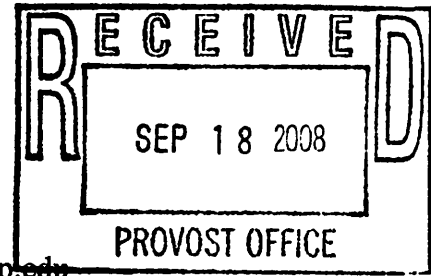


Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

08-19
P-9/16/08
AP-9/16/08

Senate Info. - 11/4/08

Existing and Special Topics Course



Course: HPED 460 Law and Issues in Managing Sport

Instructor(s) of Record: Richard Hsiao, M.S., M.B.A., Ph.D.

Phone: 724-357-0123

Email: hsiao@iup.edu

Senate

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Richard Hsiao has taught this course, HPED 460 Law and Issues in Managing Sport in the traditional classroom setting at IUP. He not only taught this course using a face-to-face format, but has also taught numerous other sport management courses using the distance education method, including HPED 292 Introduction to Sport Management and HPED 641 Organization and Administration of Aquatic Programs. He has experience teaching other sport management-related courses, such as Sports Law at The Florida State University prior to coming to IUP. Dr. Richard Hsiao has also completed several distance education workshops hosted by the IUP Instructional Design Center (IDC), including a 12-hour advanced WebCT workshop and Wimba-Live classroom workshop. He frequently provides Peer-to-Peer blogging technology workshops for the IUP faculty. He is also a team member of the ACPAC (Academic Computing Policy and Advisory Committee) Online Learning Action Team at IUP.

2. How will each objective in the course be met using distance education technologies?

Objective 1 - Explain how a sports manager can minimize exposure to negligence.

How Objective 1 will be met - Assigned textbook readings will provide introductory information related to negligence, as well as cover current issues in sport negligence. In addition, practical real world negligence law review cases will be presented to enhance students' interest and learning motivation. Students will also be required to participate in discussions with his/her group members by using the Live Classroom function.

Objective 2 - Describe the impact of tort law on the operation of a sport organization.

How Objective 2 will be met - Students will be knowledgeable about the fundamental information about intentional torts to persons, including battery, assault, false imprisonment and reckless misconduct by reading required course-related materials. Students will also be able to identify differences between intentional torts and business torts. Intentional tort defenses, including consent, self-defense, defense of others or property, necessity and discipline will also be presented. Online discussion board use will be used to facilitate students' learning.

Received
SEP 17 2008
Liberal Studies

1

Received
SEP 05 2008
Liberal Studies

Received
MAY 02 2008
Liberal Studies

Objective 3 - Construct a plan to protect an organization from a negligent act.

How Objective 3 will be met - Course-related readings include a wide range of perspectives that include various negligent issues in the sport setting and in sport organizations will be highlighted. Readings, negligence case studies and law review papers will provide students analytic thinking and also facilitate the students' understanding and application related to negligent acts in sport organizations. In addition, the professor will host a Live Classroom discussion focusing on construction of a plan to protect sport organizations from negligent acts.

Objective 4 - Apply strategies of negotiating a sports contract.

How Objective 4 will be met - Readings related to elements of a contract will be focused on, including the offer, acceptance and consideration. Negotiation tactics related to athletic contact and strategies related to representing athletics will be highlighted. In addition, discussion related to how to be a successful sport agent and how to negotiate contact for your athletes will be held on the Live Classroom, so students will be able to share their opinions with their peers and be able to get a further understanding about the fundamental concepts related to the sport contract. These activities should enhance the students' professional knowledge of being a good sport agent/sport manager and hopefully increase confidence when students have an opportunity to represent athletes in negotiating contracts. To fulfill this objective, the professor will use a Live Classroom discussion to help students in their understanding of strategic negotiation, including a discussion about guidelines for managing sports contracts.

Objective 5 - Identify the influence of sports agents on sports organizations.

How Objective 5 will be met – Readings, class discussions and selected videos highlighting the career of a sport agent, focusing on the relationship between sports agents, athletes and sport organizations will be assigned to students. These readings will help students gain an in-depth understanding about the influence of being a good sports agent. Students will be able to identify different elements related to the operation of a sport agency and the proper attitude when sports agents do business with organizations in sports. Discussion questions will be prepared to enrich students understanding.

Objective 6 – Explain and apply the standards of the Americans with Disabilities Act.

How Objective 6 will be met - Readings and case studies specifically related to the basic concepts of Americans with Disabilities Act (ADA) will be assigned. Through the case studies, students will be able to explain the regulations and concepts of ADA using real world situations, focused on the sport business industry, such as fitness center, sport stadium and swimming pool settings. Students, using Live Classroom, will also be given opportunities to discuss applications of ADA issues related to sports facilities

Objective 7 - Develop a plan to mediate a legal conflict.

How Objective 7 will be met - Related readings will be assigned to students. Students will further understand the function and structure of the court system and a variety of legal right issues. The professor will present several sports law case studies focused on strategies for solving legal conflicts. A Live Classroom discussion will be held to facilitate problem solving skills. In small groups, again using Live Classroom, students will be expected to provide solutions for each legal conflict presented.

Objective 8 - Analyze the influence of religion, drug testing, and Title IX on the sport industry.

How Objective 8 will be met - Various reading materials related to sport and religion, drug testing for sport events and Title IX will be assigned. Analysis and examination of the

interaction between drug testing and international sports will be provided through the course lecture materials and discussion. In addition, case studies related to Title IX and athletes will be assigned to facilitate students' learning and understanding. Students also will be given opportunities to share their opinions with their classmates through the online Live Classroom discussion.

In summary, WebCT technologies for distance education will be applied to meet the above objectives. The design of this course will focus on students' learning, motivation and satisfaction. The instructor will implement use of modules, chat rooms, discussion boards and the Live Classroom to facilitate teaching and discussion in order to provide a user-friendly distance education online learning environment. Each student is encouraged to submit his/her questions, opinions and comments at the end of each module and is required to participate discussion boards and participate in at least 5 of the 7 Live Classroom lectures and discussions. This approach is being used to foster learning efficiency for each individual student and encourage self motivation and discipline.

3. How will instructor-student and student-student, if applicable, interaction take place?
The online software affords opportunities for students to be involved in the class with the instructor and other students via an active discussion board, chat room, e-mail, and assignment drop box. With the Wimba Live Classroom environment, students will have opportunities to speak with his/her instructor through a microphone or a telephone. Students also can interact with the instructor and other students through a web camera and instant message. Assignments will prompt students to complete a self-test of their understanding of the text content and discuss results with the instructor.
 4. How will student achievement be evaluated?
The course is divided into 3 units, with each unit containing 5 modules for a total of 15 modules. After each unit, tests will be administered using WebCT technology for a total of 3 exams for the course. In addition, three real life case studies and five topic-related law case reviews will be assigned to facilitate students' critical and creative thinking. Also, seven sessions of discussion board communications will be conducted to enhance the understanding of the course contents and to enhance students' interests, motivation and satisfaction. This opportunity also provides students a venue in which to ask questions or glean further understanding.
 5. How will academic honesty for tests and assignments be addressed?
All evaluation techniques will use all the safe guards available. The WebCT software provides several functions for the instructor to prevent academic honesty. The instructor has full control of the exam time to make sure student will not have enough time to flip through study materials if they don't study beforehand. WebCT has a function that allows the computer to randomly select test questions from a question bank in order to make sure students get different questions. All assignments will be scanned by turnitin.com to prevent and reduce plagiarism. All of the above examples are methods that instructor is going to use to prevent academic dishonesty.
- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Robert Kesteluk 4/14/08
Signature of Department Designee Date

Endorsed: *Carleen C. Zoni* 4-22-08
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedquist Sept. 17, 2008
Signature of Committee Co-Chair Date

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Geord W. Coleman

Signature of Provost

9/29/08

Date

Forward form and supporting materials to Associate Provost.

SYLLABUS OF RECORD

I. Catalog Description

HPED 460 Law and Issues in Managing Sport

2 class hours

0 lab hours

2 credits

2c-01-2cr

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.

Prerequisite: HPED 292

II. Course Objectives

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 of negotiating a sports 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.

III. Detailed Course Outline

A. Introduction to Legal System

2 hours

1. American law 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

3 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 sports agents	
6. State regulations	
E. Disabilities and Sports	3 hours
1. Relevant statutes	
2. Rehabilitation act	
3. American with Disabilities Act	
4. Exam	
F. Intellectual Property Issues in Sport	2 hours
1. Copyright	
2. Licensing trademarks	
3. Mascots and trademarks	
4. Consumer protection	
G. Dispute Resolution in Sport	2 hours
1. Arbitration	
2. Mediation	
H. Religion and Sport	1 hour
1. First amendment	
2. Prayers and religious expression	
I. Drugs, Alcohol, and Ergogenic Aids in Sport	2 hours
1. Performance enhancing drugs	
2. Drug testing	
3. NCAA regulations	
4. Professional sports regulations	
J. Antitrust and Labor Issues in Sport	2 hours
1. Federal antitrust law	
2. Historical framework of antitrust in sport	
3. Current labor issues in professional sport	
4. Salary caps	
K. Title IX and Sport	3 hours
1. Fundamentals of Title IX	
2. Compliance issues	
L. International Sport	1 hour
1. Olympic movement	
2. International sport federations	

3. International legal issues
4. Exam

I. Culminating Activity

2 hours

IV. Evaluation Methods

Evaluation of the students will consist of:

Examinations	30%
Article Critiques	30%
Research Paper	25%
Pro and Con Panel Presentation	15%

Students will critique articles, participate on a pro and con panel, complete a research paper and complete examinations of course content.

V. Example Grading Scale

Grading Scale:

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

VI. Attendance Policy

Appropriate attendance is a necessity for success in this course. For that reason an attendance policy will be used that may influence a student's success in the course. A large number of assignments and projects will take place during class meetings. Therefore, a student who misses these activities will jeopardize their success in the course.

VII. Required Textbook

Epstein, A. (2003). *Sports law*. Clifton, NY: Thomson.

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.

Cotton, D.J., Wolohan, J.T., & Wilde, T.J. (2003). *Law for recreation and sport managers*.
(3rd ed.). Dubuque, IA: Kendall Hunt.

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.

Ruxin, R.H. (2004). *An athlete's guide to agents*. (4th ed.). Boston: Jones and Bartlett.

Yasser, R., McCurdy, J.R., & Goplerud, C.P. (2003). *Sports law: Cases and materials*. (5th ed.). Cincinnati: Anderson.

Online Syllabus

INDIANA UNIVERSITY OF PENNSYLVANIA

HPED460-801

LAW AND ISSUES IN MANAGING SPORT

Richard Hsiao, M.S., M.B.A., Ph.D.
238 Zink Hall
Office Hours: Via Email

Phone: 724-357-0123
E-mail: hsiao@iup.edu

I. Course Description

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.

II. Course Objectives

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 of negotiating a sports 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.

III. Course Expectations:

Class Participation: Each student is expected to participate professionally in this online learning environment. This includes not only verbalizing the student's own thoughts but also providing the student's peers the courtesy of listening to their contributions, while taking good notes, and asking constructive questions. Each student is expected to have read the assigned material in advance and be prepared to discuss the material with supporting references. Students are required to participate in at least 5 of the 7 Live Classroom sessions offered (see schedule below). Students are required to contact the instructor within the first week of class if they are not able to participate in at least 5 of the sessions. If a majority of students are not able to participate in at least 5 of the sessions, then the schedule may need to be modified.

Live Classroom tentative schedule:

TBD

Course Expectations: Assignments are due on or before their assigned date. **No assignments will be accepted late**, unless prior arrangements have been made with the instructor. Please note and plan for all testing dates. Missing an examination date shall

require written documentation in order to take a make-up examination. Please plan appropriately.

Exams: To instill motivation to attend Live Classroom sessions and complete assigned readings on time, three exams will take place during the semester. A exam cannot be made up if you miss the exam date when it is administered.

III. Course Outline:

Unit 1 Introduction (Objectives 1, 3, and 7)

Module 1-The Role of Law in Sports

Module 2-The Legal System

Module 3-Research and the Study of Law

Module 4-Negligence

Module 5-Property or Premise Liability

Exam I (Module 1-Module 5)

Completion date:

Unit 2 Torts, Title IX and Americans With Disabilities (Objectives 2, 6, and 8)

Module 6-Intentional Torts

Module 7-Product Liability

Module 8-First, Fourth and Fourteenth, Due Process, Amendments

Module 9-Gender Equity and Title IX Issues

Module 10- Americans With Disabilities (ADA)

Exam II (Module 6-10)

Completion date:

Unit 3 Sports Agency, Business and Risk Management (Objective 4, 5, and 8)

Module 11-Contracts

Module 12-Business Legal Concepts

Module 13-Antitrust and Labor Law

Module 14-Trademark, Copyright and Misappropriation

Module 15-Risk Management

Exam III (Module 11-15)

Completion date:

IV. Policies

- A. The Academic Honesty Policy of the Indiana University of Pennsylvania is based on the premise that each student has the responsibility to: 1) uphold the highest standards of academic integrity in the student's own work, 2) refuse to tolerate violations of academic integrity in the academic community, and 3) foster a high sense of integrity and social responsibility on the part of the university community (IUP Student Handbook – Academic Integrity Policy and Procedures, see <http://www.iup.edu/registrar/catalog/acapolicy>).

***** Representing another's work for your own, cheating, or plagiarism will not be tolerated and will result in an "F" grade for the course and possible university imposed disciplinary actions.**

B. Sexual Harassment Policy Statement

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

V. Class Assignments

Discussion Board Use	10%
Live Classroom Participation	10%
Title IX Equity Paper	10%
Law Review Papers (5@5 pts each)	25%
Case Studies (3@5 pts each)	15%
Exams (3@10 pts each)	<u>30%</u>
TOTAL	100%

VIII. Required Text

Clement, A. (2004). *Law in sport and physical activity*. (3rd ed.). Dania, FL: Sport and Law Press.

VIII. Recommended References

American Bar Association Entertainment and Sport Lawyer
Association of Trial Lawyers Journal (Trial)
Business Law Today
Education Law Reporter
Gym to the Jury
Harvard Civil Rights-Civil Liberties Law Review
Journal of American Bar Association
Journal of College and University Law(NACUA)
Journal of Legal Aspects of Sport (SSLASPA)
Loyola of Los Angeles Entertainment Law Journal
Marquette Sport Law Journal
National Law Journal
Seton Hall Journal of Sport Law
Sports and the Courts
Sports Lawyers Journal
Sports, Parks, and Recreational Law Reporter
The Journal of College and University Law
Virginia Journal of Sports and the Law
University of Miami Entertainment and Sports Law Review

VIII. Bibliography

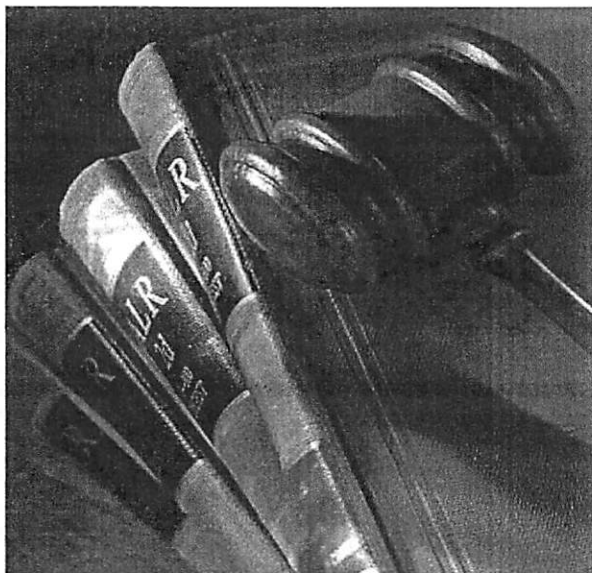
Anderson, P. M. (1999). *Sports law: A desktop handbook*. Milwaukee, WI: National Sport Law Institute.
Appenzeller, T. (2000). *Youth sport and the law*. Durham, NC: Carolina Academic.

- Appenzeller, H. (1998). *Risk management in sport*. Durham, NC: Carolina Academic. Berlonghi, A. (1994). *The special event risk management manual*. Dana Point, CA: Author. Berry, R. C. & Wong, G. M. (1993). *Law and business of the sports industry*. (2nd ed.). Westport, CN: Praeger.
- Bird, S. & Zauhar, J. (1997). *Recreation & the law*. (2nd ed.). Scarborough, Ontario: Carswell/Richard De Boo.
- Black, H. C. (1990). *Black's law dictionary*. (5th ed.). St. Paul, MN: West.
- Buckley, W. R. (1993). *Tort and personal injury law*. Albany, NY: Delmar.
- Carpenter, L. J. (1995). *Legal concepts in sport: A primer*. Champaign, IL: Sagamore. Champion, W. T. (2000). *Sports law in a nutshell*. (2nd ed.). St. Paul, MN: West.
- Clement, A. (1998). *Law in sport and physical activity*. (2nd ed.). Cape Canaveral, FL: Sport and Law Press.
- Clement, A. (1997). *Legal responsibility in aquatics*. Cape Canaveral, FL: Sport and Law Press.
- Clement, A. (1987). Legal theory and sex discrimination in sport. In Adrian, M. (Ed.), *Sportswomen*. New York: Karger.
- Cloutier, R. (2000). *Legal liability and risk management in adventure tourism*. Kanloops, BC, Canada: Phudak Consultants.
- Cole, D. (1994). *No equal justice*. New York: The New Press.
- Cotton, D. J. & Cotton, M. B. *Waivers & releases for the health & fitness club industry*. Boston: Intl Health, Racquet, and Sportsclub Assoc.
- Cotton, D. J. Wolohan, J. T. & Wilde, T. J. (2001) (ed.). *Sport law for recreation and sport managers*. Dubuque, IA: Kendall/Hunt.
- Davis, T., Mathewson, A. D. & Shropshire, K. L. (1999). (ed.). *Sports and the law, a modern anthology*. Durham, NC: Carolina Academic.
- Evans, D. G. (1994). *Drug testing law, technology and practice*. Deerfield, IL: Clark Boardman Callaghan.
- Farnsworth, E. A. (1990). *Contracts*. Boston: Little, Brown & Co.
- Fried, G. (1999). *Safe at first*. Durham, NC: Carolina Academic.
- Fried, G. and Miller, L. (1998). *Employment law: A guide for sport, recreation, and fitness industries*. Durham, NC: Carolina Academic.
- Gallup, E. M. (1995). *Law and the team physician*. Champaign, IL: Human Kinetics. Greenberg, M. J. (1998). *Sports law practice*. Charlottesville, VA: Michie.
- Greyson, E. (1999). *Sports medicine and the law*. London: Buttersworth.
- Guttman, A. (1993). *EEOC law and personal practices*. Newbury Park, CA: Sage.
- Holman, M., Moriarty, D. & Forsyth, J. (2001). *Sports, fitness and the law*. Toronto: Canadian Scholars'.
- Hronek, B. R. & Spangler, J. O. (2002). *Legal liability in recreation and sports*. Champaign, IL: Sagamore.
- Hylton, J. G. & Anderson, P. M. (1999). *Sports law and regulation*. Milwaukee, WI: National Sport Law Institute.
- Jarrett, S. J. & Peterson, J. A. (1997). *ACSM's health, fitness facility standards and guidelines*. Champaign, IL: Human Kinetics.
- Jeffries, J. P. (1995). *Understanding hospitality law*. (3rd ed.). E. Lansing, MI: Educational Institute.
- Johnson, V. R. (1995). *Mastering torts*. Durham, NC: Carolina Academic.
- Keeton, W. P., Dobbs, D. D. Keeton, R. E. & Omen, D. A. (1984, update 1988). *Prosser & Keeton on torts*. (5th ed.). St. Paul, MN: West.
- Miller, L. K. (1997). *Sport business management*. Gaithersburg, MD: Aspen.
- Mueller, F. O., Cantu, R. C. & Van Camp, S. P. (1996). *Catastrophic injuries in high school and college sports*. Champaign, IL: Human Kinetics.

National Safety Council. (2001). *Accident facts*. Itasca, IL: Author.
Quick, C. E. (1996). *Sport & the law: Major legal cases*. New York: Garland.
Restatement of the law, torts. (1998). St. Paul, MN: American Law Institute.

MODULE 1

THE ROLE OF LAW IN SPORTS



The following module objectives meet course objective 1 and objective 2.

OBJECTIVES:

1. To understand the fundamental concepts of common law, constitutional law, statutory law and administrative law.
2. To understand sports law research and various regulations associate with sport organization.
3. To recognize the components of different legal issues related to sport business organizations.
4. To recognize the factors that make the sport business industry a unique enterprise.
5. To prepare the student to be more familiar with business structure and legal authority issues.

ASSIGNMENTS:

1. Read Chapter 1 of the textbook “The Role of Law in Sport and Physical Education”.
2. Look over the PowerPoint slides prepared by the instructor and post any questions you have on the Discussion Board.
3. Post your first case study in the course WebCT assignment drop box.
The instructions are as follows:
 - a. You need to log in to your WebCT course.
 - b. You will see “Case studies” on the left side of your course menu.
 - c. Click “Case studies, then read through the case.
 - d. Now, go back to the course menu again, click “Assignments”, then you will see the 1st case study drop box.
 - e. Upload your first case study, then click “submit”, and then you are finished.

4. Post a short statement on the Discussion Board in the Communication section to highlight the concept that you think is the most important point in this chapter.
5. Post any questions you may have about this module on the Discussion board in the Communication section so that others in the class can benefit from your questions.
6. The information from this module will be included in the Unit I Test.
7. All assignments and readings related to module 1 need to be completed by _____.

ADDITIONAL RESOURCES:

- Adelman, M. (1986). *A sporting time: New York City and the rise of modern athletics, 1820-1870*. Urbana, IL: University of Illinois Press.
- Cole, D. (1994). *No equal justice*. New York: The New Press.
- Cotton, D. J. & Cotton, M. B. *Waivers & releases for the health & fitness club industry*. Boston: Intl Health, Racquet, and Sportsclub Assoc.
- Cotton, D. J. Wolohan, J. T. & Wilde, T. J. (2001) (ed.). *Sport law for recreation and sport managers*. Dubuque, IA: Kendall/Hunt.
- Davis, T., Mathewson, A. D. & Shropshire, K. L. (1999). (ed.). *Sports and the law, a modern anthology*. Durham, NC: Carolina Academic.
- Evans, D.G. (1994). *Drug testing law, technology and practice*. Deerfield, IL: Clark Boardman Callaghan.
- Farnsworth, E.A. (1990). *Contracts*. Boston: Little, Brown & Co.
- Fried, G. and Miller, L. (1998). *Employment law: A guide for sport, recreation, and fitness industries*. Durham, NC: Carolina Academic.
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