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**THE PROFESSIONAL PREPARATION STATUS OF ATHLETIC COACHES
OF THE CAROLINAS INTERCOLLEGIATE ATHLETIC CONFERENCE**

Middle Tennessee State University

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THE PROFESSIONAL PREPARATION STATUS OF ATHLETIC COACHES
OF THE CAROLINAS INTERCOLLEGIATE ATHLETIC CONFERENCE

Ronald W. Christopher

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

December, 1982

THE PROFESSIONAL PREPARATION STATUS OF ATHLETIC COACHES
OF THE CAROLINAS INTERCOLLEGIATE ATHLETIC CONFERENCE

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ABSTRACT

THE PROFESSIONAL PREPARATION STATUS OF ATHLETIC COACHES OF THE CAROLINAS INTERCOLLEGIATE ATHLETIC CONFERENCE

by Ronald W. Christopher

This study surveyed sixty-five athletic coaches of the Carolinas Intercollegiate Athletic Conference. The purpose of this study was to determine the present professional preparation status of the athletic coaches and to examine their attitudes and opinions concerning certification and the qualities and competencies needed by athletic coaches.

The research instrument used in this study was developed by Roger Hatlem at Springfield College in 1972. The questionnaire was used to survey professional preparation, attitudes towards coaching qualities and competencies, teaching and coaching experiences, and responses to requiring athletic coaches to be certified.

The questionnaires were sent to the eight athletic directors of the Carolinas Conference. The athletic directors were asked to distribute the questionnaires to their coaching staffs and to return the completed instruments at the fall conference meeting.

The information gathered from the questionnaire was divided into five parts: background information, professional education, experiences, qualities and competencies, and responses to the recommendation of the AAHPER's Task Force on Certification of High School Coaches.

Ronald W. Christopher

The responses to the sections were tabulated and summarized. The reactions and recommendations of the coaches were listed as stated. Some statements were combined when they conveyed the same thought. Relevant tables were constructed to emphasize the responses.

The survey revealed the following information:

1. Most of the coaches have completed the requirements for a master's degree.
2. A large percentage of the coaches received their undergraduate and/or graduate degrees from an institution within the state of North Carolina.
3. Only nine of the sixty-five coaches did not have an undergraduate or graduate major or minor in physical education.
4. Most of the coaches felt adequately trained in the courses recommended for professional preparation by the Task Force.
5. The average age and average years of teaching and coaching experience indicate that most are career coaches.
6. The qualities considered most desirable in a coach were character, speaking ability, appearance, and ability to demonstrate.
7. The majority of coaches were in agreement with the recommendation of the Task Force although many felt that the course of study should be expanded.

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Chapter 1

INTRODUCTION

Some twenty-five years ago, Charles Bucher emphasized the impact of a coach on the lives of young people and the importance of coming to grips with the whole matter of keeping the right kind of persons with the right kind of professional preparation in coaching positions.¹ This is a problem that is prevalent not only at the public school level but in institutions of higher learning as well. It is particularly true of small colleges like the ones that make up the Carolinas Intercollegiate Athletic Conference.

In recent years there has been a major concern about improving the professional preparation and competencies of high school coaches. This concern was culminated by the formation of a Task Force on Certification of High School Coaches by the Division of Men's Athletics of the American Alliance for Health, Physical Education, and Recreation.² Even though there have been national studies which have resulted in specific recommendations, little progress through legislation or state requirements has been made.

¹Charles A. Bucher, "Professional Preparation of the Athletic Coach," Journal of Health, Physical Education, and Recreation, XXX (September, 1959), p. 27.

²Arthur A. Esslinger, "Certification for High School Coaches," Journal of Health, Physical Education, and Recreation, XXXIX (October, 1968), p. 42.

On the college and university level there seems to be little concern by the governing bodies of college athletics (NCAA, NAIA) about the professional preparation status of those who are coaching. The Southern Association of Colleges and Schools, the accrediting agency for the southeastern states, makes specific requirements for the professional preparation of those on the academic faculty:

In the senior colleges, approximately fifty percent of the teaching faculty in humanities, social sciences, and natural sciences should possess educational preparation equivalent to one year of advanced study in the teaching field beyond the master's degree, and approximately thirty percent should hold the earned doctor's degree.³

Concerning athletics, the Southern Association makes the following statement:

Intercollegiate and intramural programs should contribute to the total personal development of the student. These programs should be directed by qualified personnel and should be appropriately funded within the total resources of the institution.⁴

While the accrediting agency is quite specific in terms of professional preparation for academic areas, it is vague in its requirements for athletic coaches.

A survey of the fifty states and Washington, D. C. conducted in 1980 determined that thirty-nine states required head coaches to

³Commission on Colleges, Standards of the College Delegate Assembly (Atlanta: Southern Association of Colleges and Schools, 1977) p. 21.

⁴Commission on Colleges, p. 29.

be certified to teach. Eight states had requirements for coaches in addition to teacher certification. Nonteachers were allowed to coach on a regular basis or as an emergency procedure in thirty-four states. In most cases, these coaches were limited to assistant coaches' duties only.⁵

Noble and Sigle state:

In view of the increasing demand for interscholastic athletic coaches and the diminishing supply of qualified teachers willing to coach, it seems impractical to recommend requirements for coaches in addition to teacher certification. However, the use of community people who have no training as teachers or coaches other than sports participation is abhorrent. A practical and more defensible solution may be to allow nonteachers to coach, but require that they complete a coaching preparation program.⁶

A 1978 national survey of institutions of higher learning revealed that seventy-one percent of the athletic coaches surveyed had at least one degree in physical education. The survey was limited to schools offering professional preparation in physical education.⁷ This writer believes that had the survey been made of institutions which provide only a physical education service program, as do most of the Carolinas Conference schools, the percentage would be lower.

⁵Larry Noble and Garry Sigle, "Minimum Requirements for Interscholastic Coaches," Journal of Physical Education and Recreation, LI (November/December, 1980), pp. 32-33.

⁶Noble and Sigle, p. 33.

⁷Howard D. Richardson, "Academic Preparation of Athletic Coaches in Higher Education," Journal of Physical Education and Recreation, LII (March, 1981), pp. 44-45.

The expansion of both the men's and the women's athletic programs on the interscholastic and intercollegiate level has resulted in a great increase in the number of coaches needed. This in turn makes for an imbalance in the number of coaches required and the number of physical education teachers needed.⁸ The ideal situation would be for every coach to be a physical education major and to have competed in intercollegiate athletics, but this is not practical. The net result is that administrators have had to call upon academic faculty to coach some of the teams.

The implications of this situation are serious. Athletic programs have been included in schools on the basis that they contribute to educational goals. Coaches who lack professional preparation are handicapped in trying to meet these goals and are not knowledgeable in protecting the health and welfare of the participants.⁹

The solution to the problem is to provide such teacher-coaches with the professional preparation necessary to insure quality leadership in athletics. It will take a unified effort on the part of the professional coaches; the governing bodies of athletics on the national, state, and local levels; the accrediting agencies; the professional organizations of physical education and athletics; and the professional preparation institutions to solve the problem.

⁸A. Gwendolyn Drew, "A Condensation of Reuben B. Frost's Paper, 'Recent Trends in Certification of Men's P. E. Teachers and Coaches,'" Health, Physical Education, and Recreation, XXXVII (April, 1966), p. 77.

⁹Esslinger, p. 42.

The 1967 Task Force on Certification of High School Coaches appointed by the Men's Athletic Division of the American Association for Health, Physical Education, and Recreation developed a program of minimum professional preparation for secondary school coaches. The areas of concentration were Medical Aspects of Athletic Coaching, Principles and Problems of Coaching, Theory and Techniques of Coaching, Kinesiological Foundations of Coaching, and the Physiological Foundation of Coaching. If states adopted this program of certification of coaches, there would be a marked improvement in interscholastic athletics over what they are today.¹⁰ This writer contends that certification would have much the same benefit for college coaches since a high percentage have their first coaching experience in high schools.

PURPOSE OF THE STUDY

The purpose of this study is to:

1. Determine the present professional preparation status of the coaches of the Carolinas Intercollegiate Athletic Conference.
2. Determine coaching and teaching experiences of the athletic coaches of the Carolinas Intercollegiate Athletic Conference.
3. Determine personal traits and professional courses that the coaches of the Carolinas Intercollegiate Athletic Conference felt were most important.

¹⁰Esslinger, p. 43.

4. Determine the teaching and coaching responsibilities by sports for the coaches of the Carolinas Intercollegiate Athletic Conference.

5. Determine the attitudes of the coaches of the Carolinas Intercollegiate Athletic Conference toward certification of athletic coaches on the intercollegiate level.

6. Determine the attitudes of the coaches of the Carolinas Intercollegiate Athletic Conference toward the recommended standards of the Task Force.

DEFINITIONS OF TERMS

For the purpose of this study, the following terms and definitions are used.

Accreditation--Accreditation is a procedure of recognizing the performance and integrity of an institution so that it will merit the confidence not only of other institutions but also of the public.¹¹

AAHPERD--American Alliance for Health, Physical Education, Recreation and Dance, previously called the American Association for Health, Physical Education, and Recreation.

¹¹American Association for Health, Physical Education, and Recreation, Professional Preparation in Dance, Physical Education, Recreation Education, Safety Education, and School Health Education. (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1974), p. x.

AAUP--American Association of University Professors.

Athletic Coaches--Those who coach basketball, football, soccer, wrestling, baseball, golf, tennis, track, and volleyball.

CIAC--Carolinas Intercollegiate Athletic Conference. The conference is composed of seven private church-related colleges and one state-supported university with enrollments ranging from 850 students to 2,500 students.

Certification--A process of state licensing authorizing the holder of a credential to perform specific services in the public schools of the state. Certification and credentialing are frequently used interchangeably.¹²

Intercollegiate Athletics--Athletic competition between two different two-year or four-year institutions of higher learning.

Interscholastic Athletics--Athletic competition between two different junior or senior high schools.

NAIA--National Association of Intercollegiate Athletics. National governing body for small college athletics.

¹²Lucien B. Kinney, Certification in Education, Edited by Roy E. Simpson (Inglewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 14.

NCAA--National Collegiate Athletic Association. National governing body for university and large college athletics (Division I). Divisions II and III are for smaller colleges.

NEA--National Education Association.

NCHPER--North Carolina Association for Health, Physical Education, and Recreation.

Professional Preparation--Professional preparation should be a continuous process throughout the career of the professional person. One of the major characteristics of a true professional is that continued progress depends upon persistent study, experimentation, research, and other scholarly endeavors.¹³

Sports Season--This is a period of time during the school year when a particular sport is being conducted at the interscholastic or intercollegiate level.

Southern Association of Colleges and Schools--Accrediting agency for the schools and colleges of the southeastern United States.

Task Force--A committee established by the AAHPER Division of Men's Athletics to study certification of high school coaches.

¹³American Association for Health, Physical Education, and Recreation, Professional Preparation in Health Education, Physical Education, and Recreation Education (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1962), p. 23.

Out of its deliberations, the Task Force has developed a program which includes the minimum essentials which every secondary school head coach should possess.¹⁴

BASIC ASSUMPTIONS

1. The coaches of the Carolinas Intercollegiate Athletic Conference will cooperate with the study and give honest responses.

2. The coaches of the Carolinas Intercollegiate Athletic Conference are representative of the coaches in small colleges in other areas of the United States.

3. The questionnaire used would serve as the instrument to provide information which would be valuable for this study.

4. The recommendations made by the Task Force on Certification of High School Coaches is an accepted guide for professional preparation of high school and college coaches.

5. The results of this study will be of value to the participating institutions in the addition or modification of a coaching curriculum.

¹⁴Esslinger, p. 43.

Chapter 2

REVIEW OF RELATED LITERATURE

The available literature on the professional preparation of athletic coaches and the certification of athletic coaches was reviewed and divided into four categories. They are the professional preparation of athletic coaches, the certification of athletic coaches, the qualities and competencies needed by athletic coaches, and athletic coaches in higher education.

PROFESSIONAL PREPARATION

Sports have a tremendous impact on the life, development, philosophy, personality, and character of those who participate. One of the most important factors in the lives of these participants is the athletic coach. It is through his leadership that a meaningful sports program is developed.¹

What type of professional preparation should an individual who wishes to assume such a responsibility have? According to the Undergraduate Professional Preparation Conference of the American Association for Health, Physical Education, and Recreation held in New Orleans in 1973, the following minimal standards, stated in concepts, provide

¹American Association for Health, Physical Education, and Recreation, Professional Preparation in Dance, Physical Education, Recreation Education, Safety Education, and School Health Education (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1974), p. 52.

an acceptable professional preparation level for prospective coaches.

They should be aware of and be able to master the following concepts:

1. The health, physical welfare and safety of the participant is a primary concern of the educational athletic program.

2. Sport is a social phenomenon.

3. Sport provides a medium for the tangible and intangible influencing of oneself and others.

4. An athletic program is conducted in accordance with the educational purposes of the institution, within the spirit of the rules and regulations of the institution, and recognized state and national athletic associations.

5. Balanced programs include athletic as well as intramural and instruction aspects.

6. The coach provides positive leadership for appropriate player behavior in the athletic program.

7. Educational athletic programs are planned and conducted in accordance with sound educational practices by qualified individuals.

8. Applied knowledge of human structure and movement will maximize performance and minimize injury.

9. Physiological principles provide a scientific basis for improved motor performance.²

²American Association for Health, Physical Education, and Recreation, Professional Preparation in Dance, Physical Education, Recreation Education, Safety Education, and School Health Education (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1974), pp. 52-56.

Eleven years before, in 1962, the Washington, D. C. Professional Preparation Conference made the following recommendations for athletic coaches. They must acquire knowledge and understanding of:

1. The relationship of physical education, including athletics, to the purposes and objectives of education and the fundamental inter-relatedness of the physical education program, the intramural program, and the interscholastic activities program.

2. Desirable procedures in squad management and organization.

3. The responsibility of interscholastic athletics in achieving the objectives of the total school-community health program.

4. Extensive technical information in the chosen specialty (offenses, defenses, strategy), including coaching techniques.

5. The best methods of developing, training, and conditioning athletes.

6. Legal responsibilities peculiar to athletics.

7. The social values inherent to interschool athletic situations.

8. The relationship of the coach and the trainer to the physician.

9. The responsibility of the coach and trainer for rehabilitation under medical supervision.

Coaches must acquire skills and abilities in:

1. Interpretation and application to interschool athletics of national, state, and local policies, rules, and regulations.

2. Planning and supervision of athletic facilities.

3. Administration of appropriate budgets, maintenance of adequate records, purchase and care of equipment, arrangement of schedules, preparation of contracts, and management of athletic contests.

4. Athletic training and conditioning procedures.

5. Interpretation of the school athletic program through effective speaking and writing.

6. Maintenance of emotional control under the unusual pressures connected with athletics.

7. Administration of an effective intramural program.³

There have been numerous articles and sections of books that have been written on the professional preparation of athletic coaches. Much of what has been written follows along the same lines advocated by the professional preparation conferences of the American Association for Health, Physical Education, and Recreation.

Voltmer and Esslinger discuss the positive and negative aspects of the physical education teacher being an athletic coach as well as a teacher of physical education. They readily admit that those who have professional preparation in physical education are the best prepared to coach athletic teams. They also believe that there is merit to having academic teachers who are qualified, by having proper

³American Association for Health, Physical Education, and Recreation, Professional Preparation in Health Education, Physical Education, and Recreation Education (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1962), pp. 71-72.

undergraduate professional preparation in physical education or additional training in the summer, to coach athletic teams.⁴

Bucher emphasizes that the best preparation a coach can have is in the field of physical education. He states that having played the game or sport in high school or college does not necessarily qualify that person to coach and that all coaches should have at least some training in physical education.⁵

Klein, Clark, and Burks state that to assign coaching duties to those who teach academic subjects is not desirable. In their opinion, only those who have a physical education major and teach physical education should coach.⁶

There is general agreement in the literature that a physical education major has the best preparation for coaching. The problem that arises is that with the expansion of the men's and women's athletic programs, there are not enough physical education positions available to allow every coach to have a physical education major.

A 1964 survey of Florida schools conducted by Veller and Maynard found the number of coaching positions available exceeded

⁴Edward F. Voltmer and Arthur A. Esslinger. The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, 1967), pp. 323-24.

⁵Charles A. Bucher. Administration of Physical Education and Athletic Programs (St. Louis: The C. V. Mosby Company, 1979), p. 172.

⁶Leonard H. Clark, Raymond L. Klein, and John B. Burks. The American Secondary School Curriculum (New York: The Macmillan Company, 1965), p. 365.

the number of physical education teachers by more than two to one. Van Bracken's survey of Georgia schools revealed the same ratio. It was estimated that the ratio in some states may be as high as three to one.⁷

Bucher estimates that one-fourth of the head coaches in the secondary schools throughout the United States do not have any professional preparation for this particular function.⁸ Other surveys reveal similar data.

A 1970 survey conducted by the Illinois Association for Professional Preparation in Health, Physical Education, and Recreation on the status of coaching certification in the fifty states reported that forty-one states have no specific certification requirements for coaching.⁹ A 1978 survey of all fifty states, Puerto Rico, and Washington, D. C., conducted by the Kansas Association for Health, Physical Education, and Recreation reported forty-five states, Puerto

⁷Don Veller, "New Minor for a Major Profession," Journal of Health, Physical Education, and Recreation, XXXVIII (April, 1967), p. 32.

⁸Charles A. Bucher. Foundations of Physical Education (St. Louis: The C. V. Mosby Company, 1972), p. 332.

⁹Harry Fritz, Arley Gillett, Tom Meinhard, and William Buckellew, "A Survey of Special Certification Requirements for Athletic Coaches of High School Interscholastic Teams," Journal of Health, Physical Education, and Recreation, XLI (September, 1970), p. 14.

Rico, and Washington, D. C., had no specific certification requirements for coaches.¹⁰

A 1980 survey of each of the fifty states and Washington, D. C. by Noble and Sigle stated that thirty-nine states require head coaches to be certified to teach and that thirty-two states require the head coaches to be employed as teachers in the school system where they are coaching. Nonteachers are allowed to coach in thirty-four states, and there is no minimum requirement other than age in twenty of these states.¹¹

Veller and Maynard reported twenty-two percent of the head coaches and twenty-seven percent of the assistant coaches in Florida were not trained in physical education. Nearly forty percent of the coaches who majored in physical education were not teaching physical education at all.¹²

Mach did a study in Minnesota and its bordering states. He reported twenty-six percent of the head coaches did not have a major or minor in physical education.¹³

¹⁰Larry Noble and Charles B. Corbin, "Certification for Coaches," Journal of Physical Education and Recreation, XXXIX (February, 1978), p. 69.

¹¹Larry Noble and Garry Sigle, "Minimum Requirements for Interscholastic Coaches," Journal of Physical Education and Recreation, LI (November/December, 1980), p. 32.

¹²Veller, p. 32.

¹³Francis G. Mach, "The Undergraduate Preparation and Professional Duties of Selected High School Athletic Coaches in Minnesota and Bordering States," (unpublished Doctoral dissertation, University of South Dakota, Vermillion, South Dakota, 1969), p. 73.

Hatlem's study was conducted in Wisconsin. He reported thirty-seven percent of the head coaches did not have a physical education major or minor.¹⁴

A 1971 survey of the head, assistant, and junior varsity coaches of men's senior high school athletic teams in the state of Maryland revealed that 45.3 percent of all the coaches listed physical education as their area of certification. Of the head coaches responding, 50.4 percent listed physical education as their area of certification. Of the assistant coaches reporting, 38.7 percent listed physical education as their area of certification, and only 39.9 percent of the junior varsity coaches were certified in physical education.¹⁵

An informal survey was undertaken by the Bureau of Physical Education and Recreation of the state of New York. Although no formal research was conducted, the consensus was that there was a need for some specialized preparation for athletic coaches.¹⁶

¹⁴Roger B. Hatlem, "Professional Preparation and Experiences of the Coaches of the Wisconsin Interscholastic Athletic Association," (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1972), p. 81.

¹⁵Norman L. Sheets, "Current Status of Certification of Coaches in Maryland," Journal of Health, Physical Education, and Recreation, XLII (June, 1971), p. 11.

¹⁶Matthew G. Maetozo, "Required Specialized Preparation for Coaching," Journal of Health, Physical Education, and Recreation, XLII (April, 1971), p. 12.

In a study of high school football injuries in North Carolina by Mueller and Robey, it was concluded that a major in physical education should be required for all high school football coaches.¹⁷ Assistant football coaches from high schools in Texas, Oklahoma, Arkansas, and Louisiana were the subject of a professional preparation survey by Fuller. Eighty-six percent of those surveyed advocated that all coaches have either a major or minor in physical education.¹⁸

Some researchers feel that just having some physical education courses is not enough. Some advocate a coaching minor; others advocate practical experience in coaching, while others question what the institutions of higher learning are doing in their professional preparation courses in physical education.

Fuller comments:

It seems obvious that completion of a normal physical education course of study does not adequately prepare college students to competently coach interscholastic football. This is testimony to the need for an athletic coaching minor.¹⁹

Mueller and Robey question the content being presented in undergraduate courses in physical education programs, both major and minor.

¹⁷Frederick O. Mueller and James M. Robey, "Factors Related to the Certification of High School Football Coaches," Journal of Health, Physical Education, and Recreation, XLII (February, 1971), p. 50.

¹⁸Link Fuller, "Professional Preparation of Interscholastic Football Coaches: Certification Standards Could Help Fill the Void," Journal of Health, Physical Education, and Recreation, L (November/December, 1979), p. 81.

¹⁹Fuller, p. 81.

Additional research is needed to study the course content that is being presented in our physical education programs, both major and minor. Emphasis is added to this need by the fact that the study showed coaches who passed a college course in football coaching, sports training, and first aid were associated with higher injury rates than coaches who did not have these courses.²⁰

Bucher indicated it is the responsibility of the professional preparation institutions to see that proper training is offered to undergraduates who wish to coach. It is also their duty to see that some form of inservice preparation is offered to coaches already in the field.²¹

Adams assesses the situation in the following way:

School administrators have for years recognized the need for more and better prepared coaches. . . . Part of the dilemma has been caused by the fact that most coaching duties have been traditionally handled by physical education teachers. Coaching duties have become too numerous to be handled by only physical educators. These duties have had to be taken by teachers in other disciplines, who usually have no background in coaching.

From this need has emerged in the college curriculum a core of courses that is usually referred to as a coaching minor. In most cases this curriculum is directed toward students who plan to teach in disciplines other than physical education and is designed to give these students a background in coaching. A student is thus able to pursue his chosen or preferred teaching discipline and still pursue a coaching career.²²

²⁰Muller and Robey, p. 50.

²¹Charles A. Bucher, "Professional Preparation of the Athletic Coach," Journal of Health, Physical Education, and Recreation, XXX (September, 1959), p. 28.

²²Samuel H. Adams, "A Practical Approach to Preparing Coaches," Journal of Health, Physical Education, and Recreation, XLV (May, 1974), p. 65.

According to Meinhardt, the practice of administrators' hiring coaches who are not trained in physical education is a strong recommendation for a coaching minor.²³

Esslinger in his article "Certification for High School Coaches" states that the solution to the problem is to provide those who do not wish to major and teach in physical education with a program that would include the minimum essentials which every secondary head coach should possess.²⁴

Maetozo advocates the same type of program for the athletic coaches in the state of Pennsylvania. He also suggests that these requirements be incorporated within the college and university graduation requirements of all health and physical education majors so they would automatically be eligible for coaching positions.²⁵

Stier suggests that one of the great concerns is the preparation of individuals who, while not possessing the equivalent of professional preparation in physical education, have a desire to coach. To meet the needs of these individuals, various programs have

²³Thomas Meinhardt, "A Rationale for Certification of High School Coaches in Illinois," Journal of Health, Physical Education, and Recreation, XLII (January, 1971), p. 48.

²⁴Arthur A. Esslinger, "Certification for High School Coaches," Journal of Health, Physical Education, and Recreation, XXXIX (October, 1968), p. 42.

²⁵Matthew G. Maetozo, "Athletic Coaching Certification in Pennsylvania," Journal of Physical Education and Recreation, XLVIII (June, 1977), p. 41.

been designated and implemented revolving around the concept of the coaching minor, the minimum preparation deemed necessary to successfully carry out the meaningful duties and responsibilities of a competent coach.²⁶

Veller relates:

The implications of this coaching shortage are obvious: our universities and colleges have an obligation to provide training for students to teach academic classes as well as to perform coaching duties--a coaching education minor, if you will. This minor must be organized so that any prospective coach, if he wishes, can have the opportunity to major in an academic field like English, mathematics, or history.²⁷

The need to provide qualified athletic coaches is apparent. Just as apparent is the fact that all coaches cannot be physical education majors. Part of the solution to the problem seems to be for the professional preparation institutions to offer a coaching minor. Many institutions have begun to offer such a course of study.

At Florida State University a program called a "coaching education minor" has been begun. It provides for twelve semester hours of coaching instruction and three semester hours of speech. The areas covered are care and prevention of athletic injuries, administration of interscholastic athletics, principles and problems of coaching (mainly the psychology of coaching), and sports officiating.

²⁶William F. Stier, Jr., "The Coaching Intern," Journal of Health, Physical Education, and Recreation, XLI (January, 1970), p. 27.

²⁷Veller, p. 33.

The students also take at least two coaching methods courses, chosen from basketball, baseball, football, track, wrestling, gymnastics, and swimming.²⁸

Ball State University has a departmental minor in coaching which consists of thirty-six quarter hours. It does not qualify the candidate to teach physical education but does qualify him to coach on all levels and in all sports except as a head coach in football and basketball. All majors and minors are required to have a field-type internship during their freshman and sophomore years.²⁹

A coaching minor for those not majoring in physical education is offered at the University of California at Santa Barbara. The program requires thirty quarter hours of undergraduate work.³⁰

Briar Cliff College instituted a coaching internship program that is to be taken by all students who intend to go into coaching. It consists of three phases, all of which are dependent on the specific sport chosen by the student. The length of each phase is determined by the progress made by the student and the length of the sport season. Phase one is athletic training and injury prevention; phase two is

²⁸Veiler, p. 33.

²⁹C. E. Guemple, "New Directions for Professional Preparation at Ball State University," Journal of Health, Physical Education, and Recreation, XLIV (September, 1973), p. 67.

³⁰Arthur J. Gallon, "The Coaching Minor," Journal of Health, Physical Education, and Recreation, XL (April, 1970), p. 47.

coaching theory in specific sports; and phase three is practice coaching in a specified sport.³¹

A study in New York state resulted in a proposal to identify the competencies appropriate for an athletic coach and to incorporate those competencies into a set of recommendations for a competency based coaching education program for the four-year colleges and universities of the City University of New York and the State University of New York.³² In 1977, because of the coaching certification requirements in the state of Pennsylvania, eleven colleges and universities in the state offered approved athletic coaching preparation programs and three others had submitted proposals for programs.³³

The University of Illinois at Urbana-Champaign has implemented a coaching minor for nonphysical education majors. Northern Illinois, Western Illinois, and Illinois State Universities were studying the inclusion of a coaching minor or coaching emphasis in their curriculums in 1971. The University of Illinois at Urbana-Champaign and at Chicago Circle have also initiated special elective courses in student teaching

³¹Stier, p. 27.

³²Stephen J. Nathanson, "Athletic Coaching Competencies," Journal of Physical Education and Recreation, L (May, 1979), p. 37.

³³Maetozo, "Athletic Coaching Certification in Pennsylvania," p. 40.

in athletic coaching in addition to the regular student teaching experience.³⁴

Washington State University is offering a coaching minor which includes courses in the theory and practice of certain sports, athletic injuries and conditioning, principles and/or psychology of coaching and speech. It also includes a course "Practicum in Coaching" which is actually coaching experience in local junior and senior high schools.³⁵

Much of what has been done in the establishment of coaching programs stems from the recommendations of the Task Force on Certification of High School Coaches. Out of its deliberations, the Task Force developed a program of minimum essentials which every head coach should possess. If this type of program were required by every state, then interscholastic athletics would be greatly improved over what they are today. The courses listed below are the ones recommended:

	Semester Hours
Medical Aspects of Athletic Coaching	3
Principles and Problems of Coaching	3
Theory and Techniques of Coaching	6
Kinesiological Foundations of Coaching	2
Physiological Foundations of Coaching	2 ³⁶

³⁴Meinhardt, p. 48. ³⁵Adams, p. 65.

³⁶Esslinger, p. 43.

CERTIFICATION OF COACHES

It is apparent that there is a consensus by those involved in athletics that some type of certification of athletic coaches is needed. Kinney defines certification as a

. . . process of legal sanction, authorizing the holder of a credential to perform specific services in the public schools of the state. Its widely accepted purpose is to establish and maintain standards for the preparation and employment of persons who teach or render certain nonteaching services in the schools.³⁷

He gives three purposes for certification:

1. To identify those who have been professionally prepared.
2. To place responsibility for the most effective use of prepared personnel on the employer.
3. To place responsibility for developing effective programs of preparation on the staffs of the preparing institutions.³⁸

The Task Force on Certification of High School Coaches concluded that the best way to eliminate unqualified coaches is for each state to establish certification requirements for teachers of academic subjects who wish to coach.³⁹ Maetozo states that now is the time for professional groups to aggressively strive for certification or

³⁷Lucine B. Kinney. Certification in Education (Englewood Cliffs: Prentice-Hall, Inc., 1964), p. 3.

³⁸Kinney, p. vi.

³⁹Esslinger, p. 42.

endorsement of requirements beyond what is needed for teaching certification.⁴⁰ Certification for athletic coaches has been advocated for many years, but little uniformity or implementation has been witnessed.

In 1970, the Coaches Certification Committee of the Illinois Association for Professional Preparation in Health, Physical Education, and Recreation conducted a survey of the fifty states concerning coaching requirements. They found that nine states had some coaching certification requirements.⁴¹

Noble and Corbin found in their 1978 survey that five states had minimum coaching certification requirements. Three of those states had additional coaching certification requirements for physical education majors, and two states had coaching certification available, but it was not required.⁴² A 1980 survey showed that eight states have requirements in addition to teacher certification.⁴³

Frost suggests several factors for this lack of progress in certification:

1. In a country as vast as ours, geography and climate alone eliminate the possibility of standardized programs.

⁴⁰Matthew G. Maetozo, "Standards of Professional Preparation for Athletic Coaches," in Certification of High School Coaches, ed. Matthew G. Maetozo (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1971), p. 8.

⁴¹Fritz, Gillett, Meinhard, and Buckellew, p. 15.

⁴²Noble and Corbin, p. 69. ⁴³Noble and Sigle, p. 32.

2. The expansion of athletic programs has created an imbalance between the number of coaches needed and the number of physical education instructors required.

3. The educational philosophy of the various parties involved in decisions also is a factor.⁴⁴

The literature reveals that several studies and proposals have been presented dealing with coaches' certification requirements. Some have resulted in recommendations being made while others have resulted in coaches' certification requirements being put into operation by state educational departments.

The Professional Preparation Committee of the Pennsylvania State Association for Health, Physical Education, and Recreation began an intensive study in 1968. They requested and obtained the counsel of coaches, physical educators, directors of athletics, professional preparation institutions, school administrators, and specialists in the Pennsylvania State Department of Education concerning minimal standards of preparation for prospective coaches who did not intend to become certified in physical education.⁴⁵

⁴⁴A. Gwendolyn Drew, "A Condensation of Reuben B. Frost's Paper, 'Recent Trends in Certification of Men Physical Education Teachers and Coaches,'" Journal of Health, Physical Education, and Recreation, XXXVII (April, 1966), p. 77.

⁴⁵Maetozo, "Athletic Coaching Certification in Pennsylvania," p. 40.

As of July, 1977, athletic coaches must meet one of the following three criteria if they are not full-time employees of the school district:

1. Have a currently valid Pennsylvania athletic coaching certificate
2. Have a currently valid Pennsylvania teaching certificate and show evidence of current enrollment in a Pennsylvania State Department of Education approved athletic coaching preparation program
3. Have a currently valid Pennsylvania teaching certificate and satisfy at least one of the following conditions:
 - a. A minimum of one year of successful teaching experience, including at least one full season of experience as a secondary school athletic coach
 - b. Pennsylvania certification in health and physical education
 - c. A part-time professional employee of the employing district, with at least one-third of the normal weekly teaching load
 - d. Be a full-time professional employee of another district and have mutual consent of both districts
 - e. Be a part-time professional employee of another district, with at least one-third the normal weekly teaching load, and have mutual consent of both districts.⁴⁶

⁴⁶Maetozo, "Athletic Coaching Certification in Pennsylvania," pp. 40-41.

It has been recommended that starting in 1980-1982 all newly appointed coaches should have satisfactorily completed an approved program in athletic coaching as offered by a college or university.⁴⁷

In Kansas an education committee of the Kansas Legislature rejected a house bill to allow non-educators to coach. They then requested the standards board to restudy the plan calling for certification of coaches in Kansas.⁴⁸ The Division of Teacher Certification of the state of New York has stated:

In New York state, as of September 1, 1975, certified teachers of physical education may coach any sport in any school; teachers not certified in physical education may coach any sport in any school provided they have completed an approved preservice or inservice education program within three years of appointment.⁴⁹

Maetozo's study, conducted in fifty states, of city and state directors, principals, and executive secretaries of state physical education found that except for the high school principals, this group predominantly favored certification for coaches. Some opposition of the principals was attributed to the fact that certification would make the hiring of coaches more difficult.⁵⁰

⁴⁷Maetozo, "Athletic Coaching Certification in Pennsylvania," p. 41.

⁴⁸Noble and Corbin, p. 69.

⁴⁹Nathanson, p. 37.

⁵⁰Veller, p. 33.

Mueller and Robey believe that high school football coaches should be certified. They believe that requirements for certain kinds of coaching, playing, and educational experience would be advantageous to the coach in the performance of his duties.⁵¹

In Flatt's study of interscholastic athletic coaches in Tennessee, 85.42 percent favored the certification of coaches in Tennessee.⁵² Almost three-fourths of the assistant football coaches from high schools in Texas, Arkansas, Oklahoma, and Louisiana support the development and enforcement of state athletic coaching certification standards.⁵³

The Illinois Association for Professional Preparation in Health, Physical Education, and Recreation believes that the state of Illinois should establish certification standards for teachers of other subjects who desire to coach. These standards would apply only to future athletic coaches.⁵⁴

Drew categorizes the proposals for the certification of coaches in the following ways: (1) A coach of any secondary school sport shall be certified to coach that sport; (2) Every person coaching should have

⁵¹Mueller and Robey, p. 50.

⁵²Jerry E. Flatt, "A Study of the Professional Preparation of Football, Basketball, Baseball, and Track Coaches of the Tennessee Secondary Schools," (unpublished Doctoral dissertation, Middle Tennessee State University, Murfreesboro, Tennessee, 1972), p. 86.

⁵³Fuller, p. 81. ⁵⁴Meinhardt, p. 55.

a physical education major which would entitle him to coach any and all sports; (3) Head coaches of sports shall be certified in that sport but assistant coaches do not need certification; (4) Sports where there is an element of danger shall be coached by certified coaches; (5) Physical education majors shall be considered certified in all sports and those who do not have such a major shall be certified in each sport they coach.⁵⁵

Frost recognized several national trends in certification that have implications for persons who want to coach:

1. All coaches must be certified teachers.
2. The general trend toward reciprocity in certification is also affecting physical education.
3. Institutions are being given more autonomy and more responsibility. Programs, rather than individuals, are being approved and registered.
4. Institutions in order to be registered are being checked for regional accreditation to ascertain their quality as a general education institution and for NCATE accreditation to determine their competency in professional preparation.
5. Broader statements of certification requirements are being urged.
6. The above trends are indicative of the main one, that of raising standards and improving instruction.

⁵⁵Drew, pp. 78-79.

7. There is a trend toward requiring all teachers to teach in their major or minor field.⁵⁶

QUALITIES NEEDED BY COACHES

The quality of the athletic program is determined more by the caliber of the coaches than by any other factor. This is why their selection is of such vital importance. Unfortunately, coaches are too often chosen on the basis of their technical ability. Little weight is placed upon the character and ideals of the applicant. Granted, the coach should have a thorough understanding of his sport, but he should also know athletics and be an effective leader. He needs to be a skilled teacher, with the ability to develop sound fundamentals and well-coordinated offensive and defensive team play. He should be aware that athletics are a part of the school experience and must be conducted to achieve educational objectives. He must appreciate that sports exist for the educational and physical development of the boys rather than the sole purpose of sports being winning games.⁵⁷

According to the Undergraduate Professional Preparation Conference of the American Association for Health, Physical Education,

⁵⁶Reuben B. Frost, "Recent Trends in Certification of Men Physical Education Teachers and Coaches," Journal of Health, Physical Education and Recreation, XLI (May, 1970), pp. 36-37.

⁵⁷Voltmer and Esslinger, p. 301.

and Recreation held in New Orleans in 1973, the coach should have the following qualities:

Sports at every level should be conducted by professionally prepared personnel of integrity who are dedicated to the optimal mental, physical and social development of those entrusted to their supervision.

In addition to a thorough knowledge of sports, a coach must be a certified teacher who has expertise in guiding students in the pursuit of excellence in competitive sports. An understanding of the place and purpose of sports in education and of the growth and development of children and youth is of primary importance.

Students seeking undergraduate preparation for coaching should include in their curriculum appropriate course work and laboratory experiences to satisfy the competencies essential to a leadership role.⁵⁸

Many students equate exceptional skill in a particular sport with success in coaching. This is not necessarily true. There is insufficient evidence to show that exceptional skill in any activity necessarily guarantees success in teaching that activity. Factors such as personality, interest in youth, knowledge of human growth and development, psychology, intelligence, integrity, leadership, character, and a sympathetic attitude are essential to coaching success.⁵⁹

The coach has to be an individual of strong character and be willing to follow an unswerving course in the direction of what he knows

⁵⁸American Association for Health, Physical Education and Recreation, Professional Preparation in Dance, Physical Education, Recreation Education, Safety Education, and School Health Education (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1974), p. 52.

⁵⁹Bucher, Administration of Physical Education and Athletic Programs, p. 171.

to be right. The prospective coach should recognize the influence he has over youth and see the value of such attributes as character, personality, and integrity.⁶⁰

In addition to educational and professional qualifications, coaching requires certain physical competencies that are not related to size, speed, and weight. These include good health, an acceptable standard of motor skill, good personal appearance, honesty, being a good role model, and if possible, participation in sports.⁶¹

Bucher lists four qualities which he believes are essential for outstanding coaches:

1. Expert knowledge of the game--A coach should be an expert in the game he coaches. This requires him to have knowledge of techniques, strategy, rules, offenses, defenses, and skills which are basic to his sport.

2. Understanding the participant--A coach needs to understand how young people react at this particular level of development. This implies an understanding of such things as: skeletal growth, muscular development, organic development, physical and emotional limitations, and social needs. It also means a personal concern for development (physical, mental, and moral) of youth.

⁶⁰Bucher, Foundations of Physical Education, p. 39.

⁶¹Sheldon L. Fordham and Carol Ann Leaf. Physical Education and Sports: An Introduction to Alternative Careers (New York: John Wiley & Sons, 1978), p. 155.

3. Skill in the art of teaching--A coach should master teaching players not only the basic fundamentals of the game but such factors as the importance of thinking clearly, making right decisions, understanding healthful and balanced living, and good sportsmanship. He understands the laws of learning, how to present material in the most effective way to the age group with which he is working, and how to use sound psychological principles in his field of work.

4. Desirable personality and character--A coach should have qualities such as patience, understanding, kindness, courage, cheerfulness, affection, sense of humor, energy, and enthusiasm. He should be able to withstand pressure from those not interested in educational athletics. He should be a role model which mothers and fathers would like to have their sons emulate, and his character should be beyond reproach.⁶²

Bond lists twelve qualifications of a competent coach:

1. He must be a man of good character who wants to be a leader of a strong team. He should select able and imaginative assistants. He must infuse a team concept within his group, and he must emerge with absolute power and dominate them without difficulty. Because of this, he prepares to stand alone to face criticism directed either at him or at any of his charges. He protects people working for him, for they must never appear in a bad light.

⁶²Bucher, "Professional Preparation of the Athletic Coach," p. 28.

2. Despite being dominant he must encourage independent thought on the part of his subordinates. This is important if they are to divulge their new ideas in a manner which will not be a threat to his authority. He must have special meetings in which the coach encourages the cooperation of assistants in making contributions.

3. He must never use his authority to abuse his charges. He remembers that his power is given to him by the players. It is his only if he makes use of it to help them. He believes a basic quality of man is human dignity. To accomplish this, it is vital to treat players not only for what they are but for what they might become. In this manner, deep respect for the coach not only emerges, but solidifies.

4. His feelings must range from compassion to disdain for those with whom he deals in order to achieve results. These emotions must be consistent so that no favoritism occurs. It is necessary to humble and praise men as the occasion warrants. If applied properly, this is readily accepted by players as a portion of their fate. Fear of isolation and desire for acclaim offer ample stimulation to effort.

5. Because of his absolute power, he can and must delegate to his assistants as much routine as possible, for he must have faith in their ability to carry out their duties. He must keep them happy by extolling their contributions and in this way insure his top position. It is often wise to ask for their opinion and cooperation in making decisions. If they succeed, he shares the glory.

6. He must feel he possesses the ultimate right to try, judge, and punish anyone whose interests conflict with those needed for team

success. Conversely, he must be consistent and do exactly what he expects others to do. He cannot formulate policies which will hurt his subordinates.

7. He expects everyone to give above and beyond the call of duty, only if for the reason that he will do the same. He does not expect any more or less than he is willing to give.

8. He respects his supervisors and avoids conflicts--he never starts in the middle and works both sides. He gives those in authority whatever he has asked from his subordinates.

9. He must see that each player is given an assignment for which he has aptitude and will be able to excel. He never embarrasses a player by seeking the impossible. A coach is better off being a leader, not a boss. Reasonable orders are the connecting link between the coach and the team. This is what determines whether he is a real leader or a driver. Players want effective leadership; this is defined as a situation in which they are driven but are unconscious to the force. Players resent an overt domination. Coaches cover up their authority by dressing up their command with a convincing finesse. Direction must be tailored to suit both the individual and the situation.

10. Coaches and players together punish themselves not for selfish motives, but to be of service to the community. As the community flourishes, the prestige of the coach and the team increases proportionately.

11. The personal satisfaction a coach receives must come from seeing players develop and grow academically as well as athletically.

12. Once an established policy has been agreed upon, it is the coaching staff's duty to hold every player responsible for its implementation.⁶³

Four qualities Rice looks for in an athletic coach are:

1. Professional teaching on the field and in the classroom.
2. Knowledge of the sport he is coaching.
3. A personality that maintains the interests of the staff, students, and community.
4. Character, which is the most important factor in the profession of teaching and coaching.⁶⁴

Frost maintains that coaches need the following special qualities over and above those required for teachers:

1. A realization of the relationship of the athletic program to the total education program.
2. A knowledge of first aid and the safety practices and techniques necessary to the sport they are coaching.
3. An awareness of the possibilities of legal liability as well as sound practices and preventive measures.

⁶³James B. Bonder. How to Be a Successful Coach (Englewood Cliffs: Prentice-Hall, Inc., 1958), pp. 197-99.

⁶⁴Harry M. Rice, "Qualities of a Good Coach," Bulletin of the National Association of Secondary School Principals, XL (September, 1956), p. 159.

4. A thorough knowledge and understanding of the biological, social, moral, emotional, and spiritual values which may result from the activity and the best methods of bringing about these desirable outcomes.

5. A knowledge of the most accepted principles of growth and development and their implications for the sport.

6. An understanding of the best methods of developing and conditioning members of athletic squads.

7. A knowledge of the basic principles in the care and prevention of injuries together with an understanding of the proper relationship of the coach to the school or team physician.

8. The ability to speak in public so as to bring credit to the profession and the school and so as to more effectively inform the public of the educational possibilities of the sport.

9. An understanding of the basic psychological principles of motivation, stress, play, emotion, and group interaction.

10. A thorough knowledge of the fundamentals, offenses, defenses, strategies, and teaching methods involved in the particular sport. Included will be squad organization, coaching techniques, and sound motivational procedures.

11. A knowledge of and a sense of responsibility for local, state, and national rules and regulations.⁶⁵

⁶⁵Reuben B. Frost, "Suggested Certification Requirements for the Academic-Teacher Coach," The Physical Education Newsletter, XII (April, 15, 1968), pp. 3-4.

Although there is general agreement that such qualities and competencies are desirable, there is little agreement on whether all coaches should be physical education majors and if all professional preparation programs should have courses to develop these competencies.⁶⁶

THE ATHLETIC COACH AND HIGHER EDUCATION

The job of intercollegiate athletic coach was first held by a student who was captain of the team. This evolved to having graduate managers direct student athletic associations. When it became clear that the leadership of graduate managers left much to be desired, college administrators came to the conclusion that the only way to conduct intercollegiate athletics along educational lines was to appoint a faculty member to administer them. The most logical person in the majority of institutions was the director of physical education or some member of his staff. Many had participated in intercollegiate athletics and had coaching experience. When increasing numbers of these individuals received professional preparation in physical education, they were well qualified to direct the athletic program.⁶⁷

Along with this change in the organizational setup, colleges and universities accepted the financial responsibility of the program. The great majority of institutions provided and maintained the facilities and employed the personnel from institutional budgets. With these

⁶⁶Drew, p. 78. ⁶⁷Voltmer and Esslinger, pp. 256-57.

developments, athletics, at long last, were accepted as an integral part of the educational programs.⁶⁸

The expansion of the college and university athletic programs has created, in some cases, the need to call upon academic professors to coach intercollegiate athletic teams since the number of coaches needed exceeds the number of faculty members in the physical education department.

Healey in a 1955 survey of colleges reported that the percentage of physical education majors who are coaching athletics in higher education was surprisingly low.⁶⁹ Richardson in a 1978 study on the academic status of coaches in higher education reported that seventy-one percent of the respondents had at least one degree in physical education. A baccalaureate degree in physical education had been completed by fifteen percent; a master's degree, by seventy-two percent; and a doctoral degree, by thirteen percent. Richardson also reported that seventy-nine percent of the coaches participated as undergraduates in the sport they were coaching.⁷⁰

⁶⁸Voltmer and Esslinger, pp. 257-58.

⁶⁹Bucher, "Professional Preparation of the Athletic Coach," p. 27.

⁷⁰Howard D. Richardson, "Academic Preparation of Athletic Coaches in Higher Education," Journal of Physical Education and Recreation, LII (March, 1981), pp. 44-45.

Bucher recommends the following standards for college athletic staffs:

1. All members of the coaching staff should be members of the faculty.
2. All coaches should be hired on their qualifications to perform their educational responsibilities, and not on their ability to produce winning teams.
3. All coaches should enjoy the same privileges of tenure, rank, and salary that are given other similarly qualified faculty members.
4. All public school coaches should be certified in physical education.⁷¹

Snyder and Scott state that the goals of athletics should be those of general education and of physical education. To achieve the educational and professional goals inherent in the program, it is necessary to employ a physical education faculty, including teachers of competitive sports, who are educators and who meet the same academic and other qualifications stipulated for faculty members of similar rank in other departments. These faculty members should be paid from appropriated educational funds, engage in multiple duties in the department, and have all the responsibilities, rights, and privileges of faculty members in other departments. Salary, rank, promotion,

⁷¹Bucher, Administration of Physical Education and Athletic Programs, p. 193.

and retention should be the same for physical education faculty members, including athletic coaches, as for other faculty members in the college.⁷²

A position statement on the professional status of collegiate coaches was prepared by the Joint Committee on Physical Education and Athletics of the American Association for Health, Physical Education, Recreation, the National College Physical Education Association for Men, and the National Collegiate Athletic Association. It has been approved by the Executive Council of the Men's Athletic Division and by the AAHPER Board of Directors.⁷³

Coaches generally have responsibilities which may be classified as follows: (1) Entirely within the intercollegiate athletic program; (2) Combination coaching of intercollegiate athletics and teaching general skill courses within the basic physical education program; (3) Combination coaching of intercollegiate athletics and teaching in the professional preparation program for physical educators and athletic coaches.⁷⁴

⁷²Raymond A. Snyder and Harry A. Scott. Professional Preparation in Health, Physical Education and Recreation (Westport: Greenwood Press, Publishers, 1954), p. 294.

⁷³"The Professional Status of Collegiate Coaches," Journal of Health, Physical Education, Recreation, XLIV (June, 1973), p. 8.

⁷⁴"The Professional Status of Collegiate Coaches," p. 8.

The hiring and retention qualifications of personnel in the three categories are:

1. Responsibilities entirely within the intercollegiate athletic program
 - a. Qualifications consistent with policies of individual schools.
2. Combination coaching of intercollegiate athletics and teaching general skills courses within the basic physical education program
 - a. Potential for reasonable teaching competence as evidenced by a requirement of a major or minor in the field of physical education
 - b. Demonstrated teaching ability in the academic area in which one is employed to teach
 - c. Joint approval of the departments involved concerning contracts and assignments as evidenced by time allotment and salary percentages
 - d. Evaluation of performance is the responsibility of the administrative head of the unit in which work is performed
 - e. Unsatisfactory performance as determined by the administrative head of either unit may result in termination of employment in that unit.
3. Combination coaching of intercollegiate athletics and teaching in the professional preparation program for physical educators and athletic coaches

- a. Should be employed with faculty status
- b. Potential for reasonable teaching competence as evidenced by a major in the field of physical education
- c. Joint approval of departments involved concerning contracts and assignments as evidenced by time allotment and salary percentages
- d. Evaluation of performance is the responsibility of the administrative head of the unit in which the work is performed
- e. Unsatisfactory performance as determined by the administrative head of either unit may result in termination of employment in that respective unit.⁷⁵

Richardson conducted a study on the academic status of athletic coaches employed by institutions at the different levels of competition. Analysis of the data indicates apparently significant differences in the academic status of athletic coaches employed by institutions at different levels of competition. Division I, NCAA and AIAW institutions have a larger percentage of their athletic coaches with full-time appointments supported by athletic funds only. Institutions competing at the lower levels employ athletic coaches with either partial or full academic appointment. Divisions II, III, and the NAIA have a much higher percentage of athletic coaches employed as tenured faculty or on the tenure track.⁷⁶

⁷⁵"The Professional Status of Collegiate Coaches," p. 8.

⁷⁶Howard D. Richardson, "Athletics in Higher Education: Some Comparisons," Journal of Physical Education and Recreation, L (June, 1979), p. 56.

Significant trends can be identified from comments of the participants in the survey as well. These trends show an increasing use of part-time coaches to support athletic programs for both sexes. An increasing practice, as reported by the administrators, is to hire coaches with the title of lecturer-coach which gives the employee faculty rank but in a non-tenured track position. The average institution employs more coaches of sports for men than coaches of sports for women at all levels. In addition, more sports participation opportunities are provided by Division I institutions than other levels of competition.⁷⁷

The data indicate that more Division II, III, and the NAIA schools hire coaches and give them regular faculty appointments than do Division I institutions. The data appear to support the idea that differences do exist in the personnel practices of institutions of higher learning when they are hiring athletic coaches. The differences are most pronounced between Division I schools when compared with the other divisional levels of competition. The differences become much less when comparisons are made between Divisions II, III, and the NAIA.⁷⁸

⁷⁷Richardson, "Athletics in Higher Education: Some Comparisons," p. 56.

⁷⁸Richardson, "Athletics in Higher Education: Some Comparisons," p. 56-57.

Chapter 3

METHODS AND PROCEDURES

A questionnaire was used to survey the athletic coaches of the Carolinas Intercollegiate Athletic Conference concerning their professional preparation, their attitudes towards coaching qualities and competencies, their teaching and coaching experiences, and their responses to requiring athletic coaches to be certified.

The questionnaires were sent to the athletic directors of the eight institutions of higher learning which comprise the Carolinas Intercollegiate Athletic Conference. The athletic directors were asked to distribute the questionnaires to their athletic coaching staffs and to return the completed instruments to the researcher at the fall meeting of the Carolinas Intercollegiate Athletic Conference.

SUBJECT POPULATION

The number of coaches to be surveyed was determined by the coaching staffs that were listed for each of the eight conference institutions in the Carolinas Conference Handbook, 1981-1982.¹ The total number of coaches listed in this handbook was eighty-nine. Included were assistants and head coaches in women's volleyball, softball, basketball, tennis, and field hockey and in men's soccer, cross country, basketball, wrestling, track, baseball, tennis, football, and golf.

¹Gene Warren, ed., Carolinas Conference Handbook, 1981-1982 (Pembroke, North Carolina: Pembroke State University, 1981), pp. 10-24.

INSTRUMENT

The instrument selected for use in this study was a questionnaire designed and validated by Roger Hatlem at Springfield College (see Appendix B). It was developed from the study of related literature; recommendations proposed by the Task Force on Certification of High School Coaches of the Division of Men's Athletics of the American Alliance for Health, Physical Education, and Recreation; recommendations by the dissertation committee; and the experiences of the writer. Based on the pilot study at Viroqua Senior High School in Viroqua, Wisconsin, and the approval of the dissertation committee, the questionnaire was considered to be valid and reliable.²

The seven-page questionnaire was divided into two sections. Section I was background information, and Section II was professional preparation of coaches.

Section I consisted of questions concerning undergraduate and graduate majors and minors, the institutions granting the degrees, a checklist on professional preparation courses taken, a chart for listing coaching experience and present coaching duties, a listing of the courses taught, a chart on the competitive participation of the respondent, a checklist of professional organization membership, and a checklist on frequency of attendance at coaching schools and clinics.

²Roger Berent Hatlem, "Professional Preparation and Experience of the Coaches of the Wisconsin Interscholastic Athletic Association" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1972), pp. 45-46.

Section II asked for opinions concerning the certification of college coaches and for responses to a checklist of courses rated as essential, desirable, or non-essential for future coaches. Respondents were also asked to indicate if they felt their own preparation in these courses was adequate or inadequate; they were asked what characteristics or traits they felt were essential, desirable, or non-essential in a coach if they were hiring the coach. They were asked their opinions of student assistant coaching programs, what coaching courses they deemed essential, if they favored certification of coaches, who should be certified, what methods of certification they favored, how many semester hours they considered necessary for certification, whether or not certification should be retroactive, if they favored a special college curriculum for preparing academic teachers who wish to coach, and their comments on the Task Force proposal concerning certification.

ADMINISTERING THE QUESTIONNAIRE

Letters were mailed to the presidents of the eight institutions of higher learning that comprise the Carolinas Intercollegiate Athletic Conference explaining the purpose of the survey and requesting permission to include their institutions in the survey (see Appendix A).

Another letter along with the questionnaires was sent to the athletic directors of the institutions explaining the survey and asking for their cooperation in distributing the questionnaires to their athletic coaching staffs (see Appendix A). It was requested that the completed questionnaires be collected by the athletic directors and returned to the

researcher at the fall meeting of the Carolinas Intercollegiate Athletic Conference to be held in Greensboro, North Carolina.

One week prior to the conference meeting, each athletic director was contacted by phone to determine if the materials had been received and to again ask for their cooperation in the study.

ANALYSIS OF THE DATA

The information gathered from the questionnaire was divided into five areas or parts: background information; professional education; experiences; qualities and competencies; and responses to the recommendation of the American Alliance for Health, Physical Education and Recreation's Task Force on Certification of High School Coaches. Some areas were broken down further to show the data of individual institutions which comprise the Carolinas Intercollegiate Athletic Conference.

The responses to the sections detailed earlier in this chapter were tabulated and summarized. The reactions and recommendations were listed as stated by the various coaches. Some statements were combined when they conveyed the same thought.

Percentages were calculated and tabulations were made on the five areas previously mentioned. Relevant tables were constructed in these areas to emphasize the responses of the athletic coaches of the Carolinas Intercollegiate Athletic Conference who returned the questionnaire.

Chapter 4

ANALYSIS OF DATA

The data to be analyzed were obtained through questionnaires which were sent to the athletic directors of the eight institutions that comprise the Carolinas Intercollegiate Athletic Conference (CIAC) who, in turn, distributed the questionnaires to their athletic coaches. According to the Carolinas Conference Handbook, 1981-1982, there are eighty-nine athletic coaches in the Carolinas Intercollegiate Athletic Conference (CIAC).¹

On October 14, 1981, one hundred two questionnaires were mailed to the athletic directors of the eight institutions of the Carolinas Conference. A cover letter stating the purpose of the study and asking for their cooperation in the study was sent with the questionnaires. On October 21, 1981, a telephone call was placed to each of the athletic directors to see if the material had been received and if there were any questions about the questionnaire or the study. The athletic directors were requested to bring the completed questionnaires to the October 28, 1981, meeting of the Carolinas Intercollegiate Athletic Conference (CIAC).

The questionnaire called for the respondent to fill in blanks, mark checklists, circle yes or no answers, give reactions to questions and make recommendations. The responses were tabulated and summarized.

¹Gene Warren, ed., Carolinas Conference Handbook, 1981-1982 (Pembroke, North Carolina: Pembroke State University, 1981), pp. 10-24.

The reactions and recommendations were listed as stated by the various coaches. Some statements were combined when they conveyed the same thought.

During the meeting, fifty-one questionnaires were returned to the researcher by the eight athletic directors. Two questionnaires were filled out by athletic coaches at the meeting. Three questionnaires were hand-delivered by members of the Wingate College coaching staff, and nine others were mailed to the researcher by athletic coaches of other Carolinas Conference institutions.

Sixty-five of the eighty-nine coaches listed in the Carolinas Conference Handbook, 1981-1982 returned the completed questionnaire. The percentage of return from individual institutions ranged from 57.14 percent to 90.00 percent (see Table 1).

The analyses of the responses will be presented in five areas. They are entitled: background information, professional education, experiences, qualities and competencies, and response to Task Force recommendations.

The first area is background information. It is concerned with the degrees obtained and the institutions granting the degrees.

The area of professional education shows the undergraduate and graduate preparation of the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC). Included in the second area are the courses completed in professional physical education, the graduate hours attained beyond the last degree, whether the courses in professional physical education were considered adequate

preparation, and where the emphasis in professional physical education should be for future athletic coaches.

Table 1

Percentage of Questionnaires Returned by 65 Coaches of the Carolinas Intercollegiate Athletic Conference (CIAC)

Institution	Number of Coaches	Number Returned	Percent of Return
Atlantic Christian College	10	9	90.00
Catawba College	13	8	61.54
Elon College	14	8	57.14
Guilford College	12	9	75.00
High Point College	9	7	77.78
Pembroke State University	12	9	75.00
Pfeiffer College	9	6	66.67
Wingate College	10	9	90.00
CIAC TOTALS	89	65	73.03

Information on the coaching and teaching experience, athletic participation, frequency of attendance at coaching schools or clinics, professional organizations membership, and the present duties of the athletic coaches make up the third area. An analysis of the age of the athletic coaches is also a part of this area.

Data on the qualities and competencies of athletic coaches compose the fourth area. The categories covered in this area are

items considered important in the hiring of an athletic coach, responses on the certification of coaches and the proposed idea of a special coaching curriculum for academic teachers who wish to coach.

The fifth area deals with the recommended curriculum as proposed by the Task Force on Certification of High School Coaches for academic teachers who want to coach and do not have a major or minor in physical education. Their personal comments are also included in this area.

Percentages were calculated and tabulations were made on the five areas previously mentioned. Relevant tables were constructed in these areas to emphasize the responses to the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) who returned the questionnaire.

BACKGROUND INFORMATION

Degrees Attained

A Bachelor of Science or a Bachelor of Arts degree has been attained by one hundred percent of the respondents. These sixty-five degrees were granted by thirty-six different institutions of higher learning. Of these, 52.78 percent of the institutions were located in North Carolina and granted 73.85 percent of the degrees. The institutions that ranked highest in the number of graduates were Wake Forest University and Catawba College with six graduates each. Elon College was next with five graduates. Institutions that had four graduates were Atlantic Christian College and Appalachian State University. East Carolina University and Guilford College had three graduates each.

There were five colleges and universities with two graduates and twenty-four with one graduate each (see Tables 2 and 3).

Table 2

Degrees Attained by 65 Athletic Coaches of the Carolinas
Intercollegiate Athletic Conference (CIAC)

Institution	BS/BA		MS/MA		Doctorate		Doctoral Candidates	
	No.	%	No.	%	No.	%	No.	%
Atlantic Christian College	9	100.00	8	88.89	3	33.33	1	11.11
Catawba College	8	100.00	7	87.50	3	37.50	0	0.00
Elon College	8	100.00	7	87.50	2	25.00	1	12.50
Guilford College	9	100.00	7	77.78	2	22.22	0	0.00
High Point College	7	100.00	7	100.00	1	14.29	0	0.00
Pembroke State University	9	100.00	9	100.00	0	0.00	0	0.00
Pfeiffer College	6	100.00	6	100.00	2	33.33	1	16.67
Wingate College	9	100.00	5	55.56	1	11.11	1	11.11
CIAC TOTALS	65	100.00	57	87.69	14	21.54	4	6.15

A Master of Science or a Master of Arts degree has been attained by 87.69 percent of the athletic coaches of the Carolinas Intercollegiate Athletic Conference. One hundred percent of the respondents from High Point College, Pembroke State University, and Pfeiffer College have received a master's degree. The lowest percentage of master's degrees

Table 3
 Institutions Granting Undergraduate Degrees to 65 Athletic
 Coaches of the Carolinas Intercollegiate
 Athletic Conference (CIAC)

Institution	No. of Degrees	Percentage
Amherst University	1	1.54
Appalachian State University	4	6.15
Atlantic Christian College	4	6.15
Belmont Abbey College	1	1.54
Carson-Newman College	1	1.54
Catawba College	6	9.23
Coker College	1	1.54
Davidson College	1	1.54
East Carolina University	3	4.62
Elon College	5	7.69
Georgia Southern University	1	1.54
Goddard College	1	1.54
Guilford College	3	4.62
High Point College	1	1.54
Indiana State University	1	1.54
Kean College	1	1.54
Kent State University	1	1.54
Lenoir Rhyne College	1	1.54
Mars Hill College	2	3.08
Morris Harvey College	1	1.54
North Carolina State University	1	1.54
Pembroke State University	2	3.08
Pfeiffer College	2	3.08
Presbyterian College	1	1.54
Randolph-Macon College	1	1.54
St. Lawrence College	1	1.54
State University of New York	1	1.54
University of Nebraska	1	1.54
University of North Carolina at Chapel Hill	1	1.54
University of North Carolina at Greensboro	2	3.08
University of Richmond	1	1.54
Wake Forest University	6	9.23
Washington and Lee University	1	1.54
Western Carolina University	1	1.54
Wingate College	2	3.08
Wofford College	1	1.54

was at Wingate College with 55.56 percent of the athletic staff having the degree. Only 40.91 percent of the degree-granting institutions were located in the state of North Carolina, but 77.19 percent were granted degrees by in-state institutions. The most prevalent of these institutions by far was the University of North Carolina at Chapel Hill which granted 29.83 percent of the degrees. Appalachian State University and East Carolina University each granted 15.79 percent of the degrees. The majority (61.40 percent) of the degrees were granted by these three institutions of higher learning. Others that granted more than one degree were the University of North Carolina at Greensboro with three degrees and North Carolina A & T College with two degrees (see Tables 2 and 4).

Fourteen of the respondents indicated that they had held the earned doctorate. The highest percentage of doctoral degrees on the athletic staff of any one institution was at Catawba College with 37.50 percent holding the degree. Pembroke State University was the only institution not having an earned doctorate on the athletic staff. Only 25.00 percent of these degree-granting institutions were located in the state of North Carolina. They granted 28.67 percent of the degrees. Two institutions, the University of North Carolina at Chapel Hill and Mississippi State University, had two graduates, while the other twelve had one graduate each. In addition, there were four respondents who were considered candidates for the doctorate. Three of the four attend universities outside the state of North Carolina (see Tables 2, 5 and 6). Of those who responded, 86.15 percent

received either an undergraduate or a graduate degree or both degrees from an institution located in the state of North Carolina.

Table 4

Institutions Granting Master's Degrees to 57 Athletic Coaches of the Carolinas Intercollegiate Athletic Conference (CIAC)

Institution	No. of Degrees	Percentage
Appalachian State University	9	15.79
East Carolina University	9	15.79
George Peabody College	1	1.75
Georgia Southern University	1	1.75
Louisiana State University	1	1.75
Lynchburg College	1	1.75
Marshall University	1	1.75
Memphis State University	1	1.75
North Carolina A & T College	2	3.51
North Carolina Central University	1	1.75
Pembroke State University	1	1.75
St. Lawrence College	1	1.75
Southern Mississippi University	1	1.75
University of Colorado	1	1.75
University of Massachusetts	1	1.75
University of Miami (Florida)	1	1.75
University of North Carolina at Chapel Hill	17	29.83
University of North Carolina at Greensboro	3	5.26
Virginia Polytechnical Institute	1	1.75
Wake Forest University	1	1.75
Western Carolina University	1	1.75
Winthrop College	1	1.75

Table 5

Institutions Granting Doctoral Degrees to 14 Athletic Coaches of the
Carolinas Intercollegiate Athletic Conference (CIAC)

Institution	No. of Degrees	Percentage
Duke University	1	7.14
Florida State University	1	7.14
Mississippi State University	2	14.29
Southern Mississippi University	1	7.14
Texas A & M University	1	7.14
University of Alabama	1	7.14
University of Georgia	1	7.14
University of North Carolina at Chapel Hill	2	14.29
University of North Carolina at Greensboro	1	7.14
University of Tennessee	1	7.14
University of West Virginia	1	7.14
Virginia Polytechnical Institute	1	7.14

Table 6

Institutions at Which 4 Athletic Coaches of the Carolinas
Intercollegiate Athletic Conference (CIAC) Are
Candidates for the Doctorate

Institution	No. of Candidates	Percentage
Florida State University	1	25.00
Middle Tennessee State University	2	50.00
University of North Carolina at Greensboro	1	25.00

PROFESSIONAL EDUCATION

Undergraduate Majors

There were seventy-five declared majors by the sixty-five respondents. This number of majors was brought about by the fact that some athletic coaches had an undergraduate double major. Twenty different disciplines were reported by the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC). An undergraduate major in physical education was indicated by 64.62 percent of the athletic coaches. The institutions with the largest percentage of physical education majors on their athletic staffs were High Point College with 85.71 percent, Atlantic Christian College with 77.78 percent, and Elon College with 75.00 percent. The institutions with the lowest percentage of physical education majors were Guilford College with 55.56 percent and Wingate College at 33.33 percent.

The area that reported the second highest percentage of undergraduate majors was history with 7.69 percent of the athletic coaches reporting this major. The institutions with the highest percentage of history majors was Guilford College with 22.22 percent of the athletic coaches having this undergraduate major. Undergraduate degrees in sociology, economics, and social science each accounted for 4.61 percent of the undergraduate majors of the athletic coaches. Social science was the major of 22.22 percent of the Wingate College staff. Sociology was listed as the undergraduate major by 14.29 percent of the High Point College athletic coaches.

Other undergraduate majors were English, mathematics, accounting, and business administration; each represented 3.08 percent of the total undergraduate majors listed. Elementary education, criminology, recreation, political science, Latin, speech, government, health, industrial education, music education, and human services made up 1.54 percent of the undergraduate majors of the athletic staffs. No individual institution had over 15.63 percent of their athletic coaches who had an undergraduate major in these areas (see Table 7).

Undergraduate Minors

The sixty-five respondents declared only forty undergraduate minors. Some of the athletic coaches had undergraduate double majors and others did not report having an undergraduate minor. A total of fifteen disciplines was represented by these athletic coaches' minors.

The minor most frequently indicated by the respondents was biology with 10.77 percent. Undergraduate minor preparation in education and science was reported by 7.69 percent of the athletic staffs, while history was reported by 6.15 percent. The percentage of coaches reporting an undergraduate minor in physical education, mathematics, English, psychology, social science, business, health, religion, zoology, voice, and recreation ranged from 4.61 percent in physical education and mathematics to 1.54 percent for health, religion, zoology, voice, and recreation.

The undergraduate minor most prevalent at any one institution was biology at Catawba College (25.00 percent). Atlantic Christian College indicated 33.33 percent of their athletic staff had an undergraduate minor in education and 22.22 percent had an undergraduate

Table 7

Undergraduate Majors of 65 Athletic Coaches of the Carolinas
Intercollegiate Athletic Conference (CIAC)

Major or Minor	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Accounting	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	1	11.11	2	3.08
Bus. Admin.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	1	11.11	2	3.08
Criminology	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
Economics	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	16.67	0	0.00	3	4.61
Elem. Education	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
English	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	2	3.08
Government	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	1	1.54
Health	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	1	1.54
History	0	0.00	0	0.00	1	12.50	2	22.22	0	0.00	1	11.11	1	16.67	0	0.00	5	7.69
Human Services	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.54
Industrial Educ.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.54
Latin	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
Mathmatics	0	0.00	1	12.50	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	3.08
Music Education	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.54
Physical Educ.	7	77.78	5	62.50	6	75.00	5	55.56	6	85.71	6	66.67	4	66.67	3	33.33	42	64.62
Political Sci.	0	0.00	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
Recreation	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
Social Science	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	22.22	3	4.61
Sociology	1	11.11	0	0.00	0	0.00	0	0.00	1	14.29	1	11.11	0	0.00	0	0.00	3	4.61
Speech	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54

minor in psychology. No other institution had more than one declared minor in any of the fifteen listed (see Table 8).

Summary: Undergraduate Professional Education

The most prevalent undergraduate major and minor of the athletic coaches was physical education with 69.23 percent. Atlantic Christian College had the highest percentage of physical education majors or minors with 88.89 percent, closely followed by High Point College with 85.71 percent. Only Wingate College fell below fifty percent at 33.33 percent having a major or minor in physical education.

The percentage of athletic coaches reporting undergraduate majors or minors in English was 6.16 percent while sociology and economics were next at 4.61 percent. The majors and minors reported by 3.08 percent of the athletic coaches were accounting, business, business administration, health, psychology, and recreation. Majors and minors represented by only one coach were criminology, elementary education, government, human services, industrial education, Latin, music education, political science, religion, speech, voice, and zoology.

The only majors or minors which accounted for over thirty percent of the total at any one institution were education at Atlantic Christian College (33.33 percent) and history at Guilford College (33.33 percent). The most diverse group of majors and minors was at Wingate College where twelve different majors or minors were listed; at Pfeiffer College eleven were listed. High Point College's coaches had the fewest majors or minors listed, reporting five majors or minors for their athletic coaches (see Table 9).

Table 8
Undergraduate Minors of 65 Athletic Coaches of the Carolinas
Intercollegiate Athletic Conference (CIAC)

Major or Minor	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Biology	1	11.11	2	25.00	1	12.50	1	11.11	0	0.00	1	11.11	1	16.67	0	0.00	7	10.77
Business	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	1	11.11	2	3.08
Education	3	33.33	0	0.00	1	12.50	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	5	7.69
English	1	11.11	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	2	3.08
Health	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
History	0	0.00	1	12.50	0	0.00	1	11.11	1	14.29	0	0.00	0	0.00	1	11.11	4	6.15
Physical Educ.	1	11.11	1	12.50	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	3	4.61
Psychology	2	22.22	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	3.08
Recreation	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.54
Science	0	0.00	0	0.00	0	0.00	1	11.11	1	14.29	1	11.11	1	16.67	1	11.11	5	7.69
Social Science	0	0.00	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	2	3.08
Voice	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.54
Zoology	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	1	1.54
Religion	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	1	1.54
Mathematics	0	0.00	1	12.50	1	12.50	0	0.00	1	14.29	0	0.00	0	0.00	0	0.00	3	4.61

Table 9

Summary of the Undergraduate Majors and Minors of 65 Athletic Coaches
of the Carolinas Intercollegiate Athletic Conference (CIAC)

Major or Minor	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Accounting	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	1	11.11	2	3.08
Biology	1	11.11	2	25.00	1	12.50	1	11.11	0	0.00	1	11.11	1	16.67	0	0.00	7	10.77
Business	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	1	11.11	2	3.08
Bus. Ad.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	1	11.11	2	3.08
Criminology	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
Economics	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	16.67	0	0.00	3	4.61
Elem. Ed.	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
English	2	22.22	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	1	16.67	0	0.00	4	6.15
Government	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	1	1.54
Health	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	2	3.08
History	0	0.00	1	12.50	1	12.50	3	33.33	1	14.29	1	11.11	1	16.67	1	11.11	9	13.85
Human Services	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.54
Industrial Ed.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.54
Latin	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
Mathematics	0	0.00	2	25.00	2	25.00	0	0.00	1	14.29	0	0.00	0	0.00	0	0.00	5	7.69
Music Ed.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.54
Education	3	33.33	0	0.00	1	12.50	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	5	7.69
Phy. Ed.	8	88.89	6	75.00	6	75.00	5	55.56	6	85.71	7	77.78	4	66.67	3	33.33	45	69.23
Political Sci.	0	0.00	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
Psychology	2	22.22	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	3.08
Recreation	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	2	3.08
Religion	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	1	1.54
Science	0	0.00	0	0.00	0	0.00	1	11.11	1	14.29	1	11.11	1	16.67	1	11.11	5	7.69
Social Sci.	0	0.00	1	12.50	1	12.50	0	0.00	0	0.00	0	0.00	1	16.67	2	22.22	5	7.69
Sociology	1	11.11	0	0.00	0	0.00	0	0.00	1	14.29	1	11.11	0	0.00	0	0.00	3	4.61
Speech	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
Voice	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.54
Zoology	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	1	1.54

Master's Degrees

The requirements for a master's degree have been met by 87.69 percent of the respondents. Eleven master's degree majors and eight minors were listed by the athletic coaches of the Carolinas Inter-collegiate Athletic Conference (CIAC).

Master's degree majors. Of the fifty-seven athletic coaches who had master's degrees, 63.16 percent of them had a major in physical education while 15.79 percent reported a major in education. The percentage of coaches with graduate degrees in administration was 8.77 percent and in business administration, 3.51 percent. Graduate majors represented by at least one athletic coach were vocational counseling, recreation, social science, sports management, counselor education, recreation administration, and music education.

Pembroke State University had the highest percentage (77.78 percent) of coaches with a physical education master's degree, and Wingate College had the lowest percentage with 22.22 percent. Elon College had the largest percentage of majors in an area other than physical education with 33.33 percent of the coaching staff having a master's degree in education. Guilford College reported 22.22 percent of their coaches with a master's degree in administration (see Table 10).

Master's degree minors. The most frequently indicated minor was education with 24.56 percent of the coaches completing the requirements for that degree. Graduate preparation in physical education and administration was reported by 15.79 percent and 10.52 percent

Table 10

Master's Degree Majors of 57 Athletic Coaches of the
Carolinas Intercollegiate Athletic Conference (CIAC)

Major or Minor	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Administration	1	11.11	0	0.00	1	12.50	2	22.22	0	0.00	0	0.00	1	16.67	0	0.00	5	8.77
Bus. Adm.	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	2	3.51
Counselor Ed.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	1	1.75
Education	1	11.11	1	12.50	3	37.50	0	0.00	1	14.29	1	11.11	1	16.67	1	11.11	9	15.79
Music Education	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.75
Phys. Education	6	66.67	3	37.50	4	50.00	6	66.67	4	57.14	7	77.78	4	66.67	2	22.22	36	63.16
Recreation	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75
Recreation Adm.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	1	1.75
Social Science	0	0.00	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75
Sports Mgmt.	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75
Voc. Counseling	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75

respectively. Junior college was the minor for 3.51 percent of the athletic coaches. Recreation, health, psychology, and education supervision were graduate minors reported by 1.75 percent of the respondents.

Guilford College and Atlantic Christian College reported 22.22 percent of their coaches with a master's degree minor in physical education. The High Point College coaching staff reported the highest percentage in the conference in two categories: administration, 28.57 percent and education, 42.86 percent. Guilford College and Atlantic Christian College reported 33.33 percent of their athletic coaches with a graduate minor in education (see Table 11).

Summary: Master's Degree Professional Preparation

A master's degree with a major or minor in physical education was indicated by 78.95 percent of the athletic coaches who completed the questionnaire. Eleven coaches (19.30 percent) that did not have an undergraduate major or minor in physical education attained a graduate major or minor in physical education. A total of 40.35 percent of the coaches have a major or minor in education and 19.30 percent have a major or minor in administration. A small percentage of the coaches have a major or minor in business administration, counselor education, education supervision, health, junior college, music education, psychology, recreation, recreation administration, social science, sports management, and vocational counseling.

Atlantic Christian College, Guilford College, and Pembroke State University have 88.89 percent of their coaching staffs with a

Table 11

Master's Degree Minors of 57 Athletic Coaches of the
Carolinas Intercollegiate Athletic Conference (CIAC)

Major or Minor	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Administration	1	11.11	0	0.00	2	25.00	0	0.00	2	28.57	0	0.00	0	0.00	1	11.11	6	10.52
Education	3	33.33	1	12.50	1	12.50	3	33.33	3	42.86	2	22.22	1	16.67	0	0.00	14	24.56
Ed. Supervision	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75
Health	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75
Junior College	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	2	3.51
Physical Ed.	2	22.22	1	12.50	1	12.50	2	22.22	1	14.29	1	11.11	0	0.00	1	11.11	9	15.79
Psychology	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.75
Recreation	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75

graduate major or minor in physical education. Of the Wingate College athletic coaches having a master's degree, 33.33 percent majored or minored in physical education (see Table 12).

Doctoral Degrees

Seven of the fourteen doctoral degrees represented were in physical education. Each of the other doctoral majors was represented by only one coach.

The athletic coaching staff holding the highest percentage of doctoral degrees in physical education was at Pfeiffer College (33.33 percent). Wingate College, Pembroke State University, and Atlantic Christian College did not have a member of their coaching staff with a doctorate in physical education (see Table 13).

Four members of the athletic staffs of institutions comprising the CIAC are candidates for the doctoral degree. Three are majoring in physical education and the other is an education major (see Table 14).

Summary: Undergraduate and Graduate Professional Preparation

In the CIAC only nine coaches do not have an undergraduate major or minor in physical education; seven are coaches of men's athletic teams, and two are coaches of women's athletic teams. Five of the seven are assistant coaches of men's athletic teams while three of the seven serve as head coaches of men's athletic teams. Both women's coaches are head coaches of women's teams. Combining undergraduate and graduate majors and minors, 86.15 percent of the athletic coaches of the CIAC have a physical education major or minor.

Table 12

Summary of the Master's Degree Majors and Minors of 57 Athletic Coaches of the
Carolinas Intercollegiate Athletic Conference (CIAC)

Majors or Minors	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Administration	2	22.22	0	0.00	3	37.50	2	22.22	2	28.57	0	0.00	1	16.67	1	11.11	11	19.30
Bus. Adm.	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	2	3.51
Counselor Ed.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	1	1.75
Education	4	44.44	2	25.00	4	50.00	3	33.33	4	57.14	3	33.33	2	33.33	1	11.11	23	40.35
Ed. Supervision	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75
Health	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75
Junior College	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	2	3.51
Music Education	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.75
Physical Ed.	8	88.89	4	50.00	5	62.50	8	88.89	5	71.42	8	88.89	4	66.67	3	33.33	45	78.95
Psychology	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	1.75
Recreation	1	11.11	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	3.51
Recreation Adm.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	1	1.75
Social Science	0	0.00	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75
Sports Mgmt.	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75
Voc. Counseling	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.75

Table 13

Doctoral Degrees and Majors of 14 Athletic Coaches of the
Carolinas Intercollegiate Athletic Conference (CIAC)

Majors	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Education	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	7.14
Education Admin.	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	7.14
Ed. Supervision	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	7.14
Management	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	7.14
Music Education	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	1	7.14
Phys. Education	0	0.00	2	25.00	1	12.50	1	11.11	1	14.29	0	0.00	2	33.33	0	0.00	7	50.00
Secondary Educ.	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	7.14
Sociology	0	0.00	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	7.14

Table 14

Program Majors of Candidates for Doctorates of 4 Athletic Coaches
of the Carolinas Intercollegiate Athletic Conference (CIAC)

Majors	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Education	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	25.00
Physical Educ.	0	0.00	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	1	16.67	1	11.11	3	75.00

Graduate Hours Taken After Last Degree

Of the sixty-five respondents, 61.54 percent had not taken a graduate course since receiving their last degree. Only 29.23 percent had taken seven or more graduate hours since then (see Table 15).

Table 15

Graduate Hours Taken After Last Degree by 65 Athletic Coaches of the Carolinas Intercollegiate Athletic Conference (CIAC)

Number of Hours	No.	%
0 - 6	46	70.77
7 - 12	8	12.31
13 - 18	2	3.08
19 - 24	3	4.61
25 - 30	4	6.15
31 - 36	0	0.00
37 - 42	0	0.00
42 and above	2	3.08

Undergraduate Professional Physical Education Courses

The undergraduate professional physical education courses are divided into five areas: principles of athletic coaching, medical aspects of athletic coaching, theory and techniques of athletic coaching, scientific foundations of athletic coaching, and methods of athletic coaching. The data are also reported according to individual institutions comprising the Carolinas Intercollegiate Athletic Conference.

Principles of athletic coaching. The course that most respondents had taken under the area of principles of athletic coaching was organization and administration of physical education with 75.39 percent of the coaches having taken this course as an undergraduate. Speech was second, with 60.00 percent of the athletic coaches indicating they had taken at least one course in speech. Philosophy of physical education and sociology were the next most frequently listed courses at 53.85 percent each. Principles of athletics with 57.69 percent, philosophy of athletics with 44.62 percent, and organization and administration of athletics with 41.54 percent were other courses taken by the respondents. Only 20.00 percent of the coaches listed psychology of coaching as a course they had taken as an undergraduate.

Elon College's coaching staff had the highest percentage of those taking philosophy of athletics and principles of athletics with 87.50 percent represented for each course. In the philosophy of athletics, Wingate College was the lowest with none of their athletic coaches having taken the course. In principles of athletics, Pfeiffer College and Wingate College were the lowest having only one coach in each institution who had taken the course. All the coaches at Pembroke State University had taken a course in organization and administration of physical education. Wingate College again had the lowest percentage of the staff (33.33 percent) having taken a course in organization and administration of physical education. Pembroke State University reported 77.78 percent of their coaches had taken a course in the philosophy of physical education. Wingate College had

11.11 percent of the athletic staff who had taken a course in the philosophy of physical education. Concerning psychology of coaching, Guilford College had 44.44 percent of their coaches having taken such a course. Three institutions, Wingate College, Pfeiffer College, and Atlantic Christian College, reported none of their coaches had taken a course in the psychology of coaching on the undergraduate level. The highest percentage of respondents that had taken a course in speech was at Atlantic Christian College (77.78 percent) while the lowest was at Pembroke State University (33.33 percent). Catawba College had 87.50 percent taking a course in sociology while Pfeiffer College only reported 16.67 percent as having taken such a course (see Table 16).

Medical aspects of athletic coaching. Under medical aspects of athletic coaching, the most frequently taken courses by the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) were first aid and health education; each was taken by 73.85 percent of the athletic coaches. Athletic injuries and adapted physical education courses were taken by 56.92 percent of the respondents. Thirty-one athletic coaches (47.69 percent) had taken a course in child growth and development. Only 24.62 percent of the athletic coaches of the CIAC had taken a course in athletic conditioning.

The athletic staffs of Pembroke State University and Atlantic Christian College had the highest percentage of coaches who had taken a course in first aid (88.89 percent). Wingate College (22.22 percent) was the only school that reported less than 66.67 percent having this course. Atlantic Christian College had 88.89 percent of their coaches

Table 16

Undergraduate Professional Physical Education Courses Taken in the
Area of Principles of Athletic Coaching

Courses	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Philosophy of Athletics	4	44.44	5	62.50	7	87.50	4	44.44	4	57.14	4	44.44	1	16.67	0	0.00	29	44.62
Principles of Athletics	4	44.44	5	62.50	7	87.50	4	44.44	5	71.43	4	44.44	1	16.67	1	11.11	31	47.69
Org. & Adm. of Phy. Ed.	8	88.89	7	87.50	7	87.50	4	44.44	6	85.71	9	100.00	4	66.67	3	33.33	49	75.39
Org. & Adm. of Athletics	2	22.22	4	50.00	8	100.00	3	33.33	3	42.86	5	55.56	2	33.33	0	0.00	27	41.54
Philosophy of Phy. Ed.	3	33.33	4	50.00	6	75.00	5	55.56	5	71.43	7	77.78	4	66.67	1	11.11	35	53.85
Psychology of Coaching	0	0.00	3	37.50	2	25.00	4	44.44	1	14.29	3	33.33	0	0.00	0	0.00	13	20.00
Speech	7	77.78	6	75.00	4	50.00	5	55.56	5	71.43	3	33.33	3	50.00	6	66.67	39	60.00
Sociology	5	55.56	7	87.50	6	75.00	5	55.56	4	57.14	7	77.78	1	16.67	6	66.67	35	53.85

with at least one course in health education. Wingate College was the lowest in health education with 44.44 percent. Athletic conditioning was reported as having the lowest percentage of coaches taking this course (24.62 percent) while Guilford College had the highest percentage (44.44 percent). None of the athletic coaches at Wingate College had an undergraduate course in athletic conditioning. Leading in the percentages of coaches who have had a course in adapted physical education was Atlantic Christian College with 77.78 percent. Only two (22.22 percent) of the nine respondents from Wingate College had a course in adapted physical education. The athletic coaches at High Point College reported that 85.71 percent had taken a course in child growth and development. Guilford College reported only 22.22 percent of their coaches had taken this course (see Table 17).

Theory and techniques of athletic coaching. The course taken most often in the area of theory and techniques of athletic coaching was theory of coaching with 50.77 percent of the respondents reporting that they had taken this course. The second most frequently taken course by the athletic coaches of the CIAC was techniques of coaching with 49.23 percent. A total of 44.62 percent of the coaches reported they had taken at least one course in theories of learning. There were 32.31 percent who took a course in officiating.

The respondents from Catawba College reported the highest percentage for two courses, officiating (62.50 percent) and theory of coaching (100.00 percent). Pfeiffer College led in the percentage of coaches that had a course in techniques of coaching with 66.67 percent.

Table 17
Undergraduate Professional Physical Education Courses Taken in the
Area of Medical Aspects of Athletic Coaching

Courses	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Athletic Injuries	5	55.56	7	87.50	3	37.50	3	33.33	6	85.71	6	66.67	3	50.00	4	44.44	37	56.92
First Aid	8	88.89	7	87.50	7	87.50	6	66.67	6	85.71	8	88.89	4	66.67	2	22.22	48	73.85
Health Ed.	8	88.89	6	75.00	7	87.50	6	66.67	6	85.71	7	77.78	4	66.67	4	44.44	48	73.85
Athletic Conditioning	2	22.22	2	25.00	3	37.50	4	44.44	1	14.29	3	33.33	1	16.67	0	0.00	16	24.62
Adapted Phy. Ed.	7	77.78	4	50.00	5	62.50	4	44.44	5	71.43	6	66.67	4	66.67	2	22.22	37	56.92
Child Growth & Development	6	66.67	3	37.50	3	37.50	2	22.22	6	85.71	6	55.56	3	50.00	3	33.33	31	47.69

High Point College had 57.14 percent of its coaching staff take a course in theories of learning. In the low categories, Wingate College did not have a coach who had taken an officiating course and tied with Atlantic Christian College and Pembroke State University with 33.33 percent on the number of respondents that took a course in techniques of coaching. Atlantic Christian College had only 22.22 percent of their coaching staff that had taken a course in theory of coaching (see Table 18).

Scientific foundations of athletic coaching. Physiology was the most frequently taken course in the area of scientific foundations of athletic coaching with 73.85 percent of the respondents indicating they had taken the course. A total of 72.31 percent of the coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) reported they had taken anatomy. Kinesiology was taken by 56.92 percent of the athletic coaches.

One hundred percent of the respondents from Pembroke State University have taken courses in anatomy and physiology. Atlantic Christian College also reported 100.00 percent of their coaching staff had taken a course in anatomy. Pembroke State University had the highest percentage of coaches (77.78 percent) completing a course in kinesiology. Wingate College had the lowest figures in each of these courses, 33.33 percent in anatomy, 22.22 percent in kinesiology, and 44.44 percent in physiology (see Table 19).

Methods of athletic coaching. The methods courses reported most by the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) were basketball with 70.77 percent, football with

Table 18

Undergraduate Professional Physical Education Courses Taken in the Area of
Theory and Techniques of Athletic Coaching

Courses	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Officiating	2	22.22	5	62.50	2	25.00	2	22.22	4	57.14	3	33.33	3	50.00	0	0.00	21	32.31
Theory of Coaching	2	22.22	8	100.00	4	50.00	6	66.67	3	42.86	5	55.56	2	33.33	3	33.33	33	50.77
Theories of Learning	4	44.44	2	25.00	4	50.00	4	44.44	4	57.14	5	55.56	3	50.00	3	33.33	29	44.62
Techniques of Coaching	3	33.33	6	75.00	5	62.50	5	55.56	3	42.86	3	33.33	4	66.67	3	33.33	32	49.23

Table 19

Undergraduate Professional Physical Education Courses Taken in the Area of
Scientific Foundations of Athletic Coaching

Major or Minor	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Anatomy	9	100.00	5	62.50	6	75.00	5	55.56	6	85.71	9	100.00	4	66.67	3	33.33	47	72.31
Kinesiology	6	66.67	4	50.00	6	75.00	4	44.44	4	57.14	7	77.78	4	66.67	2	22.22	37	56.92
Physiology	8	88.89	6	75.00	7	87.50	5	55.56	6	85.71	9	100.00	3	50.00	4	44.44	48	73.85

58.46 percent, baseball with 53.85 percent, and track and field with 49.23 percent. Courses in methods of coaching soccer with 18.46 percent and tennis with 12.31 percent were reported. Other methods courses taken were volleyball, field hockey, softball, wrestling, golf, gymnastics, and swimming. They ranged from 9.23 percent for volleyball and field hockey to 3.08 percent for swimming.

The institutions with the highest percentage of respondents having taken a basketball methods course were Catawba College and Elon College with 87.50 percent. Elon College ranked highest in football methods with 87.50 percent. Pembroke State University's coaching staff had the highest percentage in baseball methods with 77.78 percent, and Catawba College was highest in track and field with 75.00 percent. Wingate College and Atlantic Christian College reported the lowest percentages of coaches taking courses in baseball and football methods. Wingate College had the lowest percentage of coaches having courses in basketball and track and field methods (see Table 20).

Graduate Professional Physical Education Courses

The graduate professional physical education courses were divided into five areas: principles of athletic coaching, medical aspects of athletic coaching, theory and techniques of athletic coaching, scientific foundations of athletic coaching, and methods of athletic coaching. These are the areas where considerable agreement exists concerning areas of preparation, competency, and experience necessary for coaching. This section is also reported according to

Table 20

Undergraduate Professional Physical Education Courses
Taken in the Area of Methods of Athletic Coaching

Major or Minor	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Baseball	2	22.22	6	75.00	6	75.00	5	55.56	3	42.86	7	77.78	4	66.67	2	22.22	35	53.85
Basketball	6	66.67	7	87.50	7	87.50	7	77.78	4	57.14	7	77.78	5	83.33	3	33.33	46	70.77
Football	3	33.33	6	75.00	7	87.50	6	66.67	3	42.86	6	66.67	4	66.67	3	33.33	38	58.46
Tennis	3	33.33	3	37.50	0	0.00	2	22.22	0	0.00	0	0.00	0	0.00	0	0.00	8	12.31
Track	2	22.22	6	75.00	5	62.50	5	55.56	3	42.86	5	55.56	3	50.00	1	11.11	32	49.32
Soccer	4	44.44	1	12.50	2	25.00	1	11.11	1	14.29	2	22.22	0	0.00	1	11.11	12	18.46
Volleyball	2	22.22	1	12.50	0	0.00	2	22.22	0	0.00	0	0.00	0	0.00	1	11.11	6	9.23
Wrestling	0	0.00	0	0.00	1	12.50	1	11.11	1	14.29	0	0.00	0	0.00	1	11.11	4	6.15
Softball	2	22.22	2	25.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	5	7.69
Field Hockey	2	22.22	2	25.00	0	0.00	1	11.11	0	0.00	1	11.11	0	0.00	0	0.00	6	9.23
Swimming	1	11.11	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	3.08
Gymnastics	1	11.11	2	25.00	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	4	6.15
Golf	0	0.00	3	37.50	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	4	6.15

the individual institutions composing the Carolinas Intercollegiate Athletic Conference (CIAC). Sixty-three respondents indicated that they had taken graduate courses. Included are both master's degree and doctoral degree courses.

Principles of athletic coaching. The most frequently taken graduate course in the area of principles of athletic coaching was organization and administration of physical education. The respondents reported that 53.97 percent had taken this course. The second most frequently taken graduate course in this area was philosophy of physical education taken by 42.86 percent of the coaches. Philosophy of athletics, principles of athletics, and organization and administration of athletics had been taken on the graduate level by 34.92 percent of the coaches. A total of 26.98 percent of the respondents had taken a course in sociology and 25.40 percent, a course in psychology of coaching. Only 6.35 percent had taken a graduate speech course.

Pfeiffer College had the highest percentages of respondents completing graduate courses in principles of athletic coaching (66.67 percent), organization and administration of physical education (83.33 percent), organization and administration of athletics (66.67 percent), speech (16.67 percent), and sociology (50.00 percent). Elon College was the leader in two graduate courses, philosophy of athletics (75.00 percent) and psychology of coaching (62.50 percent). Atlantic Christian College had the highest percentage for the course philosophy of physical education (66.67 percent).

The institutions with the lowest percentages in these courses were as follows: philosophy of athletics, Wingate College at 11.11 percent; principles of athletics, Wingate College at 0.00 percent; organization and administration of physical education, Wingate College and Guilford College at 33.33 percent; organization and administration of athletics, Wingate College at 11.11 percent; philosophy of physical education, Wingate College at 11.11 percent; psychology of coaching, Atlantic Christian College and Guilford College at 0.00 percent; speech, Atlantic Christian College, Guilford College, High Point College, and Wingate College at 0.00 percent; and sociology, Wingate College and Guilford College at 11.11 percent (see Table 21).

Medical aspects of athletic coaching. In the area of medical aspects of athletic coaching, health education was the most frequently listed graduate course taken with 46.03 percent of the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) having taken this course. Athletic injuries and adaptive physical education were second and third respectively with 39.68 percent having taken at least one graduate course in athletic injuries and 38.10 percent having taken a course in adaptive physical education. A total of 31.75 percent of the respondents had a course in child growth and development. A course in athletic conditioning was reported by 25.40 percent of the coaches. First aid ranked last in this area with 20.64 percent having taken this course on the graduate level. Pfeiffer College had the highest percentages of their respondents taking graduate courses in athletic injuries with 66.67 percent, first aid with 50.00 percent,

Table 21

Graduate Professional Physical Education Courses Taken in the Area of
Principles of Athletic Coaching

Courses	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Philosophy of Athletics	4	44.44	2	25.00	6	75.00	2	22.22	1	14.29	3	33.33	3	50.00	1	11.11	22	34.92
Principles of Athletics	3	33.33	3	37.50	5	62.50	2	22.22	1	14.29	4	44.44	6	66.67	0	0.00	22	34.92
Org. and Adm. of Phy. Ed.	4	44.44	3	37.50	5	62.50	3	33.33	4	57.14	7	77.78	5	83.33	3	33.33	34	53.97
Org. and Adm. of Athletics	2	22.22	2	12.50	4	50.00	4	44.44	1	14.29	5	55.56	4	66.67	1	22.22	22	34.92
Philosophy of Phy. Ed.	6	66.67	3	37.50	3	37.50	5	55.55	4	57.14	2	22.22	3	50.00	1	11.11	27	42.86
Psychology of Coaching	0	0.00	3	37.50	5	62.50	0	0.00	2	28.57	2	22.22	3	50.00	1	11.11	16	25.46
Speech	0	0.00	1	12.50	1	12.50	0	0.00	0	0.00	1	11.11	1	16.67	0	0.00	4	6.35
Sociology	3	33.33	2	25.00	3	37.50	1	11.11	2	28.57	2	22.22	3	50.00	1	11.11	17	26.98

and child growth and development with 66.67 percent. Atlantic Christian had the highest percentage of their respondents taking a course in health education with 66.67 percent; Guilford College, in athletic conditioning with 55.56 percent; and Pembroke State University, in adaptive physical education with 66.67 percent (see Table 22).

Theory and techniques of athletic coaching. By far the most frequently taken course in the area of theory and techniques of athletic coaching was theories of learning, taken by 42.86 percent of the respondents. The athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) also reported taking graduate courses in theory of coaching (19.05 percent), techniques of coaching (17.46 percent), and officiating (3.18 percent).

Guilford College reported the highest percentage of any staff in the number having taken a course in theories of learning (55.56 percent). All other institutions reported 50.00 percent or less of their coaches had taken courses in theory of coaching, techniques of coaching, and officiating (see Table 23).

Scientific foundations of athletic coaching. In the area of scientific foundations of athletic coaching, the most frequently reported graduate course taken was physiology (36.51 percent). There were 30.16 percent of the coaches who had taken a graduate course in kinesiology. Only 17.46 percent of the athletic coaches had taken a graduate course in anatomy.

Of the coaching staffs reporting, Pfeiffer College had the highest percentages taking anatomy (33.33 percent), physiology (66.67

Table 22

Graduate Professional Physical Education Courses Taken in the Area of
Medical Aspects of Athletic Coaching

Courses	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Athletic Injuries	2	22.22	3	37.50	4	50.00	3	33.33	3	42.86	3	33.33	4	66.67	3	33.33	25	39.68
First Aid	2	22.22	1	12.50	1	12.50	2	22.22	1	14.29	2	22.22	3	50.00	1	11.11	13	20.64
Health Education	6	66.67	3	37.50	6	75.00	4	44.44	3	42.86	3	33.33	3	50.00	1	11.11	29	46.03
Athletic Conditioning	2	22.22	1	12.50	3	37.50	5	55.56	0	0.00	1	11.11	3	50.00	1	11.11	16	25.40
Adaptive Phy. Ed.	2	22.22	3	37.50	3	37.50	3	33.33	1	14.29	6	66.67	3	50.00	3	33.33	24	38.10
Child Growth and Development	2	22.22	4	50.00	1	12.50	3	33.33	1	14.29	3	33.33	4	66.67	2	22.22	20	31.75

Table 23

Graduate Professional Physical Education Courses Taken in the Area of
Theory and Techniques of Athletic Coaching

Courses	Atlantic Christian College		Catawba College		Elon College		Gulford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Officiating	0	00.00	1	12.50	1	12.50	0	00.00	0	00.00	0	00.00	0	00.00	0	00.00	2	3.18
Theory of Coaching	1	11.11	2	25.00	2	25.00	1	11.11	1	14.29	2	22.22	3	50.00	0	00.00	12	19.05
Theories of Learning	4	44.44	2	25.00	4	50.00	5	55.56	3	42.86	3	33.33	2	33.33	4	44.44	27	42.86
Techniques of Coaching	1	11.11	3	37.50	2	25.00	0	00.00	1	14.29	1	11.11	3	50.00	0	00.00	11	17.46

percent), and kinesiology (50.00 percent). Wingate College had the lowest percentages with 0.00 percent in anatomy and 11.11 percent in physiology and kinesiology (see Table 24).

Methods of athletic coaching. Only sixteen graduate methods courses have been taken by the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) who responded to the questionnaire. A course in basketball methods was reported taken by 7.94 percent of the coaches. Only 4.76 percent completed a course on the graduate level in track and field methods and 3.18 percent in football methods. Other methods courses taken by the respondents were baseball, lacrosse, tennis, golf, archery, and volleyball, each representing 1.59 percent.

Basketball was the only area where more than one coach at an institution took a methods course on the graduate level. Elon College had 25.00 percent of their staff completing graduate methods courses in basketball (see Table 25).

Adequacy of Professional Physical Education Courses

The coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) were asked to evaluate the adequacy or inadequacy of each professional physical education course that was offered in their professional preparation. The courses are divided into four areas: principles of athletic coaching, medical aspects of athletic coaching, theory and techniques of athletic coaching, and scientific foundations of athletic coaching.

Principles of athletic coaching. In the area of principles of athletic coaching, the majority of the athletic coaches of the

Table 24

Graduate Professional Physical Education Courses Taken in the Area of
Scientific Foundations of Athletic Coaching

Major or Minor	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Anatomy	1	11.11	1	12.50	2	25.00	2	22.22	1	14.29	2	22.22	2	33.33	0	00.00	11	17.46
Physiology	4	44.44	2	25.00	3	37.50	3	33.33	3	42.86	3	33.33	4	66.67	1	11.11	23	36.51
Kinesiology	3	33.33	3	37.50	1	12.50	3	33.33	2	28.57	3	33.33	3	50.00	1	11.11	19	30.16

Table 25

Graduate Professional Physical Education Courses Taken in the Area of
Methods of Athletic Coaching

Courses	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Baseball	0	00.00	0	00.00	1	12.50	0	00.00	0	00.00	0	00.00	0	00.00	0	00.00	1	1.59
Basketball	0	00.00	0	00.00	2	25.00	0	00.00	1	14.29	0	00.00	2	16.67	1	11.11	5	7.94
Football	0	00.00	0	00.00	1	12.50	0	00.00	0	00.00	0	00.00	0	00.00	1	11.11	2	3.18
Track	0	00.00	0	00.00	1	12.50	1	11.11	0	00.00	0	00.00	1	16.67	0	00.00	3	4.76
Lacrosse	0	00.00	0	00.00	0	00.00	1	11.11	0	00.00	0	00.00	0	00.00	0	00.00	2	2.59
Tennis	0	00.00	0	00.00	0	00.00	1	11.11	0	00.00	0	00.00	0	00.00	0	00.00	1	1.59
Golf	0	00.00	0	00.00	0	00.00	1	11.11	0	00.00	0	00.00	0	00.00	0	00.00	1	1.59
Archery	0	00.00	0	00.00	0	00.00	1	11.11	0	00.00	0	00.00	0	00.00	0	00.00	1	1.59
Volleyball	0	00.00	0	00.00	0	00.00	0	00.00	1	14.29	0	00.00	0	00.00	0	00.00	1	1.59

Carolinas Intercollegiate Athletic Conference (CIAC) indicated adequate preparation in all the categories listed. Organization and administration of physical education was reported to be adequate by 83.08 percent; speech, by 78.46 percent; philosophy of athletics and philosophy of physical education, by 76.92 percent; organization and administration of athletics and sociology, by 68.23 percent; public relations, by 63.08 percent; and psychology of coaching and legal responsibilities, by 55.38 percent. A total of 44.62 percent of the athletic coaches felt they were inadequately prepared in the areas of psychology of coaching and legal responsibilities, and 36.92 percent indicated inadequate training in public relations (see Table 26).

Medical aspects of athletic coaching. The majority of the respondents indicated that they were adequately prepared in all the courses listed under the area of medical aspects of athletic coaching. They indicated they were adequately prepared in health education (81.54 percent), first aid (80.00 percent), athletic injuries (69.23 percent), athletic conditioning (69.23 percent), child growth and development (67.69 percent), and adaptive physical education (63.08 percent) (see Table 27).

Theory and techniques of athletic coaching. In the area of theory and techniques of athletic coaching, the majority of athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) indicated they were adequately prepared in coaching methods (80.00 percent), theories of learning (70.77 percent), and officiating (53.85 percent)

Table 26
Adequacy of Courses Taken in Principles
of Athletic Coaching

Courses	Training Adequate		Training Inadequate	
	No.	%	No.	%
Organization and Administration of Physical Education	54	83.08	11	16.92
Organization and Administration of Athletics	49	75.39	16	24.62
Principles of Athletics	45	69.23	20	30.77
Psychology of Coaching	36	55.38	29	44.62
Philosophy of Athletics	50	76.92	15	20.08
Philosophy of Physical Education	50	76.92	15	20.08
Speech	51	78.46	14	21.54
Sociology	45	69.23	20	30.77
Public Relations	41	63.08	24	36.92
Legal Responsibilities	36	55.38	29	44.62

Table 27
Adequacy of Courses Taken in Medical Aspects
of Athletic Coaching

Courses	Training Adequate		Training Inadequate	
	No.	%	No.	%
Athletic Injuries	45	69.23	20	30.77
First Aid	52	80.00	13	20.00
Athletic Conditioning	45	69.23	20	30.77
Child Growth and Development	44	67.69	21	32.31
Health Education	53	81.54	12	18.46

Table 28
Adequacy of Courses Taken in Theory and
Techniques of Athletic Coaching

Courses	Training Adequate		Training Inadequate	
	No.	%	No.	%
Coaching Methods	52	80.00	13	20.00
Theories of Learning	46	70.77	19	29.23
Officiating	35	53.85	30	46.15

Scientific foundations of athletic coaching. Adequate preparation in the area of scientific foundations of athletic coaching was reported in anatomy (73.85 percent), kinesiology (66.15 percent), and physiology (64.62 percent). Inadequate preparation in physiology was indicated by 35.38 percent of the coaches (see Table 29).

Table 29
Adequacy of Courses Taken in Scientific
Foundation of Athletic Coaching

Courses	Training Adequate		Training Inadequate	
	No.	%	No.	%
Anatomy	48	73.85	17	26.15
Kinesiology	43	66.15	22	33.85
Physiology	42	64.62	23	35.38

Summary: Effectiveness of Professional Physical Education Courses

The courses in which there was adequate preparation, based on eighty percent or better, were: organization and administration of physical education (83.08 percent); health education (81.54 percent); and first aid and coaching methods (80.00 percent). Based on forty percent or more, inadequate preparation was reported in officiating (46.15 percent); mechanical analysis of movement (46.15 percent); psychology of coaching (44.62 percent); and legal responsibilities (44.62 percent) (see Table 30).

Table 30
Summary of the Effectiveness of Professional
Physical Education Courses

Courses	Training Adequate		Training Inadequate	
	No.	%	No.	%
Athletic Injuries	45	69.23	20	30.77
First Aid	52	80.00	13	20.00
Human Anatomy	48	73.85	17	26.15
Kinesiology	43	66.15	22	33.85
Health Education	53	81.54	12	18.46
Athletic Conditioning	45	69.23	20	30.77
Adaptive Physical Education	41	63.08	24	36.92
Philosophy of Athletics	50	76.92	15	23.08
Org. & Adm. of Physical Education	54	83.08	11	16.92
Principles of Athletics	45	69.23	20	30.77
Org. & Adm. of Athletics	49	75.38	16	24.62
Philosophy of Physical Education	50	76.92	15	23.08
Officiating	35	53.85	30	46.15
Psychology of Coaching	36	55.38	29	44.62
Mechanical Analysis of Movement	35	53.85	30	46.15
Theories of Learning	46	70.77	19	29.23
Child Growth and Development	44	67.69	21	32.31
Sociology	45	69.23	20	30.77
Speech	51	78.46	14	21.54
Coaching Methods	52	80.00	13	20.00
Public Relations	41	63.08	24	36.92
Legal Responsibilities	36	55.38	29	44.62
Physiology of Exercise	42	64.62	23	35.38

Coaches' Recommendations Concerning Courses to Be Taken by
Future Athletic Coaches

The recommendations of fifty-seven athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) concerning the specific courses deemed essential, desirable, or non-essential for the professional preparation of future athletic coaches are presented in

this section. The professional physical education courses are divided into the principles of athletic coaching, the medical aspects of athletic coaching, the theory and techniques of athletic coaching, and the scientific foundation of athletic coaching. The coaches also indicated which methods courses were essential for proper professional preparation and their opinion concerning student assistant coaching programs.

Principles of athletic coaching. The course that was deemed essential by the greatest number of respondents in the area of principles of athletic coaching was psychology of coaching with 69.23 percent. Organization and administration of athletics, public relations, and legal responsibilities were each deemed essential by 61.54 percent of the respondents. Public relations and legal responsibilities were listed either essential or desirable for a combined total of 95.39 percent of the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC). Other courses listed essential or desirable by better than ninety percent of the coaches were organization and administration of athletics, psychology of coaching, principles of athletics, and speech.

Sociology was rated non-essential by 40.00 percent of the athletic coaches. A total of 21.54 percent listed organization and administration of physical education and philosophy of physical education as non-essential (see Table 31).

Table 31
Courses in Principles of Athletic Coaching Recommended
for Future Coaches by Respondents

Courses	Essential		Desirable		Non-Essential	
	No.	%	No.	%	No.	%
Org. & Adm. of Phy. Ed.	23	35.38	28	43.08	14	21.54
Org. & Adm. of Athletics	40	61.54	20	30.77	5	7.69
Principles of Athletics	26	40.00	34	52.31	5	7.69
Psychology of Coaching	45	69.23	15	23.08	5	7.69
Philosophy of Athletics	28	43.08	28	43.08	9	13.85
Philosophy of Phy. Ed.	17	26.15	34	52.31	14	21.54
Speech	26	40.00	33	50.77	6	9.23
Sociology	12	18.46	27	41.54	26	40.00
Public Relations	40	61.54	22	33.85	3	4.61
Legal Responsibilities	40	61.54	22	33.85	3	4.61

Medical aspects of athletic coaching. Athletic injuries (81.54 percent), first aid (80.00 percent), and athletic conditioning (76.92 percent) were the highest rated areas in the essential category under the area of medical aspects of athletic coaching. One hundred percent of the athletic coaches rated athletic injuries as the most desirable or essential course to be included in the professional education of future athletic coaches. Coaches rated athletic conditioning and first aid essential or desirable for a combined total of 98.46 percent and

96.92 percent respectively. Health education with a combined total of 81.44 percent and child growth and development with a combined total of 78.46 percent were rated fourth and fifth (see Table 32).

Adaptive physical education was considered non-essential by 36.92 percent of the respondents. Child growth and development was rated non-essential by 21.54 percent of the athletic coaches (see Table 32).

Table 32
Courses in Medical Aspects of Athletic Coaching Recommended
for Future Coaches by Respondents

Courses	Essential		Desirable		Non-Essential	
	No.	%	No.	%	No.	%
Athletic Injuries	53	81.54	12	18.46	0	0.00
First Aid	52	80.00	11	16.92	2	3.08
Athletic Conditioning	50	76.92	14	21.54	1	1.54
Adaptive Physical Education	13	20.00	28	43.08	24	36.92
Child Growth & Development	21	32.31	30	46.15	14	21.54
Health Education	18	27.69	35	53.85	12	18.46

Theory and techniques of athletic coaching. Coaching methods was the highest rated in the area of theory and techniques of athletic coaching with 75.38 percent of the coaches considering this course essential in the preparation of future coaches. Coaching methods was

considered essential or desirable by 98.46 percent of those who returned the questionnaire. Officiating was rated second with a total of 90.77 percent of the respondents considering this course essential or desirable (see Table 33).

Table 33

Courses in Theory and Techniques of Athletic Coaching
Recommended for Future Coaches by Respondents

Courses	Essential		Desirable		Non-Essential	
	No.	%	No.	%	No.	%
Coaching Methods	49	75.38	15	23.08	1	1.54
Theories of Learning	23	35.38	32	49.23	10	15.39
Officiating	29	44.62	30	46.15	6	9.23

Scientific foundations of athletic coaching. Of those surveyed, anatomy, kinesiology, and physiology were rated as essential or desirable for a total of 89.23 percent. Anatomy was rated essential by 53.85 percent of the coaches. Physiology was rated essential by 52.31 percent of the respondents. Less than half the respondents, 46.15 percent, considered kinesiology essential (see Table 34).

Table 34

Courses in Scientific Foundations of Athletic Coaching
Recommended by Respondents for Future Coaches

Courses	Essential		Desirable		Non-Essential	
	No.	%	No.	%	No.	%
Anatomy	35	53.85	23	35.38	7	10.77
Kinesiology	30	46.15	28	43.08	7	10.77
Physiology	34	52.31	24	36.92	7	10.77

Summary: Courses for Future Coaches

The course deemed essential by the highest percentage of the respondents was athletic injuries (81.54 percent). Others with high percentages were first aid (80.00 percent), athletic conditioning (76.92 percent), and coaching methods (75.38 percent).

The following courses had a combined rating of essential or desirable by ninety percent or more of the respondents: athletic injuries (100.00 percent), athletic conditioning (98.46 percent), coaching methods (98.46 percent), first aid (96.82 percent), public relations (95.39 percent), legal responsibilities (95.39 percent), organization and administration of athletics (92.41 percent), psychology of coaching (92.41 percent), principles of athletics (92.41 percent), speech (90.77 percent), and officiating (90.77 percent). Sociology had the lowest combined total with 60.00 percent giving the course a rating of essential or desirable (see Table 35).

Table 35

Summary of Courses Recommended by Respondents
for Future Athletic Coaches

Courses	Essential		Desirable		Non-Essential	
	No.	%	No.	%	No.	%
Athletic Injuries	53	81.54	12	18.46	0	0.00
First Aid	52	80.00	11	16.92	2	3.08
Human Anatomy	35	53.85	23	35.38	7	10.77
Kinesiology	30	46.15	28	43.08	7	10.77
Health Education	18	27.69	35	53.85	12	18.46
Athletic Conditioning	50	76.92	14	21.54	1	1.54
Adaptive Physical Education	13	20.00	28	43.08	24	36.92
Philosophy of Athletics	28	43.08	28	43.08	9	13.85
Org. & Adm. of Phy. Ed.	23	35.38	28	43.08	14	21.54
Principles of Athletics	26	40.00	34	52.31	5	7.69
Org. & Adm. of Athletics	40	61.54	20	30.77	5	7.69
Philosophy of Phy. Ed.	17	26.15	34	52.31	14	21.54
Officiating	29	44.62	30	46.15	6	9.23
Psychology of Coaching	45	69.23	15	23.08	5	7.69
Mech. Analysis of Movement	20	30.77	33	50.77	12	18.46
Theories of Learning	23	35.38	32	49.23	10	15.39
Child Growth & Development	21	32.31	30	46.15	14	21.54
Sociology	12	18.46	27	41.53	26	40.00
Speech	26	40.00	33	50.77	6	9.23
Coaching Methods	49	75.38	15	23.08	1	1.54
Public Relations	40	61.54	22	33.85	3	4.61
Legal Responsibilities	40	61.54	22	33.85	3	4.61
Physiology of Exercise	34	52.31	24	36.92	7	10.77

Essential Methods Courses for Overall Preparation

The coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) were asked to list what coaching methods courses they considered essential for prospective athletic coaches. Those methods courses considered essential by seventy-five percent or more of the forty-five respondents were basketball (95.56 percent), track and

field (86.67 percent), football (84.44 percent), baseball (75.56 percent), and soccer (75.56 percent). Tennis with 62.22 percent, volleyball with 53.33 percent, and gymnastics with 51.11 percent were the only other coaching methods courses considered essential by a majority of those who responded (see Table 36).

Table 36
Coaching Methods Courses Deemed Essential for Overall
Professional Preparation in Coaching

Sport	No.	%
Baseball	34	75.56
Basketball	43	95.56
Cross Country	10	22.22
Field Hockey	2	4.44
Football	38	84.44
Golf	17	37.78
Gymnastics	23	51.11
Soccer	34	75.56
Softball	19	42.22
Swimming	18	40.00
Tennis	28	62.22
Track and Field	39	86.67
Volleyball	24	53.33
Wrestling	22	48.89

Coaching Methods Courses in More Than One Sport

The athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) were asked if they favored coaches taking coaching methods courses in sports other than the one in which they specialize; they were asked to qualify the answer. Fifty-eight of the sixty-five or 89.23 percent of those who responded were in favor of prospective coaches taking coaching methods courses in sports other than the one in which they plan to specialize (see Table 37).

The compiled reasons for these opinions are listed.

1. "They need the overall experience because they never know what sport they may be called upon to coach."
2. "Broadens viewpoint on coaching techniques."
3. "Makes the coach more appreciative of other sports?"
4. "You can always learn new concepts about coaching that will be universally applied in all sports."
5. "To help develop a philosophy of coaching."
6. "A coach should be well rounded in the different sports because athletes and ability differ with each sport."
7. "It makes them more marketable and valuable to any sports program."
8. "May learn new methods or approaches and how to demonstrate better."
9. "Each sport has its own 'atmosphere,' 'nature,' 'approach,' etc. It is vital to the coach's development for him to understand that everything isn't coached or approached the same way."

10. "May find that he is better at coaching a sport other than the one in which he plans to specialize."

11. "Most coaches will be involved in other sports as an assistant coach."

12. "A coach should not be limited as to the sport he can coach."

13. "Broadens the scope of sports skills. Skill transfer takes place better if one has a broad base of coaching experience."

14. "Makes one more aware of different viewpoints and problems."

15. "Many who desire to coach will in all likelihood coach a sport or sports that they have no experience in when beginning their coaching careers."

16. "To have a better perspective on the true nature of athletics."

Table 37

Attitude Towards Taking Coaching Methods
Courses in More Than One Sport

Response	No.	%
Favorable	58	89.23
Unfavorable	7	10.77

Student Assistant Coaching Program

The coaches of the Carolinas Intercollegiate Athletic Conference were asked to give their opinions concerning a student assistant coaching program for prospective coaches. A total of 95.39 percent of those surveyed were in favor of a prospective athletic coach having to complete a student assistant coaching program. (see Table 38).

Table 38
Opinions Concerning a Student Assistant Coaching
Program for Prospective Coaches

Response	No.	%
Favorable	62	95.39
Unfavorable	3	4.61

EXPERIENCES OF 65 ATHLETIC COACHES OF THE CAROLINAS
INTERCOLLEGIATE ATHLETIC CONFERENCE (CIAC)

The experiences of the respondents, sixty-five athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC), are reported in the following categories: age of the coaches, years of coaching experience, years of teaching experience, participation of the coaches in competitive athletics, present coaching duties, present teaching duties, attendance at coaching clinics and schools, and membership in professional organizations.

Table 39

Ages of 65 Athletic Coaches of the Carolinas
Intercollegiate Athletic Conference

	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
20 - 25	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	1	11.11	0	0.00	2	22.22	4	6.25
26 - 30	0	0.00	2	25.00	2	25.00	3	33.33	1	14.29	2	22.22	2	33.33	1	11.11	13	20.31
31 - 35	2	22.22	1	12.50	2	25.00	1	11.11	1	14.29	3	33.33	1	16.67	0	0.00	11	16.92
36 - 40	3	33.33	1	12.50	3	37.50	1	11.11	3	42.85	1	11.11	1	16.67	2	22.22	15	23.44
41 - 45	1	11.11	1	12.50	1	12.50	1	11.11	1	14.29	0	0.00	1	16.67	2	22.22	8	12.50
46 - 50	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	2	22.22	4	6.25
51 - 55	0	0.00	1	12.50	0	0.00	0	0.00	1	14.29	1	11.11	0	0.00	0	0.00	3	4.61
56 - 60	1	11.11	1	12.50	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	3	4.61
61 - 65	2	22.22	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	1	16.67	0	0.00	4	6.25

Age of Coaches in Years

The mean age of those surveyed was 38.69 years. The youngest athletic coach in the Carolinas Intercollegiate Athletic Conference was twenty-three years and the oldest was sixty-four years. The highest percentage of coaches fell between the ages of thirty-six and forty (see Table 39).

Institutionally, the Elon College staff had the lowest mean age with 35.00 years, closely followed by Pembroke State University with a mean age of 35.67 years. The Atlantic Christian College staff had the highest mean age with 45.00 years. High Point College had 42.85 percent of their staff in the thirty-six to forty age bracket (see Table 40).

Table 40

Mean Ages of 65 Athletic Coaches of the Carolinas
Intercollegiate Athletic Conference (CIAC)

Institution	No. of Years	Total Years	Mean Age
Atlantic Christian College	9	405	45.00
Catawba College	8	337	42.13
Elon College	8	280	35.00
Guilford College	9	338	37.56
High Point College	7	269	38.43
Pembroke State University	9	321	35.67
Pfeiffer College	6	236	39.33
Wingate College	9	329	36.56
CIAC TOTALS	65	2515	38.69

Total Years of Coaching Experience

The mean for the total years of coaching experience for the sixty-five athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) was 13.42 years. The highest number of years spent coaching was thirty-eight years, and the lowest reported was one year. The six to ten years of coaching experience was the most frequently reported with 26.15 percent of the coaches falling in this experience range. The only other coaching experience ranges which included over sixteen percent of the respondents were one to five years of experience with 20.31 percent and sixteen to twenty years of experience with 18.46 percent (see Tables 41 and 42).

Table 41

Means of the Years of Total Coaching Experience of 65
Athletic Coaches of the Carolinas Intercollegiate
Athletic Conference (CIAC)

Institution	No. of Coaches	Total Years	Mean Years
Atlantic Christian College	9	129	14.33
Catawba College	8	150	18.75
Elon College	8	103	12.88
Guilford College	9	107	11.88
High Point College	7	86	12.29
Pembroke State University	9	111	12.33
Pfeiffer College	6	87	14.50
Wingate College	9	99	11.00
CIAC TOTALS	65	872	13.42

Table 42

Total Years of Coaching Experience of 65 Athletic Coaches
of the Carolinas Intercollegiate Athletic Conference

Years of Coaching	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 - 5	2	22.22	1	12.50	0	0.00	3	33.33	1	14.29	2	22.22	1	16.67	3	33.33	13	20.31
6 - 10	1	11.11	1	12.50	2	25.00	2	22.22	3	42.85	4	44.44	2	33.33	2	22.22	17	26.15
11 - 15	3	33.33	1	12.50	3	37.50	1	11.11	1	14.29	0	0.00	0	0.00	1	11.11	10	15.38
16 - 20	1	11.11	1	12.50	3	37.50	2	22.22	1	14.29	1	11.11	2	33.33	1	11.11	12	18.46
21 - 25	0	0.00	2	25.00	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	2	22.22	5	7.69
26 - 30	2	22.22	1	12.50	0	0.00	0	0.00	1	14.29	1	11.11	0	0.00	0	0.00	5	7.69
31 - 35	0	0.00	1	12.50	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	2	3.08
36 - 40	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	1	1.54

Catawba College reported the highest mean in total years of coaching experience with 18.75 years of experience, and Wingate College reported the lowest with 11.00 years of experience. Only two institutions had over forty percent of their coaches in any one experience bracket. Pembroke State University had 44.44 percent, and High Point College had 42.85 percent in the six to ten years of experience range (see Table 42).

Coaching experience in college. The mean for the Carolinas Intercollegiate Athletic Conference in years of experience of coaching on the college level was 9.31 years. The highest number of years spent coaching in college was thirty, and the lowest was one year. One to five years of experience on the college level was the most frequently reported with 47.69 percent of the coaches falling in this experience range. Two coaches reported having over twenty-five years of coaching experience on the college level (see Tables 43 and 44).

Catawba College reported the highest mean in years of college coaching experience with 13.38 years of experience with Atlantic Christian College a close second with 12.56 years of experience. Wingate College with 6.00 years of experience and Pembroke State University with 6.11 years of experience reported the lowest means in terms of college coaching experience. Two institutions, Wingate College and Pembroke State University, reported 77.78 percent of their coaching staffs had one to five years of coaching experience (see Table 44).

Table 43

Means of Years of College Coaching Experience of 65
Athletic Coaches of the Carolinas Intercollegiate
Athletic Conference (CIAC)

Institution	No. of Coaches	Total Years	Mean Years
Atlantic Christian College	9	113	12.56
Catawba College	8	107	13.38
Elon College	8	63	7.86
Guilford College	9	84	9.33
High Point College	7	61	8.71
Pembroke State University	9	55	6.11
Pfeiffer College	6	68	11.33
Wingate College	9	54	6.00
CIAC TOTALS	65	605	9.31

Sports seasons of coaching experience during career. The respondents had a total of 1,284 sports seasons of coaching experience on the high school, college, and professional levels during their careers for a mean of 19.75 seasons of coaching experience. On the high school level the coaches reported 140 seasons of coaching men's basketball, 111 seasons of coaching football, and 72 seasons of coaching baseball. The respondents reported less than 20 seasons of experience in women's basketball (16 seasons); volleyball (13 seasons); cross country and men's tennis (7 seasons); wrestling (6 seasons); field hockey (6 seasons);

Table 44

Years of College Coaching Experience of 65 Athletic Coaches
of the Carolinas Intercollegiate Athletic Conference

Years of College Coaching	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0 - 5	2	22.22	3	37.50	3	37.50	4	44.44	3	42.85	7	77.78	2	33.33	7	77.78	31	47.69
6 - 10	2	22.22	1	12.50	3	37.50	2	22.22	2	28.57	0	0.00	1	16.67	0	0.00	11	16.92
11 - 15	2	22.22	0	0.00	2	25.00	1	11.11	0	0.00	0	0.00	1	16.67	1	11.11	7	10.77
16 - 20	2	22.22	1	12.50	0	0.00	1	11.11	2	28.57	2	22.22	1	16.67	0	0.00	9	13.85
21 - 25	0	0.00	3	37.50	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	1	11.11	5	7.69
26 - 30	1	11.11	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	2	3.08

soccer (5 seasons); golf (4 seasons); women's tennis (4 seasons); swimming (1 season); and lacrosse (0 seasons) (see Table 45).

The athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) have had 151 seasons of experience in men's basketball, 125 seasons of experience in baseball, 101 seasons of experience in football, and 89 seasons of experience in golf on the college level. Those sports in which the coaches reported less than 25 seasons of experience were soccer (24 seasons); softball (23 seasons); cross country (20 seasons); field hockey (10 seasons); swimming (4 seasons); and lacrosse (4 seasons) (see Table 45).

Table 45

Sports Seasons of Coaching Experience of 65 Athletic Coaches of the Carolinas Intercollegiate Athletic Conference (CIAC)

Sport	High School			College	Professional
	JV's	Asst.	Head		
Baseball	4	11	57	125	6
Basketball (Women)	1	2	7	48	0
Basketball (Men)	30	21	89	151	2
Cross Country	0	0	7	20	0
Field Hockey	0	0	6	10	0
Football	13	88	10	101	0
Golf	0	0	4	89	0
Lacrosse	0	0	0	4	0
Soccer	1	0	4	24	0
Softball	0	0	22	23	0
Swimming	0	0	1	4	0
Tennis (Women)	0	0	4	55	0
Tennis (Men)	0	0	7	40	0
Track and Field	0	7	18	61	0
Volleyball	0	0	13	43	0
Wrestling	0	1	5	39	0

Teaching Experience

A total of 940 years of teaching experience was reported by the respondents for a mean of 14.46 years. The greatest number of years of teaching experience was thirty-six, and three coaches reported having no teaching experience (see Table 46).

Table 46

Means of the Total Teaching Experience of 65 Athletic Coaches of the Carolinas Intercollegiate Athletic Conference (CIAC)

Institution	No. of Coaches	Total Years	Mean Years
Atlantic Christian College	9	166	18.44
Catawba College	8	142	15.78
Elon College	8	111	13.88
Guilford College	9	117	13.00
High Point College	7	103	14.71
Pembroke State University	9	107	11.89
Pfeiffer College	6	87	14.50
Wingate College	9	107	11.89
CIAC TOTALS	65	940	14.46

The largest percentage in any one experience bracket was 24.62 percent in the zero to five years experience range. Fifty percent of the Elon College coaching staff was in the sixteen to twenty years experience range (see Table 47).

Table 47

Total Years of Teaching Experience of 65 Athletic Coaches of the
Carolinan Intercollegiate Athletic Conference

Years of Teaching	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0 - 5	1	11.11	3	37.50	0	0.00	3	33.33	1	14.29	3	33.33	1	16.67	3	33.33	16	24.62
6 - 10	1	11.11	1	12.50	2	25.00	2	22.22	1	14.29	2	22.22	2	33.33	1	11.11	12	18.46
11 - 15	2	22.22	0	0.00	2	25.00	1	11.11	2	28.57	2	22.22	0	0.00	2	22.22	11	16.92
16 - 20	2	22.22	0	0.00	4	50.00	1	11.11	2	28.57	0	0.00	2	33.33	0	0.00	11	16.92
21 - 25	1	11.11	2	25.00	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	3	33.33	6	9.23
26 - 30	1	11.11	1	12.50	0	0.00	0	0.00	1	14.29	1	11.11	0	0.00	0	0.00	4	6.25
31 - 35	0	0.00	1	12.50	0	0.00	2	22.22	0	0.00	0	0.00	1	16.67	0	0.00	4	6.25
36 - 40	1	11.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54

Teaching experience in college. The total years of teaching experience as reported by 65 athletic coaches of the Carolinas Intercollegiate Athletic Conference was 677 years for a mean of 10.42 years. The most years of college teaching experience was thirty years, and seven coaches reported no college teaching experience (see Table 48).

Table 48

Means of the Years of Teaching Experience in College of 65
Athletic Coaches of the Carolinas Intercollegiate
Athletic Conference (CIAC)

Institution	No. of Coaches	Total Years	Mean Years
Atlantic Christian College	9	154	17.11
Catawba College	8	99	12.38
Elon College	8	74	9.25
Guilford College	9	95	10.56
High Point College	7	69	9.86
Pembroke State University	9	52	5.78
Pfeiffer College	6	69	11.50
Wingate College	9	65	7.22
CIAC TOTALS	65	677	10.42

The highest percentage of college teaching experience was between zero years of experience and five years of experience. A total of 43.08 percent of the respondents were in this experience range.

Pembroke State University and Wingate College had 77.78 percent of their respondents in the zero to five years experience range (see Table 49).

Competitive Participation of Athletic Coaches

This section is analyzed according to the sport coached. One hundred percent of the baseball, football, women's basketball and lacrosse coaches surveyed participated in that sport in high school and/or college. A total of 84.62 percent of the men's basketball coaches participated in basketball in high school and/or college. The other coaches that had a fifty percent or better participation rate were the soccer coaches (80.00 percent) and the track coaches (75.00 percent). The cross country and wrestling coaches surveyed did not participate in those sports in high school or college. Two coaches did not participate in any sports on the high school or college level (see Table 50).

A total of 69.51 percent of the athletic coaches participated in two or more sports in high school and/or college. One hundred percent of the baseball, track, and football coaches participated in two or more sports in high school and/or college. Others with participation in two or more sports were the soccer coaches (80.00 percent), men's tennis coaches (66.67 percent), field hockey coaches (66.67 percent), and men's basketball coaches (61.54 percent) (see Table 50).

Fifty percent of the athletic coaches of the Carolinas Inter-collegiate Athletic Conference participated on the college level in the sport they are coaching. One hundred percent of the lacrosse coaches, 83.33 percent of the football coaches, 80.00 percent of the soccer coaches, 77.78 percent of the baseball coaches, 76.92 percent of the

Table 49

Years of College Teaching Experience of 65 Athletic Coaches
of the Carolinas Intercollegiate Athletic Conference

Years of College Teaching	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0 - 5	0	0.00	4	50.00	3	37.50	4	44.44	3	42.85	7	77.78	2	33.33	5	55.56	28	43.08
6 - 10	3	33.33	0	0.00	2	25.00	2	22.22	1	14.29	0	0.00	1	16.67	2	22.22	11	16.92
11 - 15	2	22.22	0	0.00	2	25.00	0	0.00	1	14.29	0	0.00	1	16.67	0	0.00	6	9.23
16 - 20	1	11.11	1	12.50	1	12.50	1	11.11	2	28.57	2	22.22	1	16.67	1	11.11	10	15.38
21 - 25	1	11.11	3	37.50	0	0.00	0	0.00	0	0.00	0	0.00	1	16.67	1	11.11	6	9.23
26 - 30	1	11.11	0	0.00	0	0.00	2	22.22	0	0.00	0	0.00	0	0.00	0	0.00	3	4.61
31 - 35	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54

Table 50

Number of Sports Participated in on the High School and/or
College Level by 65 Athletic Coaches of the Carolinas
Intercollegiate Athletic Conference (CIAC)

Sport Coached	Participated in Sport Coached		Participated in One Sport		Participated in Two Sports		Participated in Three or More Sports	
	No.	%	No.	%	No.	%	No.	%
Baseball	9	100.00	0	00.00	1	11.11	8	88.89
Basketball (Men)	11	84.62	4	30.77	2	15.39	6	61.54
Basketball (Women)	7	100.00	4	57.14	0	0.00	3	42.85
Cross Country	0	0.00	0	0.00	0	0.00	1	100.00
Field Hockey	1	33.33	0	0.00	1	33.33	2	66.67
Football	6	100.00	0	0.00	3	50.00	3	50.00
Golf	2	33.33	3	50.00	1	16.67	2	33.33
Lacrosse	1	100.00	0	0.00	1	100.00	0	0.00
Soccer	4	80.00	1	20.00	2	40.00	2	40.00
Softball	1	20.00	3	60.00	2	40.00	0	0.00
Tennis (Men)	2	33.33	2	33.33	3	50.00	1	16.67
Tennis (Women)	2	28.57	2	28.57	0	0.00	4	57.14
Track	3	75.00	0	0.00	1	25.00	3	75.00
Volleyball	2	33.33	3	50.00	0	0.00	3	50.00
Wrestling	0	0.00	0	0.00	1	33.33	1	33.33

men's basketball coaches, and 75.00 percent of the track coaches participated in that sport on the college level. The baseball coaches had a 44.44 percent participation rate on the professional level. Two coaches reported participation in professional football, but they did not coach football (see Table 51).

Membership in Professional Organizations

A total of 95.39 percent of the athletic coaches of the Carolinas Intercollegiate Athletic Conference who were surveyed reported membership in at least one professional organization, while 89.23 percent reported memberships in two or more professional organizations. Membership in a National Association of Intercollegiate Athletics (NAIA) coaches association was held by 81.54 percent of the coaches. The only other professional organization in which the majority of the respondents held membership was the North Carolina Coaches Association (60.00 percent). The American Alliance for Health, Physical Education, Recreation, and Dance was next with 46.15 percent, and the North Carolina Association for Health, Physical Education, and Recreation was fourth with 41.54 percent (see Table 52).

Institutionally, one hundred percent of the Catawba College respondents belonged to a NAIA coaches association, while Elon College and High Point College had one hundred percent membership in the North Carolina Coaches Association. Pembroke State University had the highest percentage of membership in the American Alliance for Health, Physical Education, Recreation, and Dance with 66.67 percent. High Point College with 57.14 percent led in the membership for the North Carolina Association for Health, Physical Education, and Recreation (see Table 52).

Table 51

Competitive Participation in Sport Coached by 65 Athletic
Coaches of the Carolinas Intercollegiate
Athletic Conference (CIAC)

Sport Coached and Participated In	Elementary School Level		Jr. High School Level		High School Level		College Level		Professional Level	
	No.	%	No.	%	No.	%	No.	%	No.	%
Baseball	5	55.56	5	55.56	8	88.89	7	77.78	4	44.44
Basketball (Men)	6	46.15	8	61.54	10	76.92	10	76.92	0	0.00
Basketball (Women)	3	42.85	4	57.14	6	85.71	4	57.14	0	0.00
Cross Country	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Field Hockey	0	0.00	0	0.00	0	0.00	1	33.33	0	0.00
Football	1	16.67	4	66.67	6	100.00	5	83.33	0	0.00
Golf	0	0.00	0	0.00	1	16.67	1	16.67	0	0.00
Lacrosse	0	0.00	1	100.00	1	100.00	1	100.00	0	0.00
Soccer	2	40.00	1	20.00	3	60.00	4	80.00	0	0.00
Softball	0	0.00	0	0.00	0	0.00	1	20.00	0	0.00
Tennis (Men)	0	0.00	0	0.00	0	0.00	2	33.33	0	0.00
Tennis (Women)	0	0.00	0	0.00	1	14.29	2	28.57	0	0.00
Track	0	0.00	0	0.00	1	25.00	3	75.00	0	0.00
Volleyball	0	0.00	0	0.00	1	16.67	1	16.67	0	0.00
Wrestling	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Table 52

Memberships of 65 Athletic Coaches of the Carolinas Intercollegiate
Athletic Conference in Professional Organizations

Organization	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
AAUP	2	22.22	1	12.50	1	12.50	0	0.00	0	0.00	0	0.00	1	16.67	0	0.00	5	7.69
AAHPERD	5	55.56	2	25.00	3	37.50	5	55.56	4	57.14	6	66.67	4	66.67	1	11.11	30	46.15
NC Coaches Association	4	44.44	4	50.00	8	100.00	6	66.67	7	100.00	7	77.78	1	16.67	2	22.22	39	60.00
NEA	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	2	22.22	0	0.00	1	11.11	4	6.15
NC Soccer Coaches Assoc.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	1	1.54
NCHPER	5	55.56	4	50.00	2	25.00	4	44.44	4	57.14	4	44.44	3	50.00	1	11.11	27	41.54
NCAIAW Coaches Association	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	1	1.54
NAIA Coaches Association	8	88.89	8	100.00	7	87.50	7	77.78	6	85.71	6	66.67	5	83.33	6	66.67	53	81.54
Phi Delta Kappa	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
NIRSA	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
Nat. Assn. of Basketball Coaches	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	2	22.22	4	6.15
American Assn. of College Baseball Coaches	0	0.00	0	0.00	1	12.50	1	11.11	1	14.29	1	11.11	0	0.00	1	11.11	5	7.69
NAIA Trainers Assoc.	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
NATA	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
American Assn. of College Sports Medicine	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	1	1.54
NCAA Coaches Assn.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	22.22	0	0.00	0	0.00	2	3.08

Attendance at Coaching Schools and Clinics

Only thirty coaches or 53.85 percent reported attending coaching schools or clinics more than once a year. Those indicating attendance at one coaching school per year constituted 30.76 percent of the respondents. Three coaches never attend coaching schools or clinics (see Table 53).

Present Teaching Duties

The present teaching duties of sixty-five athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) will be analyzed according to the major of the highest degree attained and the classes they are teaching, the number of classes taught per week, and whether they teach in areas other than their major field. The majors that were reported by more than one coach were physical education, education, business, and social studies. In some cases, teaching loads are reduced during the sport season.

Physical education majors. Forty-one of the sixty-five respondents reported physical education as the major for their highest degree attained. The forty-one coaches taught an average of 4.10 courses per week. The average number of contact hours per week was 10.32. All taught physical education courses exclusively except four coaches who taught some courses in recreation. Four respondents who majored in physical education did not teach any classes. The most frequently taught courses were sports skills courses, coaching methods courses, organization and administration courses, physical education activity classes, and elementary school physical education methods courses (see Tables 54 and 55).

Table 53

Attendance by 65 Athletic Coaches of the Carolinas Intercollegiate
Athletic Conference at Coaching Schools or Clinics

Frequency of Attendance	Atlantic Christian College		Catawba College		Elon College		Guilford College		High Point College		Pembroke State University		Pfeiffer College		Wingate College		TOTAL CIAC	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Over Once a Year	4	44.44	2	25.00	5	62.50	5	55.56	4	57.14	6	66.67	4	66.67	5	55.56	35	53.85
Once a Year	2	22.22	6	75.00	2	25.00	4	44.44	1	14.29	2	22.22	1	16.67	2	22.22	20	30.77
Every Two Years	2	22.22	0	0.00	2	12.50	0	0.00	1	14.29	0	0.00	1	16.67	1	11.11	6	9.23
Every Three Years	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Every Four Years	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00	1	1.54
Never	1	11.11	0	0.00	0	0.00	0	0.00	1	14.29	0	0.00	0	0.00	1	11.11	3	4.61

Education majors. A total of eleven coaches had a major in education. Only two respondents taught in their major area of education. One who had a double major in sociology and education taught sociology. The other coach taught courses in education. The percentage of education majors who taught out of their field was 81.82 percent. They taught mainly in physical education, but one respondent taught math. The ones who taught physical education were in the following categories: (1) a doctorate with a major in education and a master's degree with a major in physical education, (2) a master's degree with a major in education and a minor in physical education, and (3) a master's degree with a major in education and an undergraduate major in physical education. The one coach who taught math had a master's degree with a major in education and an undergraduate major in math. Physical education activity courses, coaching methods courses, and sport skills courses were the courses most often taught by the respondents. An average of 3.09 courses and 8.73 contact hours was taught by those surveyed (see Tables 54 and 55).

Business majors. Three athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) were reported majoring in business. They taught an average of 2.33 courses and 7.00 contact hours per week. The only classes taught were in accounting and management. One respondent did not teach any classes (see Tables 54 and 55).

Social studies majors. Two coaches had majored in social studies, but they did not teach any classes (see Tables 54 and 55).

Table 54

Average Number of Classes and Contact Hours Taught
Per Week by Physical Education, Education,
Business, and Social Studies Majors

Major	Those who teach in major only		Those who teach outside major		Those who teach no classes		Avg. no. of classes per week	Avg. no. of hours per week
	No.	%	No.	%	No.	%		
Physical Education	33	80.49	4	9.76	4	9.76	4.10	10.32
Education	2	18.18	9	81.82	0	0.00	3.09	8.73
Business	2	66.67	0	0.00	1	33.33	2.33	7.00
Social Studies	0	0.00	0	0.00	2	100.00	0.00	0.00

Table 55

A Summary of the Courses Taught by Physical Education,
Education, Business, and Social Studies Majors

Physical Education Majors

Beginning Tennis	Track and Field Methods
Health Methods	Football Methods
Racquetball	Soccer Coaching
Beginning Badminton	Team Sports
Health	Aquatic Methods
First Aid	Swimming
Volleyball	Sports Medicine
Coaching Baseball	Physical Fitness
Leisure Activities	Golf
Physical Education Methods	Dance Activity
Kinesiology	Lifesaving
Gymnastics	Bowling
Physiology	Archery
Student Teaching	Slimnastics
Adapted Physical Education	Foundations of Physical Education
Principles of Physical Education	Physical Education Activities
Foundations of Recreation	Sports Officiating
Theory of Coaching	Weight Training
Introduction to Phy. Ed.	Internship in Recreation
Introduction to Recreation	Outdoor Recreation
Teaching and Coaching Basketball	Philosophy of Recreation

Table 55 (continued)

Organization and Administration of Physical Education

Physical Education in the Elementary School

Organization and Administration of Athletics

Measurement and Evaluation in Physical Education

Care and Prevention of Athletic Injuries

History and Philosophy of Physical Education

Methods and Materials in Physical Education

Organization and Administration of Recreation

Education Majors

Measurement and Evaluation in Physical Education

Principles of Physical Education

Elementary School Physical Education

Foundations of Physical Education

Legal Issues in Sports

Physical Education Activities

Anatomy

Physiology

Kinesiology

Physical Fitness

Coaching Baseball

Beginning Golf

Teaching Health

Swimming

Rhythms and Dance

Aerobics

Mathematics

Driver's Education

Coaching of Basketball

Archery

Sociology

Criminology

Table 55 (continued)

The Family	Psychology of Sport
Softball	Team Sports
Activity Analysis	Cross Country
Aquatic Skills	Theory of Coaching
<u>Business Majors</u>	
Accounting	
Management	
<u>Social Studies Majors</u>	
No classes taught	

Number of courses taught per week. Five or more courses per week are taught by 29.27 percent of those surveyed. The second highest number of courses taught per week was four with 23.17 percent of the coaches reporting. A total of 21.95 percent did not teach any courses.

The cross country coaches (100.00 percent), the men's tennis coaches (66.67 percent), the soccer coaches (60.00 percent), and the women's tennis coaches (42.86 percent) taught five or more courses per week. None of the golf coaches taught five or more courses a week. Only 14.29 percent of the women's basketball coaches, 15.38 percent of men's basketball coaches, and 16.67 percent of the football coaches taught five or more courses a week.

One hundred percent of the lacrosse coaches, fifty percent of the football coaches, 42.86 percent of the women's basketball coaches,

and forty percent of the softball coaches did not teach any classes. All the track, field hockey, wrestling, and cross country coaches taught three or more courses per week (see Table 56).

Coaching Duties

There were twenty-eight coaches who reported coaching responsibilities in at least one of the five women's sports. Sixty of the coaches surveyed reported coaching duties in at least one of the ten sports for men. A total of eighty-eight coaching positions were held by sixty-five coaches. Seven reported being the head coach of two women's sports, and one reported being the head coach of three women's sports. Four reported being the head coach in two men's sports. Three were head coaches in women's sports and assistant coaches in men's sports. Six were head coaches in men's sports and assistant coaches in another men's sport. Of those surveyed, none were assistant coaches for women's sports (see Table 57).

In women's sports, two sports, basketball (25.00 percent) and tennis (25.00 percent), accounted for fifty percent of the coaching duties for women's sports. A total of 28.57 percent held head coaching responsibilities in two or more women's sports. Volleyball accounted for 21.42 percent of the coaching duties and softball accounted for 17.86 percent (see Table 57).

In men's sports, basketball (21.67 percent) and baseball (15.00 percent), were the most frequently reported coaching assignments for those surveyed. Overall, 30.77 percent of the coaches reported coaching responsibilities in basketball, and 20.00 percent had coaching duties

Table 56

Number of Courses Taught Per Week by
Athletic Coaches Surveyed

Sport Coached	Teaches No Courses		Teaches One Course		Teaches Two Courses		Teaches Three Courses		Teaches Four Courses		Teaches Five or More Courses		CIAC Average
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Baseball	2	22.22	0	0.00	0	0.00	2	22.22	2	22.22	3	33.33	3.22
Basketball (Women)	3	42.86	0	0.00	1	14.29	0	0.00	2	28.57	1	14.29	2.14
Basketball (Men)	1	7.69	0	0.00	1	7.69	5	38.46	4	30.77	2	15.38	3.31
Football	3	50.00	0	0.00	1	16.67	0	0.00	1	16.67	1	16.67	1.83
Track and Field	0	0.00	0	0.00	0	0.00	1	25.00	2	50.00	1	25.00	4.00
Tennis (Women)	2	28.57	0	0.00	1	14.29	1	14.29	0	0.00	3	42.86	2.86
Tennis (Men)	1	16.67	0	0.00	0	0.00	1	16.67	0	0.00	4	66.67	3.83
Softball	2	40.00	0	0.00	1	20.00	0	0.00	1	20.00	1	20.00	2.20
Volleyball	1	16.67	0	0.00	0	0.00	0	0.00	3	50.00	2	33.33	3.67
Soccer	1	20.00	0	0.00	1	20.00	0	0.00	0	0.00	3	60.00	3.40
Cross Country	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	100.00	5.00
Wrestling	0	0.00	0	0.00	0	0.00	1	33.33	1	33.33	1	33.33	4.00
Golf	1	16.67	0	0.00	1	16.67	1	16.67	3	50.00	0	0.00	2.83
Field Hockey	0	0.00	0	0.00	0	0.00	2	66.67	0	0.00	1	33.33	3.67
Lacrosse	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0.00
TOTALS	18	21.95	0	0.00	7	8.54	15	18.29	19	23.17	24	29.27	3.41

in tennis. The only other sport to have better than ten percent of those surveyed with coaching responsibilities in that sport was baseball with 13.85 percent (see Table 57).

Administrative Duties

Eighteen or 27.69 percent of the sixty-five athletic coaches of the Carolinas Intercollegiate Athletic Conference indicated administrative duties in addition to their teaching and coaching responsibilities. A total of 12.31 percent of those surveyed reported being the director of athletics. Four coaches (6.15 percent) indicated duties as the director of physical education. One respondent is both director of athletics and director of physical education (1.54 percent), and two reported being assistant director of athletics (3.08 percent). Other administrative duties were intramural director (3.08 percent), director of the physical education center (1.54 percent), and sports information director (1.54 percent) (see Table 58).

QUALITIES AND COMPETENCIES NEEDED BY ATHLETIC COACHES ACCORDING TO 65 ATHLETIC COACHES OF THE CAROLINAS INTERCOLLEGIATE ATHLETIC CONFERENCE (CIAC)

This section examines the qualities and competencies needed for athletic coaching and is divided into three areas: opinions regarding (1) the certification of athletic coaches, (2) a special college curriculum to prepare academic faculty members who wish to coach, (3) the qualities deemed necessary in the hiring of an athletic coach.

Certification of Athletic Coaches in North Carolina

Fifty-three of the sixty-five or 81.54 percent of the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) who

Table 57

Coaching Duties of 65 Athletic Coaches of the Carolinas
Intercollegiate Athletic Conference (CIAC)

Coaching Duty	Women's Sports		Men's Sports		Total CIAC	
	No.	%	No.	%	No.	%
Head Baseball	0	0.00	7	11.67	7	10.77
Assistant Baseball	0	0.00	2	3.33	2	3.08
Head Basketball	7	25.00	8	13.33	15	23.08
Assistant Basketball	0	0.00	5	8.33	5	7.69
Head Field Hockey	3	10.71	0	0.00	3	4.61
Head Football	0	0.00	2	3.33	2	3.08
Assistant Football	0	0.00	4	6.67	4	6.15
Head Track and Field	0	0.00	3	5.00	3	4.61
Assistant Track and Field	0	0.00	1	1.67	1	1.54
Head Tennis	7	25.00	6	10.00	13	20.00
Head Golf	0	0.00	6	10.00	6	9.23
Head Softball	5	17.86	0	0.00	5	7.69
Head Volleyball	6	21.43	0	0.00	6	9.23
Head Soccer	0	0.00	5	8.33	5	7.69
Head Cross Country	0	0.00	1	1.67	1	1.54
Head Wrestling	0	0.00	3	5.00	3	4.61
Head Lacrosse	0	0.00	1	1.67	1	1.54
Head Coach in Two or More Sports	8	28.57	4	6.67	12	18.46
Head Coach in Men's Sport and Asst. Coach in Women's Sport	0	0.00	0	0.00	0	0.00
Head Coach in Women's Sport and Asst. Coach in Men's Sport	3	10.71	3	5.00	3	4.61
Head Coach in Men's Sport and Asst. Coach in Men's Sport	0	0.00	6	10.00	6	9.23

Table 58

Administrative Duties of 18 Athletic Coaches of the Carolinas
Intercollegiate Athletic Conference (CIAC)

Administrative Duty	No.	%
Director of Athletics	8	12.31
Assistant Director of Athletics	2	3.08
Director of Physical Education	4	6.15
Director of Physical Education and Director of Athletics	1	1.54
Intramural Director	2	3.08
Sports Information Director	1	1.54
Director of the Physical Education Center	1	1.54

were surveyed favored certification of athletic coaches in the state of North Carolina. A total of 18.46 percent of the respondents were opposed to the certification of coaches (see Table 59).

The reasons given by those who opposed certification are as follows:

1. "Intangible factors contributing to the development of a coach are as vital as certification and appear to be a major deciding factor on an intercollegiate level."

2. "It appears too difficult to make a program that would do a good job and also include a college's liberal arts requirements, plus a major, and be able to complete the program in four years."

3. "It is the decision of the individual institution as to who is qualified to coach."

4. "Some merit to the idea but the true measure of coaching ability can only be accomplished and illustrated in the actual working situation."

5. "I don't feel it is necessary, plus who would certify?"

6. "We are already overburdened with regulations and certification requirements."

7. "Knowledge of subject matter doesn't make a coach."

8. "Certification would eliminate some excellent coaches."

9. "Only if coaches association certified the coaches."

10. "Could become too political."

11. "Certification does not necessarily qualify."

Table 59

Opinions of 65 Athletic Coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) Concerning Certification of Athletic Coaches

Response	No.	%
Favorable	55	81.54
Unfavorable	12	18.46

Coaching improvement with certification. When asked if the caliber of coaches and coaching would improve by having minimum standards

of certification for coaches in the Carolinas Intercollegiate Athletic Conference (CIAC), 69.23 percent of the respondents answered yes. Twenty coaches (30.77%) felt the caliber of coaches and coaching would not improve (see Table 60).

Table 60

Opinions of 65 Athletic Coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) Concerning the Improvement of Coaches and Coaching with Minimum Standards of Coaching Certification

Response	No.	%
Favorable	45	69.23
Unfavorable	20	30.77

Methods of certification. Forty-eight of the fifty-three coaches who favored certification responded to the section on methods of certification. The method of certification most favored was for all coaches to be certified. Thirty-six athletic coaches or 75.00 percent favored this method. A total of 20.83 percent favored certification of head coaches only (see Table 61).

The method most coaches favored for certification of head coaches was a coaching major or minor during their professional preparation. This method was favored by 56.25 percent of the respondents. The second most favored method of certification was taking specified courses in physical education which was suggested by 18.75 percent of

the coaches. The most frequently recommended number of hours was eighteen. Closely following these methods were a physical education minor for the head coach (14.58 percent) and a physical education major for the head coach (10.42 percent) (see Table 61).

The method for certifying assistant coaches suggested by fifty percent of those surveyed was a coaching major or minor during their professional preparation. Specified courses was the next most popular choice with 22.92 percent. The most frequently recommended number of hours was fifteen. Having a physical education minor was the third method of certification with 16.67 percent. Having no requirements for assistant coaches was recommended by five respondents (10.42 percent) (see Table 61).

Retroactive certification. A total of forty-eight of the sixty-five or 73.85 percent of the respondents were against certification being retroactive. Slightly over a fourth (26.15 percent) favored certification being retroactive if it were approved in North Carolina. Fifteen of the seventeen coaches who answered in the affirmative on retroactive certification suggested a three to six year grace period (see Table 62).

The unfavorable responses are summarized as follows:

1. Impossible to enforce.
2. Those already coaching have made enough of a sacrifice.
3. Experience should count for something.
4. "Many have learned to be coaches through experience and attending clinics, subscribing and reading magazines and buying and reading books which help us in coaching."

Table 61

Methods of Certification Favored by 48 Athletic Coaches of the
Carolinas Intercollegiate Athletic Conference (CIAC)

Method	No.	%
Head Coaches Only	10	20.83
Head and Assistant Coaches	0	0.00
All Coaches	36	75.00
Specific Sports	2	4.17
CIAC Totals	48	100.00
Physical Education Major for All Head Coaches	5	10.42
Physical Education Minor for All Head Coaches	7	14.58
Specific Courses in Physical Education	9	18.75
Coaching Major or Minor for Head Coaches	27	56.25
CIAC Totals	48	100.00
Physical Education Major for Assistant Coaches	0	0.00
Physical Education Minor for Assistant Coaches	8	16.67
Specific Courses in Physical Education	11	22.91
No Requirements for Assistant Coaches	5	10.42
Coaching Major or Minor for Assistant Coaches	24	50.00
CIAC Totals	48	100.00

5. "If a coach has been coaching a sport for three years or more, the greater percentage should know what they are doing. However, six to ten hours should be required every five years."

6. "I am against any certification process."

7. Experience is more important than certification classes.

8. "Extra cost to coaches in the field."

9. Too much trouble.

10. "I like the idea of implementing coaching certification but certainly not retroactive."

11. Unfair hardship.
12. Legally this would be impractical.
13. "Many coaches are not paid for their degrees, they are paid to win."
14. It would be foolish to tell someone with thirty years of coaching experience he needed certain courses to be certified.
15. "Can't measure coaching ability by universal instruments."
16. Many coaches have already proven themselves.

Table 62

Opinions of 65 Athletic Coaches of the Carolinas Intercollegiate
Athletic Conference (CIAC) Concerning Making
Certification Retroactive

Response	No.	%
Favorable	17	26.15
Unfavorable	48	73.85

Employment Factors for Hiring Athletic Coaches

The factor considered most essential by the majority of the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) surveyed was character (95.38 percent). Others were speaking ability (70.77 percent), appearance (61.54 percent), ability to demonstrate (55.38 percent), and scholarship (53.85 percent) (see Table 63).

The factor mentioned most frequently as being non-essential in the hiring of an athletic coach was the college or university from

which he/she graduated (40.00 percent). Other factors considered non-essential were earning varsity letters in high school (38.46 percent), earning a varsity letter in college (32.31 percent), having a major or minor in coaching (27.69 percent), and having a minor or major in physical education (24.62 percent) (see Table 63).

Table 63

Factors to Be Considered in Hiring an Athletic Coach
as Rated by 65 Athletic Coaches of the Carolinas
Intercollegiate Athletic Conference (CIAC)

Factor	Essential		Desirable		Non-Essential	
	No.	%	No.	%	No.	%
Scholarship	35	53.85	26	40.00	4	6.15
Playing Experience	12	18.46	49	75.38	4	6.15
Varsity Letter in High School	7	10.77	33	50.77	25	38.46
Varsity Letter in College	3	4.61	41	63.08	21	32.31
Coaching Record	15	23.08	44	67.69	6	9.23
Major or Minor in Phy. Ed.	12	18.46	36	55.38	16	24.62
School Graduated From	7	10.77	31	47.69	26	40.00
Ability to Demonstrate	36	55.38	25	38.46	4	6.15
Speaking Ability	46	70.77	16	24.62	3	4.61
Character	62	95.38	3	4.61	0	0.00
Appearance	40	61.54	22	22.85	3	4.61
Major or Minor in Coaching	6	9.23	38	58.46	18	27.69

Special College Curriculum for Academic Teachers Who Wish to Coach

The respondents were asked if they favored a special college curriculum for preparing academic teachers who wish to coach athletics. A total of 84.62 percent favored such a program (see Table 64).

Table 64

Opinions of 65 Athletic Coaches of the Carolinas Intercollegiate
Athletic Conference (CIAC) Concerning a Special
College Curriculum for Preparing Academic
Teachers Who Wish to Coach Athletics

Response	No.	%
Favorable	55	84.62
Unfavorable	10	15.38

COMMENTS ON TASK FORCE RECOMMENDATION CONCERNING
CERTIFICATION OF ATHLETIC COACHES

The Athletic coaches were asked to comment on the proposal of the 1967 Task Force on Certification of High School Athletic Coaches. The Task Force recommended that academic teachers who wish to coach should take courses in the following areas: scientific foundations of coaching, principles and problems of athletics, medical aspects of athletics, and coaching theory and techniques.²

The coaches' comments are:

1. "I don't think it is necessary."
2. "I think more courses are needed."

²Arthur A. Esslinger, "Certification for High School Coaches," Journal of Health, Physical Education, and Recreation, XXXIX (October, 1968), p. 42.

3. "This proposal sounds like it would be helpful in the preparation of those without coaching experience."

4. "It seems this would provide an excellent core."

5. "Some type of practicum would appear to be vital."

6. "Could not do this and graduate students in four years."

7. "This appears to me to be an absolute minimum."

8. "I do not feel that this is adequate--more work is necessary."

9. "Decisions like this should be left to the institutions."

10. "The courses suggested are fine but leave a gap. I would not want coaches who are not oriented to a philosophy of physical education which provides a structure and a justification for the existence of athletics. I recommend the principles of physical education be required."

11. "Needs to deal more with conditioning, public relations, and business management."

12. "A little heavy, but o.k. for the non-physical education major."

13. "I think it is a good proposal."

14. "I feel that psychology of coaching and coaching methods would be more relevant than scientific foundations."

15. "It would be difficult to lock this into many existing systems. Some areas are very vague."

16. "This has merit and several colleges have already modified curriculums to provide this kind of opportunity."

17. "Very difficult to determine course content by course titles--proposal is good if it includes basic anatomy and physiology of exercise."

18. "I recommend more courses in kinesiology, also cannot cover legal, psychology, public relations, etc. of athletics in one three hour course called principles and problems of athletics."

19. "I think it's an excellent idea for providing better qualified assistant coaches and coaches for the community in which they live."

20. "O. K.--could have all of these or none of these and be just as good a coach."

21. "A coach should have background knowledge in conditioning as well as scientific foundations of coaching. I believe these courses will give the students enough background knowledge. This should be considered a minor for the individual."

22. "I don't think these courses are adequate at all; also, I object to the inference that physical education is not an academic subject area."

23. "I favor the above recommendation. This would be beneficial for those who may volunteer or may be interested in coaching but are not sure they want to coach as a full-time professional."

24. "I would agree to this as a minimum for non-physical education personnel but require additional courses as they continue in the profession."

25. "If the courses listed were taught properly, then I believe they would provide an adequate background."

26. "This on the surface appears to be a very sound and reasonable curriculum. I believe it could be a very important part of a coach's academic career. However, please no certification test on the National Teacher Examination."

27. "Sounds good if it could be worked into prospective coaches' schedules. I do not feel taking or not taking these courses will guarantee or give a person coaching success."

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

A great deal of study has been done concerning the professional preparation of interscholastic athletic coaches. As a result of this concern, several states have adopted, in addition to teacher certification, certification requirements for athletic coaches. Other states are actively examining such a procedure for their interscholastic coaches.

Very little work has been directed toward the certification of the intercollegiate athletic coach. The institutions of higher learning are left to decide for themselves what level of professional preparation their athletic coaches must have. The accreditation associations and the state departments of education have little to say about what the professional preparation level of the college coaches should be.

The purpose of this study was to determine the present professional preparation status of the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC). A further purpose of this study was to determine the attitudes and opinions of these coaches toward certification and the competencies needed by athletic coaches.

The data analyzed were obtained through questionnaires sent to the eight athletic directors of the Carolinas Intercollegiate Athletic Conference (CIAC) who distributed the questionnaires to their athletic coaches. There are eighty-nine athletic coaches in the conference.

A cover letter stating the purpose of the study and asking for cooperation was sent with the questionnaires. The athletic directors were requested to bring the completed questionnaires to a scheduled meeting of the Carolinas Intercollegiate Athletic Conference (CIAC).

Fifty-one questionnaires were returned to the researcher at the conference meeting. Two questionnaires were completed by coaches at the meeting. Twelve additional questionnaires were received later. Three were hand-delivered, and nine were mailed to the researcher.

Sixty-five of the eighty-nine coaches listed in the Carolinas Conference Handbook, 1981-1982 returned the completed questionnaire. The percentage of return for individual institutions ranged from 57.14 percent to 90.00 percent.

The analyses of the responses are presented in five areas. They are: (1) background information, (2) professional education, (3) experiences, (4) competencies and qualities, and (5) response to the recommendation of the Task Force on Certification of High School Coaches. Some areas were broken down further to show data of the individual institutions.

FINDINGS

Background Information

A Bachelor of Science or a Bachelor of Arts degree has been attained by one hundred percent of the respondents. A Master of Science or a Master of Arts degree has been attained by fifty-seven (87.69 percent) of the athletic coaches. Fourteen (21.54 percent) of the

respondents indicated that they held the earned doctorate. In addition, there were four (6.15 percent) coaches who were considered candidates for the doctorate.

Forty-eight (69.23 percent) of the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) received an undergraduate degree from an institution located in the state of North Carolina. Of the master's degrees granted, forty-four (77.19 percent) of the fifty-seven were from institutions within the state while only four (28.57 percent) of the fourteen doctoral degrees were awarded by North Carolina institutions of higher learning.

Fifty-six (86.15 percent) of the sixty-five who were surveyed received at least one degree from a college or university located in North Carolina. This figure shows the localization of the educational process.

Professional Education

The majority of the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) reported having an undergraduate major in physical education. History was the second most reported discipline. The coaches reported a total of twenty different undergraduate majors.

Institutionally, six of seven respondents from High Point College have an undergraduate major in physical education. Only Wingate College had less than fifty percent with an undergraduate major in physical education.

A total of fifteen disciplines were represented by these athletic coaches' minors. The undergraduate minor most frequently indicated was biology followed by education, science, and history.

Atlantic Christian College indicated three coaches with an undergraduate minor in education and two coaches with minors in psychology. Catawba College reported two coaches with biology minors. No other institution had more than one declared undergraduate minor in any of the fifteen listed.

The most prevalent undergraduate major and minor of the athletic coaches was physical education. Atlantic Christian College had the highest percentage of physical education majors or minors, closely followed by High Point College. Only Wingate College fell below fifty percent.

The requirements for a master's degree have been met by fifty-seven (87.69 percent) of the respondents. Eleven master's degree majors and eight minors were listed by the athletic coaches. Thirty-six (63.16 percent) of the fifty-seven have a major in physical education while nine reported a major in education. The most frequently indicated minor was education followed by physical education and administration.

Pembroke State University had the highest percentage (77.78 percent) of coaches with a physical education master's degree, and Wingate College had the lowest percentage (22.22 percent). Atlantic Christian College, Guilford College, and High Point College each had three coaches list education as their minor.

Master's degrees with a major or minor in physical education were reported by forty-five (78.95 percent) of the respondents. Eleven coaches who did not have an undergraduate major or minor in physical education attained a graduate major or minor in physical education. Twenty-three of the coaches indicated a major or minor in education while eleven have a major or minor in administration.

Atlantic Christian College, Guilford College, and Pembroke State University had the highest percentage (88.89 percent) of coaches with a graduate major or minor in physical education. Wingate College had the lowest percentage (33.33 percent).

Seven of the fourteen doctoral degrees represented were in physical education. All other disciplines were represented by one coach. The athletic coaching staff holding the highest percentage of doctoral degrees in physical education was at Pfeiffer College. Wingate College, Pembroke State University, and Atlantic Christian College did not have a member of their coaching staffs with a doctorate in physical education. Three of the four candidates for the doctoral degree were majoring in physical education while the other was an education major. Combining undergraduate and graduate majors and minors, fifty-six (86.15 percent) of the sixty-five coaches majored or minored in physical education.

Forty (61.54 percent) of the sixty-five respondents had not taken a graduate course since receiving their last degree. Only nineteen had taken seven or more graduate hours since receiving their degree.

The following courses by a consensus of the respondents were deemed essential for overall professional preparation in coaching:

athletic injuries, first aid, athletic conditioning, organization and administration of athletics, psychology of coaching, coaching methods, public relations, legal responsibilities, basketball coaching, football coaching, track and field coaching, baseball coaching, soccer coaching, and tennis coaching. Only in the psychology of coaching and legal responsibilities did less than sixty percent of them feel they were inadequately trained.

Fifty-eight (89.23 percent) of the sixty-five coaches surveyed were in favor of prospective coaches taking coaching methods courses in sports other than the one in which they plan to specialize. Sixty-two of the respondents favored a student assistant coaching program.

Experiences

A profile of the respondents reveals these facts: (1) a mean age of 38.69 years, (2) a mean of 13.42 years of coaching experience with 9.31 years of that coaching on the college level, and (3) a mean of 14.46 years of teaching experience with 10.42 years of that on the college level.

All but two of the coaches participated in athletics on the high school and/or college level. Half of the coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) participated on the college level in the sport they are coaching.

Sixty-two of the sixty-five coaches are members of at least one professional organization. Fifty-three belong to the National Association of Intercollegiate Athletics Coaches Association.

Thirty of the sixty-five coaches reported attending coaching schools or clinics more than once a year. Twenty indicated attendance

at one coaching school or clinic per year while three coaches never attend coaching schools or clinics.

Forty-one of the coaches majored in physical education and taught an average of 4.10 physical education courses per week. The average number of contact hours per week was 10.32. Eleven coaches majored in education and taught an average of 3.09 courses and 8.73 contact hours per week. Only two taught education courses while the others taught mainly physical education. Three athletic coaches reported business majors. They taught an average of 2.33 courses and 7.00 contact hours per week. Two coaches had majored in social studies, but they did not teach any classes.

There were twenty-eight coaches who reported coaching responsibilities in five women's sports. Sixty of the coaches surveyed reported coaching duties in ten sports for men. A total of eighty-eight coaching positions were held by sixty-five coaches. Seven reported being the head coach of two women's sports, and one reported being the head coach of three women's sports. Four reported being the head coach in two men's sports. Three were head coaches in women's sports and assistant coaches in men's sports. Six were head coaches in men's sports and assistant coaches in another men's sport. In women's sports, two sports, basketball and tennis, accounted for fifty percent of the coaching duties. In men's sports, basketball and baseball were the most frequently reported coaching assignments for those surveyed.

Eighteen of the sixty-five athletic coaches indicated administrative duties in addition to their teaching and coaching responsibilities.

Eight reported being the director of athletics while four indicated duties as the director of physical education.

Qualities and Competencies

A majority of the respondents favored the certification of athletic coaches and felt it would improve the caliber of coaches and coaching, but they were against the certification being retroactive. The method of certification advocated by those surveyed was for all coaches to have a coaching major or minor during their professional preparation, yet this factor ranked next to last in factors to be considered in the hiring of an athletic coach.

The factor considered most essential by the majority of the athletic coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) surveyed was character. Others were speaking ability, appearance, ability to demonstrate, and scholarship.

Task Force Recommendation

Fifty-five of the coaches surveyed favored the Task Force recommendation for academic teachers who wish to coach to take courses in scientific foundations of coaching, principles and problems of athletics, medical aspects of athletics, and coaching theory and techniques.¹ The majority of coaches made positive comments concerning the recommendation.

¹Arthur A. Esslinger, "Certification for High School Coaches," Journal of Health, Physical Education, and Recreation, XXXIX (October, 1968), p. 42.

CONCLUSIONS

Background Information

Because most of the coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) are part of the teaching faculty, they all have completed an undergraduate degree. For the most part they have completed the requirements for a master's degree. Few of the coaches have continued their professional education beyond that point.

Although the degrees granted were from a large number of different institutions, a large percentage of the coaches received their undergraduate and/or graduate degrees from an institution within the state of North Carolina. Only those who have or are working on a doctoral degree reverse this tendency.

Professional Education

Since only nine of the sixty-five coaches did not have an undergraduate or graduate major or minor in physical education, most felt that they were adequately trained in the courses recommended for professional preparation by the Task Force. Only in psychology of coaching and legal responsibilities did the coaches indicate inadequate preparation. There was a strong recommendation by the coaches that a student assistant coaching program should be incorporated into the professional preparation program of future coaches.

Experiences

The coaches of the Carolinas Intercollegiate Athletic Conference (CIAC) have a wide variety of coaching and teaching experiences, and almost all have been active participants in athletics on the high school

and/or college level. The average age and average years of teaching and coaching experience indicate that most are career coaches.

The coaches are active in coaching organizations, and most attend coaching schools and clinics with some regularity. A high percentage teach courses in the area of their major or minor.

The number of coaches for women's sports is close to the number for men's sports. Only in basketball does there seem to be an imbalance in favor of the men.

Qualities and Competencies

A high percentage of the coaches indicated that there are certain qualities and competencies necessary in coaching and favored certification. Most of them felt the quality of coaches and coaching would improve if coaches were required to be certified in order to coach.

The method of certification favored was for both the head and the assistant coaches to complete a major or minor in coaching during their professional preparation. The coaches were overwhelmingly against requirements for certification being retroactive.

The qualities considered most desirable in a coach were character, speaking ability, appearance, and ability to demonstrate. These are factors which are both inherent and/or can be developed by the individual.

Task Force Recommendation

The majority of the coaches were in agreement with the recommendation of the Task Force. Many of them felt that the course of study should be expanded in order to give the coach a more thorough professional preparation experience.

RECOMMENDATIONS

Within the limitations of the survey instrument and the sample of the Carolinas Intercollegiate Athletic Conference (CIAC) coaches, the researcher offers the following recommendations:

1. The institutions of higher learning in the state of North Carolina should consider the offering of a coaching minor for those undergraduates who do not wish to major or minor in physical education but do want to coach.
2. A curriculum similar to the one recommended by the Task Force should be taught during the summer for those who wish to become certified to coach.
3. State and regional accrediting associations should be more explicit in the professional preparation status of those who wish to coach on the college level.
4. The professional coaching organizations should put forth a concerted effort to require certification of coaches for all coaching positions.
5. Coaches should be encouraged by their administration to attend coaching clinics and/or summer sessions in order to improve or refine their coaching skills.

APPENDICES

APPENDIX A

Letter to Athletic Directors

Dear Dr. _____:

I am a graduate student at Middle Tennessee State University, and I am writing my dissertation on the professional preparation status of the athletic staffs of the Carolinas Intercollegiate Athletic Conference. This topic is directly related to my work here at Wingate College where I am an Associate Professor of Health, Physical Education, and Recreation and also serve as the baseball coach.

I need your help to complete this survey. I am enclosing questionnaires to be distributed to your coaching staff, both head and assistant coaches.

To prevent your having to mail these back to me, would you please bring the completed questionnaires to our October meeting. Since time is of the essence and I have only this semester off, I feel that this is the best way to handle the project.

Thank you in advance for helping me. If you have any questions, please feel free to contact me.

Sincerely,

Ronald W. Christopher

RWC:mc
Enclosures

Letter to the Presidents

Dear Dr. _____:

I am a graduate student at Middle Tennessee State University, and I am writing my dissertation on the professional preparation status of the athletic staffs of the Carolinas Intercollegiate Athletic Conference. This topic is directly related to my work here at Wingate College where I am an Associate Professor of Health, Physical Education, and Recreation and also serve as baseball coach.

I would like your permission to include your institution in the survey. The paper work would be handled through your athletic director if you agree to participate in this study. If you wish, I will be glad to share the results of the study with your office.

Sincerely,

Ronald W. Christopher

RWC:mc
Enclosure

APPENDIX B

QUESTIONNAIRE ON THE PROFESSIONAL PREPARATION OF THE ATHLETIC
COACHES OF THE CAROLINAS INTERCOLLEGIATE
ATHLETIC CONFERENCE

School: _____

I. Background Information: (circle or fill in the blanks)

Was your undergraduate major in physical education? Yes No

If no, what was the undergraduate major? _____

Was your undergraduate minor in physical education? Yes No

If no, what was the undergraduate minor? _____

What was/is your master's degree major? _____

What was/is your master's degree minor? _____

What was/is your doctoral degree major? _____

Received B. A. or B. S. degree from _____

Received M. A. or M. S. degree from _____

Received Ph. D. or D. A. degree from _____

How many graduate semester hours have you attained beyond your last degree? _____

Which of the following courses have you taken during your professional preparation? (Check "x" under the proper column.)

<u>Courses</u>	<u>Under-grad.</u>	<u>Grad.</u>	<u>Semester hours</u>
athletic injury	_____	_____	_____
first aid	_____	_____	_____
anatomy	_____	_____	_____
physiology	_____	_____	_____
health education	_____	_____	_____
kinesiology	_____	_____	_____
athletic conditioning	_____	_____	_____
adaptive physical education	_____	_____	_____
athletic philosophy	_____	_____	_____
athletic principles	_____	_____	_____

org. & adm. of phy. ed.	_____	_____	_____
org. & adm. of athletics	_____	_____	_____
philosophy of phy. ed.	_____	_____	_____
officiating	_____	_____	_____
psychology of coaching	_____	_____	_____
theory of coaching	_____	_____	_____
theories of learning	_____	_____	_____
techniques of coaching	_____	_____	_____
growth and development	_____	_____	_____
speech	_____	_____	_____
sociology	_____	_____	_____

Coaching Methods Courses:

<u>Courses</u>	Under-grad.	Grad.	Semester hours
baseball	_____	_____	_____
basketball	_____	_____	_____
football	_____	_____	_____
track & field	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please fill in the following chart with check marks (x) to illustrate your present duties and the specific levels at which you perform them:

Sports & Duties	Head	Asst.	Varsity	JV's	Fr.
baseball	_____	_____	_____	_____	_____
basketball (men)	_____	_____	_____	_____	_____
basketball (women)	_____	_____	_____	_____	_____
football	_____	_____	_____	_____	_____
track & field (men)	_____	_____	_____	_____	_____
track & field (women)	_____	_____	_____	_____	_____
tennis (men)	_____	_____	_____	_____	_____
tennis (women)	_____	_____	_____	_____	_____
softball	_____	_____	_____	_____	_____
volleyball	_____	_____	_____	_____	_____
soccer	_____	_____	_____	_____	_____
cross country	_____	_____	_____	_____	_____
wrestling	_____	_____	_____	_____	_____
director of phy. ed.	_____	_____	_____	_____	_____
director of athletics	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Please list the courses you teach:

_____ hrs./day _____

Please list the number of years (1 year equals 1 sport season) of your competitive participation in the following sports:

<u>Sports</u>	Elem.	Jr.HS	HS	Coll.	Pro.	Amateur	Military
baseball	___	___	___	___	___	___	___
basketball	___	___	___	___	___	___	___
football	___	___	___	___	___	___	___
track & field	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___

What is your age? ___ How many total years of coaching experience do you have? ___ In college? ___ How many total years of teaching experience? ___ In college? ___

Check the following professional organizations to which you belong:

AAUP ___ AAHPER ___ N. C. Coaches Assoc. ___
 NEA ___ N. C. HPER ___ NAIA Coaches Assoc. ___

Check the frequency of your attendance at coaches schools and clinics:

over once a year ___ every 2 years ___ every 4 years ___
 once a year ___ every 3 years ___ never ___

II. Professional Preparation of Coaches

Do you believe the caliber of coaches and coaching in college could be improved by having a minimum standard of certification for coaching athletics in the colleges of the CIAC? (This would be in addition to the teacher's certification now required.)

Yes ___ No ___

Please check "E" for essential, "D" for desirable, or "NE" for non-essential for each of the following courses which you would recommend coaches of intercollegiate athletics have in their professional preparation.

Also check under "adequate" or "inadequate" your feeling in respect to your own professional preparation.

<u>Course</u>	E	D	NE	Adeq.	Inadeq.
athletic injuries	—	—	—	—	—
first aid	—	—	—	—	—
human anatomy	—	—	—	—	—
kinesiology	—	—	—	—	—
health education	—	—	—	—	—
athletic conditioning	—	—	—	—	—
adaptive physical education	—	—	—	—	—
philosophy of athletics	—	—	—	—	—
org. & adm. of phy. ed.	—	—	—	—	—
principles of athletics	—	—	—	—	—
org. & adm. of athletics	—	—	—	—	—
philosophy of phy. education	—	—	—	—	—
officiating	—	—	—	—	—
psychology of coaching	—	—	—	—	—
mech. analysis of movement	—	—	—	—	—
theories of learning	—	—	—	—	—
child growth & development	—	—	—	—	—
sociology	—	—	—	—	—
speech	—	—	—	—	—
coaching methods	—	—	—	—	—
public relations	—	—	—	—	—
legal responsibilities	—	—	—	—	—
physiology of exercise	—	—	—	—	—

Please check "E" for essential, "D" for desirable, or "NE" for non-essential for each of the items below which you would consider in the hiring of an intercollegiate coach:

	E	D	NE
scholarship	_____	_____	_____
playing experience	_____	_____	_____
varsity letters (high school)	_____	_____	_____
varsity letter (college)	_____	_____	_____
coaching records	_____	_____	_____
major or minor in physical education	_____	_____	_____
school graduated from	_____	_____	_____
ability to demonstrate speaking ability	_____	_____	_____
character	_____	_____	_____
appearance	_____	_____	_____
major or minor in coaching	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Would you favor a student assistant coaching program for prospective coaches during their professional preparation? Yes _____ No _____

Do you favor the prospective coach taking coaching courses in sports other than that in which he specializes? Yes _____ No _____

If yes, why? _____

If yes, please check the sports deemed essential for an overall professional preparation in coaching:

baseball	_____	gymnastics	_____
basketball	_____	swimming	_____
cross country	_____	tennis	_____
football	_____	track & field	_____
golf	_____	wrestling	_____
volleyball	_____	soccer	_____
softball	_____		_____

Would you favor state certification of coaches in North Carolina?

Yes _____ No _____

If no, please state reasons: _____

If yes, would you favor certification of: (check one)

- (a) head coaches only
 (b) head & assistant coaches
 (c) all coaches
 (d) only coaches in specific sports

If you checked (d) above, please list sports for which you favor certification:

Please comment on the above: _____

If you favor certification of coaches, would you favor: (check one)

- (a) a physical education major for all head coaches?
 (b) a physical education minor for all head coaches?
 (c) specified courses in physical education only?
 (d) coaching major or minor for all head coaches?

If you have checked (c) above, how many semester hours would you consider necessary for a head coach? (circle one)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

If you favor certification of coaches, would you favor: (check one)

- (a) a physical education major for all assistant coaches?
 (b) a physical education minor for all assistant coaches?
 (c) specified courses in physical education only?
 (d) no special requirement for the assistant coach?
 (e) coaching major or minor for assistant coach?

If you checked (c) above, how many semester hours would you consider necessary for an assistant coach for certification? (check one)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

If certification of coaches were passed in North Carolina, would you favor making it retroactive for all coaches? Yes ___ No ___

If no, please give reasons: _____

If yes, how many years would you allow as a grace period for attainment of the hours needed? (circle one)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Please comment on the above: _____

Would you favor a special college curriculum for preparing academic teachers who wish to coach athletics? Yes ___ No ___

In 1967 a Task Force of the American Association of Health, Physical Education, and Recreation proposed the following preparation for academic teachers for coaching without a major or minor in physical education:

scientific foundations of coaching	3 semester hours
principles and problems of athletics	3 semester hours
medical aspects of athletics	3 semester hours
coaching theory and techniques	6 semester hours
	<u>15</u> semester hours

Would you please comment on the above proposal or recommendation: (pro, con, recommendations, opinions, ideas, etc.)

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