics).
X	2. Teachers understand how students' cognitive, physical, socio cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Applied projects, course lecture & discussion board topics, chapter questions (with rubrics) & course lectures, and readings (with rubrics)
X	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	Applied projects and discussion board topics, chapter questions (with rubrics)
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of the individual learners.	Applied projects, course lecture & discussion board topics, chapter questions (with rubrics) & course lectures, and readings (with rubrics)
X	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Applied projects, course lectures, and readings (with rubrics) Discussion board (with rubrics)
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Applied projects, course lectures, and readings (with rubrics) & Discussion board (with rubrics)

## 9. TECHNOLOGY

This course will help strengthen and enhances the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail on-line course applications, grade book, video camera. Check all that apply for this course. Please include any technologies that you use that are not listed.

<b>Technological Applications for this Course</b>	
X	Productivity tool (Power Point)
X	Presentation software
X	Internet
	Web page construction
X	e-mail
	On-line applications
X	Grade book
X	Video Camera
X	Scanner
	Excel
X	Smart board
	Lap top and LCD panel
	Music Stereo and CD

Include the NCDPI Technology Standards and the assessment(s). Only include the standard or standards you will address in this course.

<b>Technology Standards Used in this Course</b>	<b>NCDPI Technology Standards</b>	<b>Assessment(s)</b>
X	1. Teachers demonstrate a sound understanding of technology operations and concepts	Blackboard Usage
X	2. Teachers plan and design effective learning environments and experiences supported by technology.	Unit and Lesson Plans
X	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Instructional Planning
X	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
X	5. Teachers use technology to enhance their productivity and professional practice.	Blackboard Usage
X	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	Unit and Lesson Plans Research

## 10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

<b>Professional Competence</b>		<b>Professional Responsibilities</b>	
X	Appreciates and engages in self-reflections	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
X	uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
X	Respects the privacy of students and their families	X	Assumes fair share of responsibilities
<b>Professional Dispositions and Qualities</b>		<b>Professional Integrity</b>	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
X	Treats all students fairly and equitably	X	Accepts and uses constructive criticism

X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

**11. GENERAL REQUIREMENTS**

Every student will be expected to meet the following criteria:

1. Class Discussion
2. Mid-term Examination
3. Oral Reports on Selected Topics Via Power Point
4. Final Examinations
5. Class Notebooks/Dictionary
6. Two Hundred Technical Terms in Administration
7. Practicums
8. Article Reviews

**12. EVALUATION CRITERIA**

1. Class Participation (Daily Assignments)	100 points
2. Oral/Written Reports	100 points
3. Annotated Article Reviews (2)	200 points
4. Mid-Term Examination	100 points
5. Practicum (25 Hours)	100 points
6. Final Examination	100 points
7. Curriculum K-12 Developed at LEA	100 points
Total	800 points

Grading Scale

- A = 720 – 800
- B = 719 – 640
- C = 639 – 560
- D = 559 – 480
- F = below 480

**13. COURSE OUTLINE (with Assignment Schedule)**

Week 1

Topic Assignment, Syllabus Review, Course Requirements, Attendance Policy, Practicum Requirement  
Discuss Nature and Philosophy of Administration

Assignment 1 – Develop your personal philosophy of life, education and physical education.  
Ch. 1 Case Study: A Glimpse at an Athletic Director  
50 Technical Terms in Administration

Week 2

Discuss Ch. 2 – Management Functions in Physical Education and Sport  
Oral/Written Reports

Assignment 2 – Differentiate between metaphysics, epistemology, logic, axiology  
Ch. 2 Case Study: Chancellor’s Decision Not Approved

Week 3

Discuss Ch. 3 – Communication and Motivation in Sport Management and Physical Education  
Oral/Written Reports

Assignment 3 – Define the general characteristics of the following philosophies and display an understanding of each:

- |                   |               |
|-------------------|---------------|
| a. Realism        | f. Naturalism |
| b. Pragmatism     | g. Axiology   |
| c. Idealism       | h. Esthetics  |
| d. Existentialism | i. Ethics     |
| e. Eclecticism    | j. Logic      |

Ch. 3 Case Study: A Teacher's Push  
Observation at local recreation center

Week 4

Discuss Ch. 4 – Human Resources in Sport Management and Physical Education  
Oral/Written Report

Assignment 4 – Give your definition of administration. Make a list of the 10 most essential qualifications of a good administrator.

Ch. 4 Case Study: Hasty Decisions Lead to Litigation  
Observation at local recreation center  
Practicum (Week)

Week 5

Discuss Ch. 5 – Public Relations, Partnerships, Marketing, and Promotion in Sport Management and Physical Education

Oral/Written Report

Assignment 5 – List five (5) principles of administration which you believe to be most important in the field of physical education.

Ch. 5 Case Study: Enrollment Increases after PR Audit  
Observation at local recreation center  
50 Technical Terms in Administration

Week 6

Discuss Ch. 6 – Financial Management in Physical Education and Sport  
Oral/Written Report

Assignment 6 – Describe the following words which apply to administration:

- a. Laissez-faire
- b. Cooperative
- c. Authoritative
- d. Creative
- e. Democratic

Ch. 6 Case Study: Financial Exigency Hits Three High School Athletic Programs  
Observation at local recreation center

Week 7

Discuss Ch. 7 – Purchasing, Maintenance, and Security Management in Sport and Physical Education

Oral/Written Report

Assignment 7 – Identify the following:

- a. Seven Cardinal Principles of Education
- b. AAHPERD
- c. Homogenous Grouping
- d. Flexible Scheduling

Ch. 7 Case Study: Purchasing Equipment: Be Specific  
Practicum Week

Week 8

Discuss Ch. 8 – Law and Physical Education and Sport  
Oral/Written Report

Assignment 8 – Principles of Curriculum and Learning

- a. Learning Objectives
- b. Curricular Patterns
- c. Vertical and Horizontal Qualities

d. Logical and Psychological Organization  
Ch. 8 Case Study: Player Negligence  
Observation at local recreation center  
Annotated Article Reviews

Week 9

Discuss Ch. 9 – Risk Management in Sport and Physical Education  
Mid-Term Exam

Assignment 9 – As a culminating activity, develop a philosophy of administration as it relates to the area of physical education.

Ch. 9 Case Study: Torts in Sports  
Observation at local recreation center  
Practicum Week

Week 10

Discuss Ch. 10 – Facility and Equipment Planning, Designing, and Management in Physical Education and Sport

Oral/Written Report

Assignment 10 – Develop a Curriculum K-12 at a designated LEA

Ch. 10 Case Study: Sport Facility Design Bloopers  
Observation at local recreation center  
Curriculum Development K-4

Week 11

Discuss Ch. 11 - Evaluation in Physical Education and Sport Administration

Oral/Written Report

Assignment 11 – Ch. 11 Case Study: It Is Necessary to Evaluate Equipment

Observation at local recreation center  
Practicum Week

Week 12

Discuss Ch. 12 – Data Processing and Office Management in Sport and Physical Education Administration

Oral/Written Report

Assignment 12 – Ch 12 Case Study: Overrun with Students

Observation at local recreation center  
50 Technical Terms in Administration

Week 13

Discuss Ch. 13 – Administrative Issues Specific to Physical Education and Campus Recreation

Oral/Written Report

Assignment 13 – Ch. 13 Case Study: Teacher Determined That Physical Education Will Not Be a Spectator Sport

Observation at local recreation center  
Practicum Week

Week 14

Discuss Ch. 14 – Discuss Administrative Issues Specific to Athletics and Health-Fitness Centers

Oral/Written Report

Assignment 14 – Ch. 14 Case Study: Where Were the Administrators?

Observation at local recreation center  
Curriculum Development 5-8

Week 15

Discuss Ch. 15 – The Future in Physical Education Administration and Sport Management

Oral/Written Report

Assignment 15 – Ch. 15 Case Study: A True Case, and It Could Be You  
Observation at local recreation center

Week 16

Discuss Legislature and Legal Problems  
Oral/Written Report

Assignment 16 - Observation at local recreation center  
Annotated Article Review

Week 17

Discuss Health Instruction  
Oral/Written Report

Assignment 17 – Curriculum Development 9-12

Week 18

Discuss Intramural Athletics  
Final Exam

Assignment 18 – 50 Technical Terms in Administration

**14. TEACHING STRATEGIES**

1. Video review and analysis
2. Lecture
3. Problem Solving
4. Student Presentations/Oral Written
5. Role-Playing
6. Question-Answer
7. Clinical Experiences (practicums)
8. Develop Curriculum K-12 at LEA
9. Develop IEP's

- 15. DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

**ABSENTEE POLICY**

In addition to the University's policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student's final grade average.

Example: Final grade average 92 = A; 3 unexcused absences = minus 3 points; 3 points deducted (92 – 3 = 89) = B grade.

Excused absences include **DOCUMENTED** emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructors approval. **This policy includes all levels of classes (100 thru 400 level.)**

**16. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)**

Kidder, R.W., and Born, P.L. (2002, February). Moral courage in a world of dilemmas. *The School Administrator* 59, pp. 14-20.

Parkhouse, B.L. (ed.). (2001). *The management of sport*, 3<sup>rd</sup> ed. Dubuque, Iowa: McGraw-Hill.

Bencivenga, J. (2002, February). John Kotter on leadership, management and change. *The School Administrator* 59, pp. 36 – 40.

- Crowther, G. (2001, August/September). Face to face or email? *Communication World* 18, pp. 23—26.
- McDonnell, A.B. (2002, March). Using a newsletter to better reach your members. *Fitness Management* 18, pp. 32—34.
- Gordillio, J. (2002, June 14). Naming rights could be prep gold mine. *Southern Illinoisian*, p. 4D.
- Kiszla, M. (2002, August 21). Bloom's choice not so crazy. [www.denverpost.com/stories, 8/21/2002](http://www.denverpost.com/stories/8/21/2002).
- Solomon, J. (2002) *An insider's guide to managing sporting events*. Champaign, IL: Human Kinetics.
- Christiansen, M. (2002, April). Playground maintenance. *Parks and Recreation* 37, pp. 84—91.
- Hendy, T. (2002, June). Playgrounds for the mind, body and spirit, *Parks and Recreation* 37, pp. 64—71.
- Booth, M. (2002, August 9). Sports officials ran stall play in disqualifying griddler. *New Jersey Law Journal*, pp. 23—28.
- Frankel, E. (1992, November). Charging ahead—Putting gender equity into play. *Athletic Management* 4, pp. 15—19.
- Salt Lake Olympic Committee (2002). Anti-Discrimination and Harrassment Policy. *Team 2002 Training Manual*.
- Bynum, M. (2002a, Jan.) After school special. *Athletic Business*. 26, pp. 30—33.
- Bynum, M. (2002b, Jan.) Space odyssey. *Athletic Business* 26, pp. 67—73.
- Bridges, F.J., and Roquemore, L.L. (2000) *Management of athletic/sport administration: Theory and practice* (3d ed.) Decatur, GA: ESM Books.
- Oravec, J.A. (2002, January). Constructive approaches to Internet recreation in the workplace. *Communitcations of the ADCM* 45, pp. 60—63.
- Parkhouse, B.L., ed. (2001). *The management of sport*. Dubuque, Iowa: The McGraw-Hill Company.
- Block, M.E., and Conatser, P. (2002, May/June). Adapted aquatics and inclusion. *Journal of Physical Education, Recreation, and Dance* 73, pp. 31—34.
- Henderson, H.L.; French, R.; and Kinnison, L. (2001, August). Report grades for student with disabilities in general education. *Journal of Physical Education, Recreation, and Dance* 72, pp. 50—55.
- Issues, (2001, May/June). Can physical educators do more to teach ethical behavior in sports? *Journal of Teaching Physical Education* 72, p. 12.
- Siedentop, D. (1992, September). Thinking differently about secondary physical education. *Journal of Physical Education, Recreation and Dance* 63, pp. 69—73.
- Acosta-Carpenter study shows decline in female Ads, coaches (2002, June/July). *Athletic Management* XIV, pp. 10—11.
- An underground utopia (2002, March-April). *The Futurist* 36, pp. 33—36.s