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A SURVEY OF ATHLETIC DIRECTORS, PRINCIPALS, AND FACILITY
DIRECTORS TO DETERMINE THE NEED AND CURRICULUM CONTENT OF
A SPORTS ADMINISTRATION PROGRAM

Middle Tennessee State University

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DIRECTORS TO DETERMINE THE NEED AND
CURRICULUM CONTENT OF A SPORTS ADMINISTRATION PROGRAM

Foster Chason, Jr.

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


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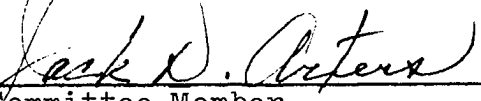
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ABSTRACT

A SURVEY OF ATHLETIC DIRECTORS, PRINCIPALS, AND FACILITY DIRECTORS TO DETERMINE THE NEED AND CURRICULUM CONTENT OF A SPORTS ADMINISTRATION PROGRAM

by Foster Chason, Jr.

The purpose of this study was to investigate the need for a professional preparation curriculum for sports administrators in the secondary school, collegiate, and public sector in Tennessee. The study was conducted to determine the professional background and duties of the current sports administrators, the need for a sports administration program, and the course content for a sports administration program. A 25-item questionnaire was developed to survey the sports administrators across Tennessee and provide the results. A total of 162 sports administrators composed of secondary school principals and athletic directors, college athletic directors, sports arena directors, and public sports facility directors responded to the survey. The findings revealed that:

1. Most of the sports administrators have held their current positions for less than 5 years; have their master's degrees with undergraduate majors in physical education and graduate majors in administration; and do not belong to any

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professional organizations that are related to sports administration.

2. A professional preparation program for sports administration should be developed and should be interdisciplinary.

3. Experience in the field of sports administration is the most important variable in preparing a person for the field.

A recommendation was made to pursue the development of a professional preparation program for sports administrators in Tennessee. The program should be flexible and tailored to meet each student's professional goals. Also, more students in related fields should be made aware of the scope of the field of sports administration.

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Chapter I

Introduction

"No one knows how dinosaurs became extinct. We know only that something changed, and dinosaurs did not" (G. G. Simpson, cited in Eurich, 1968, p. ix).

"There seems today to be a world-wide consensus that the traditional system of higher education does not meet, any longer, the educational needs of a more and more rapidly changing society" (Arnold Toynbee, cited in Eurich, 1968, p. ix).

The perpetual growth and change of athletics in schools and colleges, the expanding public interest, economic and legal enigmas, and the complex cultural aspects of sports have created the need for a type of administrative expertise which is sufficiently unique to require specialized professional preparation (Joint Committee on Physical Education and Athletics, 1970). Similarly, the function of higher education in the United States is to provide an education which is practical as well as theoretical. The charge then placed on the institutions of higher education by the American people is "to foster that development of individual capacities which will enable each human

being to become the best person he is capable of becoming" (National Educational Association, 1961, preface).

Currently no public institution of higher education in Tennessee offers a specialized course of study or professional preparation program in any phase of sports administration. Thus, the traditional educational curriculum in Tennessee is failing to prepare individuals professionally for the growing and changing demands of sports administration.

Singer (1976) and Edwards (1973) have offered coinciding definitions for sport. Sport is defined by Edwards (1973) as:

activities having formally recorded histories and traditions stressing physical exertion through competition within limits set in explicit and formal rules governing role and position, relationships, and carried out by actors who represent or who are part of formally organized associations having the goal of achieving valued tangibles or intangibles through defeating opposing groups. (pp. 57-58)

The framework of sports thus provides the individual with both intrinsic and extrinsic rewards while offering the inherent elements of indeterminacy, dualism, and paradox (Snyder & Spreitzer, 1978). The sport order permeates any number of levels of contemporary society, and is composed of

all social organizations which organize, facilitate, and regulate human action in sport affairs (Hart, 1976).

Williams (1970) described certain value themes which are inherent in the American culture. Seven of these value orientations were also identified by Edwards (1973) in constituting the elements of the American Sports Creed. These central themes include: (a) character, (b) discipline, (c) competition, (d) physical fitness, (e) mental fitness, (f) religiosity, and (g) nationalism. Sports serve to highlight and mirror the dominant values of American society. Sports in themselves are a social institution whose function is disseminating and reinforcing the values regulating behavior and goal attainment and determining acceptable solutions to problems in the secular sphere of life. General Douglas MacArthur offered the following statement in reference to sports:

It arouses national pride and kindles anew the national spirit. . . . Nothing has been more characteristic of the genius of the American people than is their genius for athletics. . . . If I were required to indicate today that element of American life which is most characteristic of our nationality, my finger would unerringly point to our athletic escutcheon. (cited in Miller & Russell, 1971, p. 73)

Thus, from these implications, athletics function to promote

the ideologies of American society and the norms on which the ideologies are based.

In the United States, a large part of sport activities takes place within the educational institution. Education is regarded as one of the five basic institutions in our society whose function is to socialize individuals to become productive members of society. As was previously mentioned, the sports institutions reflect the norms and values of the dominant society. These institutional structures overlap within the framework of the school. School athletics may either support or subvert academic goals, provide a link between the school and the community, represent a means of community recreation, or provide a focal point for social integration (Snyder & Spreitzer, 1978).

Sports emerged as an integral phase of the college and university life between 1860 and 1890. Since that time, sports have evolved into a viable element of the university. Page and Talamini (1973) expressed the premise that sport, especially at larger universities, has become increasingly bureaucratic in that it is a formalized, hierarchical, rule-laden, and efficiency-seeking type of social organization. As in any big business/bureaucratic model of social organization, success is determined by the quality of the product. In the case of sport this means that the

institution must field winning teams in order to compete successfully for entertainment dollars.

Young, in a study of 115 large public-university departments within the National Collegiate Athletic Association, identified four criteria for the operation of a successful athletic program:

1. Financial solvency of the total program.
2. Success based on the win-loss record.
3. The total number of sports in the program.
4. The total number of participants.

Even though educational goals were viewed as being important, these four areas were most often recognized as the most important in determining athletic department success (Snyder & Spreitzer, 1978).

Sport had successfully diffused to the high school level by the early 1900s. In a study made in the early 1930s concerning high school sports, Waller wrote:

Of all activities, athletics is the chief and the most satisfactory. It is the most flourishing and most revered culture pattern. It has been elaborated in more detail than any other culture pattern. Each of the sport activities has importance because the particular school and its rivals are immersed in a culture stream of which competitive athletics is an important part. (cited in Snyder & Spreitzer, 1978, p. 45)

Athletic participation at the secondary level also provides sources of prestige in the adolescent subculture. Similarly, much of the instrumentalization of collegiate programs has been utilized by athletic personnel at the secondary level (Snyder & Spreitzer, 1978).

The value of sports can be observed from five perspectives--the participant's, the organization's, the coach's, the consumer's, and society's. The responsibility of integrating these complex and diverse value areas rests with the athletic director or sports administrator (Broyles & Hay, 1979). Despite the fact that the task of administration in sports is becoming increasingly more complex and demanding, many beginning administrators have only a vague understanding of the ramifications of the position.

Statement of the Problem

This study will investigate the need for a professional preparation curriculum for sports administrators at the secondary school, collegiate, and public sector in Tennessee.

Significance of the Study

The need for professionally prepared administrators has been expressed by Zeigler (1979):

If we in the profession of sport and physical education want to have truly professional administrators to help us achieve our professional goals in the future, we

need to take definite, positive steps to expand and improve the quality of the management education that is currently being offered. (pp. 36-37)

An appropriate program would focus on problem-solving, laboratory experiences which would also include implications for administration of sport and physical education from the behavioral sciences. Zeigler (1979) concluded by stating that "if we don't provide fine programs of professional preparation for sport and physical education management, other units on our campus will be asked to do our work for us" (p. 37).

The State of Tennessee currently has 330 secondary schools, (Tennessee Secondary School Athletic Association, personal communication, February, 1983), 19 public colleges and universities, and 44 private colleges and universities who participate in competitive athletics (The 1983-1984 National Directory of College Athletics, 1983). The state also has nine major sports arena/civic centers and approximately 41 sports, health, and fitness centers utilized by the public. In each of these institutions or facilities, someone has the assigned duty of administering the sports program. Because of the pressure exerted by the multiplicity of demands on sports administrators ranging from business and finance to facilities management and public relations, it becomes increasingly necessary to offer a

graduate program of study in order to provide the specialized training for the field. Certain competencies exist which are essential for good administration, and a graduate program should be provided in order to accomplish these requisites. Similarly, the logical department for developing such a program should be that of Health, Physical Education, Recreation, and Athletics (Joint Committee on Physical Education and Athletics, 1970).

Limitations of the Study

It is realized that the spectrum of sport exists in most every realm of our society, however, this study will be limited to a representative sample of secondary school principals and athletic directors, public fitness/recreation facility directors, arena directors, and college athletic directors who were surveyed to collect the research information. Representation consisted of all three secondary school classifications (A, AA, and AAA), junior and community colleges, universities (both public and private), sports arenas, and public health/fitness centers from all three regions of Tennessee.

Definitions of Terms Used

For the purpose of this study, the following terms and definitions were used:

Sport (athletics) - Activities having formally recorded histories and traditions, stressing physical exertion through

competition within limits set in explicit and formal rules governing role and position relationships, and carried out by individuals who represent or who are part of formally organized associations having the goal of achieving valued tangibles or intangibles through defeating opposing groups (Edwards, 1973).

Intercollegiate athletics - These are competitive team sports or activities conducted between other institutions of higher education in which standings and records are maintained.

Administrator - An individual whose responsibility is concerned with the achievement of established goals by directing, coordinating, and guiding the cooperative effort of the group's members.

Professional preparation - Refers to those courses within the curriculum that are directly related to the field of sports administration.

Sports administrators - Those individuals whose job is to direct or manage sports/athletic departments or facilities. Positions encompassing this field are athletic directors, arena/civic center directors, and directors of public health/fitness centers.

Questions to be Answered

1. What are the background and duties of the current sports administrators in Tennessee?

2. Should a professional preparation program for sports administrators be developed in Tennessee?

3. What courses should be included in a professional preparation program for sports administrators?

Chapter II

Review of Related Literature

I believe in the inherent educational values of intercollegiate athletics. As Athletic Director I accept the responsibility to exert my best efforts to promote and administer this program consistent with the highest aims and objectives of my institution. (The Athletic Director's Creed, National Athletic Directors Conference, 1962, p. 6)

In March of 1959, the Joint Committee on Physical Education and Athletics met in Louisville, Kentucky, for the first National Conference for Athletic Directors. The Joint Committee was composed of three representatives each from the National Collegiate Athletic Association, the College Physical Education Association, and the American Association for Health, Physical Education, and Recreation. The need for a national conference for athletic directors arose as a result of the lack of training courses or separate and distinct areas of knowledge or literature to assist in the development of the profession. Those involved in athletic administration during this time were products of experience.

The Division of Men's Athletics, American Association for Health, Physical Education, and Recreation provided

the following platform for the National Athletic Director's Conference (1962):

Because athletics are of historical and social significance in our national culture. Because athletics provide a primary means through which may be developed and maintained the physical vigor and stamina required to defend successfully our concept of freedom and to realize fully our potential as Americans. Because athletics provide a primary means through which may be developed the habits, attitudes, and ideals requisite to ethical competition and effective cooperation in a free society. Because athletics provide a primary means through which may be utilized in a healthful and wholesome fashion the leisure of our citizens and youth. Because athletics have a powerful appeal for young people during their formative years and can be utilized to further the harmonious development of youth. . . .

We believe that participation in athletics should be included in the educational experiences offered to all students in the schools and the colleges of the United States. (p. 6)

Approximately 200 athletic directors from colleges and universities attended the second National Conference for Directors of Athletics on March 22-23, 1962. The conference

theme was "The re-emphasis of the educational values of athletics: The responsibility of the director of athletics" (1962, p. 9).

The objective of the conference was "to determine how the athletic administrator can strengthen the program of intercollegiate athletics in his own institution (National Athletic Directors Conference, 1962, p. 9). Two of the major areas of emphasis in achieving these goals were: (a) the aims, objectives, and purposes of athletics and (b) the responsibility of the director to his staff, faculty, administration, and the general student body.

The conference established the following aims for the athletic program:

To create the opportunities and provide skilled leadership and adequate facilities for participation in intercollegiate athletics as a vital part of the college scene; believing further that these activities furnish a common rallying point for those people whose interests in other fields are deeply associated with the wellbeing of the university. (National Athletic Directors Conference, 1962, p. 9)

In order to implement these aims, the athletic director should have direct communication with the president of the institution.

The objectives athletic directors should adhere to which were enacted by the conference included the following:

1. To complement and supplement the goals of general education in being an integral phase of the educational curriculum and not solely extracurricular activities.
2. To place the welfare of the participant above all other consideration.
3. To operate the athletic program under the guidance of a strong faculty committee, which should establish policies on budgets, scheduling, scholarships, eligibility, awards, tickets, and public relations.
4. To provide qualified coaches who are professional educators, and who meet the same standards of competence and institutional requirements as other members of the faculty.
5. To provide continuous medical supervision for all aspects of the athletic program with the medical doctor having the authority to determine an athlete's participation.
6. To provide the quality of officiating that will ensure that the contest is conducted under the conditions that are in the rules and best traditions of the game.

7. To provide a continuous program of school-community relations which emphasizes the contributions that competitive athletics can make on the total development of the individual who participates.

8. To provide facilities and equipment for the program which conform to all aspects of the official rules and provides optimum health and safety standards.

9. To provide supervision regarding the academic progress of all participants including appropriate advising, counseling, curriculum, selection, career opportunities, and tutoring. (National Athletic Directors Conference, 1962, pp. 18-20)

The principal duties of the athletic directors are essentially the same as those of other administrators. These functional duties contain the elements of planning, organizing, staffing, directing, coordinating, reporting, and budgeting (Bucher, 1979).

Planning involves the process of outlining the roles and duties that need to be performed, as well as the methods in which they will be accomplished. The duty also requires the recognition of the goals and objectives of the department, as well as the ability to foresee future trends in athletics.

The duty of organizing relates to the director's ability to integrate and coordinate the different centers

of authority in order to meet the department's objectives. This area also includes the establishment of lines of authority and division of labor.

The task of staffing for the athletic director involves the selection and assimilation of coaches as well as other athletic staff members. Directing or leading requires the administrator to successfully guide the department towards the appropriate goals and objectives.

The duty of coordinating refers to the ability of the director to interrelate the various aspects of the department. In order to accomplish this duty, the director needs to develop acceptance and confidence in the means being used to meet the department goals and objectives.

The administrative duty of reporting involves the dissemination of information along the appropriate lines of authority. The administrator needs to keep abreast of events within the department as well as have open communication with those of higher authority.

Broyles and Hay (1979) offered additional objectives whose accomplishment is the responsibility of the athletic director. These objectives include:

1. Produce a quality product which satisfies the needs of the customers--develop a winning program.
2. Improve the image of the athletic program which could assist in gaining further financial support.

3. Ensure continual growth of the athletic department in a variety of areas such as attendance, revenue, facilities, scholarships, and employees.

4. Strive to enable the athletic program to make a profit.

5. Improve the position and viewpoint of athletics within the community.

6. Obtain and maintain a share of the community's entertainment dollars.

7. Possess the ability to withstand adversity and criticisms.

Kelliher (1956) studied the duties of athletic directors and evaluated these duties in terms of frequency, importance, and difficulty of performance in institutions of different sizes. A questionnaire concerning the duties of athletic directors was sent to 200 athletic directors in institutions ranging in size from under 1,000 to over 10,000 and representing different geographic regions and conferences across the country. A total of 157 subjects completed the questionnaire. The duties were divided into the following six major categories in order to better serve the study's purpose:

1. Miscellaneous administrative duties
2. Financial duties
3. Duties relating to property and equipment

4. Public relation duties
5. Duties relating to coaches and contests
6. Duties relating to athletes.

Results of the study indicated that successful athletic directors ranked the category for duties in the following order: administrative duties, public relations, finances, coaches and contest duties, property and equipment duties, and duties relating to athletes. A variety of factors affected the duties performed by the athletic directors. These factors were the size of the institution, the number of department employees, abilities of the employees, the scope of the athletic program, responsibilities of the athletic director, the delegation of duties, responsibility for facilities and equipment, and the rules and regulations of the conference in which the school was a member.

The greatest margin of differences in administering the athletic departments occurred in institutions with enrollments under 2,500 students. The athletic directors at smaller institutions demonstrated more concern with the details of the various duties, whereas those administrators at larger institutions were able to delegate these duties to other members of their staff.

The size of the institution also influenced the number of supplementary duties performed by the athletic directors. The principal supplementary duty performed was serving as

the head of the physical education department. Coaching and teaching were next in the order of greatest occurrence. The smaller institutions provided the greater likelihood of job combinations.

The study (Kelliher, 1956) revealed that types of employees supervised by the athletic directors were in five principal areas: staff personnel, coaches, office personnel, public relation directors, and maintenance personnel. Finally, the study revealed that on the average athletic directors worked approximately 51 hours per week in performing their administrative duties.

Bucher (1979, pp. 16-18) described administration as a social process in which the administrator needed to possess the following qualifications:

1. Conceptual skills--These skills involve the administrator's ability to visualize the department in its entirety, to recognize its problems, and develop solutions to the problems.

2. Integrity--In order to have the respect necessary to be an effective leader, the staff needs to have the confidence that the administrator is honest, sincere, trustworthy, and someone with whom they can confide.

3. Human relations skills--An administrator needs to have the personality traits of being friendly and considerate,

respecting the opinions of others, and promoting an atmosphere of cooperation.

4. Decision making--This attribute is the ability to recognize various situations which arise on the department and act in the best interests of the total organization.

5. Health and fitness for the job--An individual's health can affect the ability to make proper decisions as well as personality, mannerisms, attentiveness, and disposition.

6. Willingness to accept responsibility--The administrator's duties and decisions can influence and affect the welfare of many individuals, thus the administrator needs to assume the responsibility of the position.

7. Understanding the duties of the administrator--Administration is a specialized position in which the individual needs the knowledge and understanding of the total functioning of the organization.

8. Command of technical skills--The administrator needs to possess the knowledge of how to perform the duties of an administrator.

9. Intellectual capacity--This quality requires the administrator to have the ability to think and reason logically and apply knowledge effectively.

The rapidity of social changes and technological advances which have occurred in recent decades has brought

about the need for specialization in all fields of endeavor, and physical education and athletics are no exception. In the inaugural physical education professional conference at Jackson Mill in 1948, the responsible committee recommended a professional preparation curriculum which would produce a generalist in the field. By the time of the Washington Conference in 1972, however, the emphasis had changed to specialization.

As the sports programs expand, the duties of the athletic director take on greater importance and require further special preparation for the position. In 1970, a Joint Committee on Physical Education and Athletics of the American Association for Health, Physical Education, and Recreation; the National Collegiate Athletic Association; and the National College Physical Education Association for Men outlined a graduate program for the professional preparation of athletic administrators. The program, which was approved by the American Alliance for Health, Physical Education, and Recreation's professional preparation panel, provided recommendations in the areas of recruitment, admissions, personnel records, program advisement, placement services, follow-up services, criteria for selecting faculty, needs of the faculty, and responsibilities of the faculty. A self-evaluation check-list for the program was provided and included the areas of objectives of professional

preparation, organization and administration, student personnel, faculty, curriculum, and professional internship experiences. Finally, the program provided 11 competencies, complete with content outline, which should be accomplished through the curriculum.

The recommendations made by the Joint Committee on Physical Education and Athletics (1970, pp. 20-21) in the area of recruitment were:

1. Policies and procedures should adhere to those of the local institution.
2. Information concerning the requirements, values, uniqueness, and interdisciplinary training should be stressed.
3. Advisors should assist students in developing a program of study which best suits their interests and goals.
4. Special consideration in terms of additional course work should be provided in order to meet the needs of those students who have deficiencies in their undergraduate program or in experiences.
5. Students should be made aware of various financial aid opportunities that the institution has available.
6. Practical experience in coaching and administration should be made available to the students.
7. The department should control graduate admissions in order to ensure a high quality program.

The Joint Committee on Physical Education and Athletics (1970, p. 21) developed the following recommendations for admissions into graduate athletic administration programs:

1. Candidates for admission into the graduate program must possess the aptitude for graduate work.

2. Prospective students should meet the following prerequisites:

- a. Experience as a player, coach, or administrator in athletics.
- b. Broad background in liberal arts areas.
- c. A minor, or equivalent, in physical education.
- d. Personal qualities which exemplify leadership.

3. Written institutional policies and procedures for admission should be made available to the applicant.

4. The decision to accept those students with marginal qualifications should not rest with one individual.

The Joint Committee (1970, p. 22) recommended that each student's advisor maintain a personal record on the student. Information which would be included in the student's file are:

1. Application forms.
2. Transcripts of all academic work.
3. Examination scores which reveal evidence of the student's aptitude.

4. References which contain information concerning the student's personal and professional qualities.

5. A writing sample and reading/comprehensive test scores.

Regarding program advisement, the Joint Committee (1970, pp. 22-23) advocated the following:

1. Institutions should develop an effective advisement program which begins when the student is initially admitted into the program.

2. Faculty advisement of students should have a realistic approach in terms of the student's professional background and goals. Similarly, the adviser should assist the student in developing the athletic administration program to meet their personal goals.

3. The adviser and student should have regularly scheduled conferences. Also, the adviser should make the student aware of the various campus services that are available--personal, social, technical, and those that are related to the student's goals.

4. Rules and procedures of the program including requirements for degree, retention, dismissal, and maximum time for degree, should be written and given to the student.

The committee further advised that the institutions provide a placement service to assist the students in acquiring employment following the consummation of the

program. Similarly, it was advocated that there should be follow-up services provided for the former students. Examples of the services included: correspondence, refresher courses, continuing education courses, workshops, clinics, questionnaires, and informal discussions with both the former students and their employer.

The Joint Committee on Physical Education and Athletics (1970, p. 22) prescribed 11 competencies, and the relevant content to be included under each one for the establishment of a graduate level professional preparation program in athletic administration as follows:

Competencies	Content
To include an awareness and understanding of:	To include such things as:
1. The role of athletics in education and our society and the rules, regulations, aspects policies, and procedures of the various governing bodies	1. a. Historical aspects b. Cultural aspects c. Philosophical d. Ethics e. Interrelationships with physical education f. Interrelationships with women's sports g. Professional and related organizations

- | | |
|--|--|
| 2. Sound business procedures
as related to athletic
administration | 2. a. Accounting
b. Budget and finance
c. Purchasing policies
d. Operational
policies
e. Fund raising |
| 3. Administrative problems as
related to equipment and
supplies | 3. a. Purchasing
b. Design
c. Renovation
d. Maintenance
e. Inventory |
| 4. Problems related to
facilities (indoor
and outdoor) | 4. a. Planning
b. Construction
c. Maintenance
d. Multiple use |
| 5. School law and liability | 5. a. Personal
b. Institutional
c. Transportation
d. Insurance |
| 6. The factors involved in
the conduct of athletic
events | 6. a. Contracts
b. Scheduling
c. Travel
d. Game management
e. Ticket sales |

- | | |
|---|------------------------------------|
| 6. The factors involved in the conduct of athletic events | f. Promotions |
| | g. Tournaments |
| | h. Spectator control |
| | i. Officiating |
| | j. Programs |
| 7. Good public relations techniques | 7. a. Communications media |
| | b. Individual and group relations |
| | c. Oral and written communications |
| | d. Audiovisuals |
| 8. Staff relationships | 8. a. Professional status |
| | b. Staff morale |
| | c. Selection |
| | d. Promotion |
| | e. Salary |
| | f. Tenure |
| | g. Supervision |
| | h. Communications |
| | i. In-service training |
| | j. Policies |
| 9. The health aspects of athletics | 9. a. Medical supervision |
| | b. First aid |
| | c. Nutrition |

- | | |
|--|--|
| 9. The health aspects
of athletics | 9. d. Care and preven-
tion of injuries

e. Safety procedures

f. Conditioning
policies

g. Relationship with
health services |
| 10. The psychological and
sociological aspects
of sports | 10. a. Effects of competi-
tion on the individ-
ual, team, student |
| 11. The need for the
interpretation of
research | 11. a. Studies in
athletics

b. Studies in sports
medicine

c. Studies in
administration |

The quality of any educational program is substantially dependent upon the quality of the faculty. The Joint Committee (1970) provided recommendations concerning the graduate program in athletic administration:

1. The athletic administrators instructing the program should be qualified professional educators who are specialists in athletics.

2. Graduate faculty members possess an earned doctorate, or its equivalent (extensive experience and/or national reputation in athletic administration).

3. Each faculty member should have sufficient preparation and have a high degree of competence in a selected phase of athletic administration.

4. Faculty members should be qualified in one or more areas of specialization and have received their education, training, and experience from various institutions.

5. The age of the faculty members should be distributed.

6. The maximum teaching load for the graduate faculty should be nine semester hours, or its academic equivalent.

7. The faculty teaching load of nine hours can be altered in order to incorporate such factors as scholarly endeavors, research, advising and counseling, publications, community service, and thesis advising.

8. Faculty members should continually work to improve professional and research skills as well as stay abreast of current trends, issues, and literature in the field.

In concluding the outline for a professional preparation graduate program in athletic administration, the Joint Committee on Physical Education and Athletics (1970, p. 23) proposed criteria for professional internship experiences. Recommendations for the area were:

1. Students majoring in athletic administration should have in their programs internship experiences at a secondary school, college, or university.

2. The internship should provide the opportunity to utilize the competencies they acquired in the program.

3. The internship should be conducted under the direction of a qualified athletic administrator.

4. The cooperating schools are of such quality as to assure a beneficial internship experience.

Richardson (1971) re-emphasized the Joint Committee's call for the development of a graduate professional preparation program in athletic administration. Richardson felt the suggestion that candidates for the graduate program have previously been a player, coach, or athletic administrator to be of explicit importance because those persons who direct coaches should themselves have experienced the problems associated with the position. Similarly, he advised that the inclusion of courses from other areas of the university such as business, public, and educational administration would strengthen the athletic administration program. Even areas such as the physical plant, which could offer assistance in facility maintenance, and the chemistry department, which could teach the properties and capabilities of synthetic materials, could be incorporated into the program. Because of the public nature of the position, the athletic administrator needs to possess the ability to communicate effectively, both orally and in writing. The athletic administrator further needs to

remain abreast of the continuous social changes in our society. As the goals and value of society change, the athletic administrator must react and provide a sound philosophy in leading the department through the changes. In order to knowledgeably and effectively approach this area, Richardson felt that the professional preparation program should include courses in the social sciences such as sociology and psychology.

Richardson envisioned that the professional preparation competencies could be gained in different ways, with formal, traditional courses being important. However, the internship was viewed as being one of the most essential aspects of the program. Even though the program should be tailored to meet the individual student's goals and needs, the internship should be an important phase.

Parkhouse (1978) published research findings which analyzed athletic administration/sports management graduate professional preparation programs in the United States. All of the institutions in the United States ($N = 261$) which offered graduate programs in physical education were surveyed. Of the 244 institutions that responded, 20 were found to provide programs in athletic administration/sports management.

The 20 institutions that responded to the Parkhouse survey were contacted by letter and requested to send

information concerning their programs in athletic administration/sports management. Nineteen of the 20 institutions responded to the request. Only the University of South Dakota did not return information concerning its program. From the obtained information, the following areas were studied in order to develop a program that would be consistent with the 20 established programs across the country:

1. Degree offered.
2. Area of emphasis.
3. Prerequisites for admission.
4. Internship requirement.
5. Total hour requirements for the degree.
6. Program description (course offerings).

The reviews of the 19 sports administration programs are in Appendix A.

Chapter III

Methods and Procedures

The need for the professional preparation of sports administrators was established in the related literature. However, the success and value of any educational program is dependent upon student enrollment in the program and how well the program meets students' needs. To assess the need and course content for a professional preparation program a questionnaire was constructed and mailed to 280 sports administrators consisting of principals, athletic directors, sports arena directors, and public facility directors in Tennessee.

Survey Sample

The sports administrators who participated in the survey consisted of: secondary school principals, secondary school athletic directors, junior/community college athletic directors, college/university athletic directors, and both public and private health, recreation, and sports centers.

The survey of secondary schools ($n = 96$ of 330) was divided by school classification (A, AA, AAA) and region of the state (east, central, and west--Districts 1-16). The schools selected to participate in the survey were

chosen at random from a list provided by the Tennessee Secondary School Athletic Association (personal communication, February, 1983).

Athletic directors from all 19 public institutions of higher education were asked to participate in the study. Similarly, 19 of the 35 private institutions of higher education--6 junior colleges and 13 senior colleges--were selected to participate in the study (The 1983-1984 National Directory of College Athletics, 1983). The nine public university athletic arenas provided the survey population of arena facility directors.

Information for the public health, fitness, and recreation centers was provided by the Young Men's Christian Association's National Directory (1984) and the Directory of International Racquet Sport Association (1983). All of the listings for Tennessee ($n = 41$) were asked to participate in the survey. The total listing of the survey sample is located in Appendix B.

The Survey Instrument

The survey instrument was designed to (a) establish the professional background of those individuals currently serving as sports administrators, (b) determine the duties they perform, (c) substantiate the need for professional preparation of sports administrators, and (d) to ascertain what courses should be included in a sports administration

curriculum. Sports administrators from both the educational and public sectors were asked to participate in the survey.

The first draft of the questionnaire was developed after a thorough review of the related literature and a survey of 18 universities offering a sports administration program. Further input into the content of the questionnaire was obtained through personal interviews with Mickey Yerger, Director of the University of Tennessee at Chattanooga sports arena; Dusty Schweikart, General Manager of The Sports Barn; Ron Nelson, Director of the Camp Ocoee Branch of the YMCA; and 15 athletic directors in the Chattanooga area. The survey was then reviewed by a panel of experts consisting of Dr. Guy Penny, Dr. A. H. Solomon, and Dr. Jack Arters, all of Middle Tennessee State University.

The survey consisted of 25 questions (see Appendix C). The professional background of the sports administrators was determined by eight questions. Four questions determined the duties performed, while seven questions were directed toward determining their ideas on the curriculum content of a professional preparation program. The remaining six questions provided general information concerning the type of sports administrator answering the survey. The survey questions and the areas of emphasis are presented in Table 1.

Table 1

Survey Questions and Areas of Emphasis

Area of emphasis	Survey questions
Sports administrators'	
backgrounds	4, 5, 6, 8, 9, 10, 11, 15
Duties of sports	
administrators	7, 16, 17, 18
Need for a professional	
preparation program	20, 21, 22
Curriculum design	19, 23, 24, 25
General information	1, 2, 3, 12, 13, 14

Administration of the Survey Instrument

The questionnaire was mailed to the sample of secondary school principals and athletic directors, college athletic directors, arena directors, and public health/recreation facility directors in May of 1984. The questionnaire was accompanied by a cover letter (see Appendix D) explaining the purpose of the survey and requesting the respondents' return of the survey instrument within 10 days. A self-addressed stamped envelope was also included to assist in the return of the questionnaires. Upon receiving the completed questionnaires, each of 25 questions was charted with reference to the type of sports administrator who responded to the survey.

Statistical Analysis

The response to each of the five areas of emphasis is represented in percentages, rounded off to the nearest one tenth of 1%. Through this statistical data the general background and duties of sports administrators could be determined as well as their attitudes toward the development of a sports administration program. Similarly, comparisons between the responses from the different types of sports administration might be useful in determining the potential student population for a sports administrators' professional preparation program.

The data from each of the 25 statements of the questionnaire were tabulated and percentages were presented for each statement. The analysis will be presented in five areas:

1. General information
2. Background of the sports administrators
3. Duties of the current administrators
4. The need for a professional preparation program
5. Curriculum course content.

Chapter IV

Analysis of Data

The survey of sports administrators in Tennessee is to be utilized in determining the background and duties of those currently holding that position, as well as determining the need for and curriculum content of a professional preparation program for sports administrators.

Following the development and approval of the 25-item questionnaire, a copy was mailed to a total of 280 sports administrators across the State of Tennessee. Response to the survey totaled 162 or 57.9% which is shown in Table 2.

The data from the survey will be analyzed in each of the following areas:

1. General information of survey participants
2. Background of current sports administrators
3. Duties of current sports administrators
4. The need for a sports administration professional preparation curriculum
5. Curriculum content for a professional preparation program.

The responses from the sports administrators on each of the 25 questions were developed into tables which included

Table 2

Sports Administrators Responding to the Survey

Sports Administrator	Number Surveyed	Number Responding	%
Principals	96	52	54.2
Secondary school	96	50	52.1
College	38	33	86.8
Arena	9	4	44.4
Public	41	23	56.1
Total	280	162	57.9

percentages for each category of sports administrators as well as overall percentages.

General Information

The 25-question survey included six questions providing general information related to the type of sports administrators who completed the survey (Questions 1, 2, 3, 12, 13, and 14).

Question 1: Which of the following describes your area of sports administration? The category of secondary education included both principals and athletic directors and provided the greatest number of respondents. However, as was shown in Table 2, the highest percentage of potential respondents was from higher education athletic directors in which 33 of a potential 38 completed and returned the survey. Responses to Question 1 are shown in Table 3.

Question 2: What is your job title? The highest percentage of returns (51.2%) was from the athletic directors which included both secondary schools and colleges and/or universities (see Table 4). Although not reflected in the tables, additional responses (letters instead of surveys) were obtained from the other categories, but the respondents did not view themselves as sports administrators and thus did not complete the survey.

Question 3: What region of Tennessee is your school/facility located? Questionnaire participation was directed

Table 3

Responses to the Areas of Sports Administration

Area of sports administration	Total responses	%
Secondary education	102	63.0
Higher education	37	22.8
Public for profit	2	1.2
Public for nonprofit	21	13.0
Total	162	100.0

Table 4

Job Title of the Respondents

Title	Total responses	%
Principal	52	32.2
Athletic director	83	51.2
Arena/civic center director	4	2.4
Fitness/sports center director	23	14.2
Other	0	0
Total	162	100.0

toward equal representation across the three regions of Tennessee. As is shown in the total percentages of Table 5, approximately an equal number of survey responses was achieved with a slight increase in the response from the east, with a similar percentage deficiency in the survey response from the west.

Question 12: What is the enrollment/membership of your institution or facility? Responses regarding the enrollment of the participating institutions are shown in Table 6. The secondary schools showed the largest enrollment to be 2,500 with the majority of the respondents (42.0% and 46.0%) working with enrollments between 500 and 1,000 students. The greater number of responses from the athletic directors at the college and university level concerning enrollment (30.3%) were at the 5,000-12,000 and the 1,000-2,500 number of students. Similarly, most of the arena directors who returned surveys worked at institutions with enrollments of 5,000-12,000. Because of the wide ranges utilized in measuring the educational institutions, an alternative scale was provided for those sports administrators working in public facilities (see Table 7). The majority of those responding to the survey worked at facilities with a membership of more than 1,500 participants.

Question 13: What is your institution's classification? This question sought to recognize the various levels of

Table 5

Regional Location of the Questionnaire Participants

Sports administrator	Region of the state		
	East	Middle	West
Principals	15	24	13
Secondary school	20	13	17
College	12	11	10
Arena	2	1	1
Public	12	5	6
Total	61	54	47
Total percentages	37.7	33.3	29.0

Table 6

Enrollment of the Institutions Responding to the Questionnaire

Sports	0-		500-		1000-		2500-		5000-		12,000-	
adminis.	500	%	1000	%	2500	%	5000	%	12,000	%	above	%
Principals	16	30.8	23	44.2	13	25.0	--	--	--	--	--	--
Secondary												
school	11	22.0	23	46.0	16	32.0	--	--	--	--	--	--
College	3	9.1	6	18.2	8	24.2	5	15.2	10	30.3	1	3.0
Arena	--	--	--	--	--	--	--	--	3	75.0	1	25.0
Total	30	--	52	--	37	--	5	--	13	--	2	--
Total %	--	21.6	--	37.4	--	26.6	--	3.6	--	9.4	--	1.4

Table 7

Membership of the Public Facility

Sports administrator	0-300		300-500		500-1,000		1,000-1,500		1,500-above	
		%		%		%		%		%
Public facility	0	0	2	8.7	3	13.0	4	17.4	14	60.7
Total	0	--	2	--	3	--	4	--	14	--
Total percent	--	0	--	8.7	--	13.0	--	17.4	--	60.7

sports administrators in the State of Tennessee (see Tables 8 and 9). Each classification (A, AA, and AAA) of the Tennessee Secondary School Athletic Association was sent 32 surveys. Principals from Class AA provided the most frequent responses, whereas, athletic directors from Classes A and AAA returned the most surveys. The junior/community colleges and smaller private 4-year schools provided the most responses to the survey; however, these two groups were the most prevalent in the state. The lower responses from the arena directors and public facility directors is attributed to a lower survey population to draw from as well as some of the participants' perspectives of not viewing themselves as sports administrators. The facility directors were asked which category their businesses were in, for profit or nonprofit. Of the 23 administrators who responded to the question, 2 were profit making and 21 were nonprofit organizations.

Question 14: In how many sports/recreational activities does your school/facility participate? The responses obtained for this question were directed at establishing the number of sports activities directed by the various sports administrators (see Tables 10, 11, and 12). Responses from the secondary school sports administrators showed most secondary schools providing 1-3 sports in which women could participate with 8 sports being a maximum at two schools,

Table 8

Secondary School Classifications

	TSSAA classification		
	A	AA	AAA
Sports administrator			
Principals	16	20	16
Secondary school	19	12	19

Table 9

College and University Classifications

	NJCAA	NAIA	NCAA		
			I	II	III
Sports administrator					
College	12	10	8	1	2
Arena	--	--	4	--	--

Table 10

Number of Sports Activities for Women

Sports administrator	1	2	3	4	5	6	7	8	9	10	11	12+
Principals	8	10	17	34	5	6	2	0	0	0	0	0
Secondary school	10	6	10	5	7	7	3	2	0	0	0	0
College	6	11	3	8	3	2	0	0	0	0	0	0
Arena	0	0	0	1	1	2	0	0	0	0	0	0
Public	0	0	1	6	0	0	3	0	0	5	0	4

Table 11

Number of Sports Activities for Men

Sports administrator	1	2	3	4	5	6	7	8	9	10	11	12+
Principals	0	7	14	8	9	4	6	4	0	0	0	0
Secondary school	0	9	8	6	8	5	4	5	4	1	0	0
College	2	7	4	4	2	4	1	6	1	2	0	0
Arena director	0	0	0	1	1	2	0	0	0	0	0	0
Public	0	0	2	5	0	2	0	0	0	3	1	4

Table 12

Number of Coeducational Sports Activities

Sports administrator	1	2	3	4	5	6	7	8	9	10	11	12+
Principals	5	4	3	1	0	0	0	0	0	0	0	0
Secondary school	5	0	2	2	0	0	0	0	0	0	0	0
College	3	1	0	0	0	0	0	0	0	0	0	0
Arena	1	0	0	0	0	0	0	0	0	0	0	0
Public	2	0	2	0	1	0	2	0	0	8	1	14

and 2-5 sports for men with one institution offering 10 activities. At the college and university level, the majority of the responses reported 1-4 sports for women with 6 as a maximum. The sports offerings for men were most frequent at 2 and 4 sports available for participants, with 10 sports as the maximum. Three of the college sports administrator institutions offered 4 coeducational sports. Two of the four arena directors worked at institutions which offered 6 sports for both men and women. One responded as having 1 coeducational sport. The public facility directors provided the greatest number of activities for both men and women as well as coeducational activities, with approximately half of the respondents offering 10 or more activities.

Background of Current Sports Administrators

The background of the current sports administrators was established by eight of the survey questions. The questions were directed toward determining the experience and professional preparation of those currently possessing the title of sports administrator in Tennessee. The eight questions to be tabled and analyzed in this section are 4, 5, 6, 8, 9, 10, 11, and 15.

Question 4: How many years have you been a sports administrator? The years of experience of the current sports administrators was the focus of this question (see

Table 13). Most of the sports administrators (42.6%) had occupied their administrative position for 5 years or less. The principals who responded were equally divided between the categories of 1-5 years and 11-15 years. Similarly, the secondary school athletic directors were divided between the 1-5 years and 6-10 years of being a sports administrator. The remaining three types of sports administrators had significant percentages for 5 years or less.

Question 5: Prior to becoming a sports administrator, what was your area(s) of previous employment? This question was designed to show the professional background of the sports administrators (see Table 14). Education proved to be the overall predominant background (48.2%) of most of the sports administrators. The principal category provided the largest number whose background was education (75%). The majority of athletic directors (52% for secondary school and 55% for college) had athletics as their background. The arena directors were equally divided between business and athletic backgrounds. The public facility director responses showed a majority in the "other" category (52%) in which their background had been YMCA recreation programs.

Question 6: Do you belong to any professional organizations related to sports administration? The professional membership of the sports administrators was the focus of this question (see Table 15). The total percentages showed

Table 13

Years of Experience of the Current Sports Administrators

Sports administrator	1-5		6-10		11-15		16-20		21-25		Above 25	
		%		%		%		%		%		%
Principals	18	34.7	6	11.5	18	34.7	6	11.5	2	3.8	2	3.8
Secondary school	22	44.0	21	42.0	4	8.0	0	0	2	4.0	1	2.0
College	16	48.5	7	21.2	4	12.1	4	12.1	1	3.0	1	3.0
Arena	3	75.0	1	25.0	0	0	0	0	0	0	0	0
Public	10	43.4	4	17.3	3	13.0	2	9.0	4	17.0	0	0
Total	69	--	39	--	29	--	12	--	9	--	4	--
Total %	--	42.6	--	24.1	--	17.9	--	7.4	--	5.6	--	2.4

Table 14

Previous Employment Area of the Sports Administrators

Sports administrator	Business	%	Education	%	Athletics	%	Other	%
Principals	2	4.0	39	75.0	11	21.0	0	0
Secondary school	3	6.0	21	42.0	26	52.0	0	0
College	2	6.0	13	39.0	18	55.0	0	0
Arena	2	50.0	0	0	2	50.0	0	0
Public	5	22.0	5	22.0	1	4.0	12	52.0
Total	14	--	78	--	58	--	12	--
Total %	--	8.6	--	48.2	--	35.8	--	7.4

Table 15

Professional Membership of the Sports Administrators

Sports administrator	Professional membership			
	Yes	%	No	%
Principals	19	36.5	33	63.5
Secondary school	18	36.0	32	64.0
College	25	75.8	8	24.2
Arena	2	50.0	2	50.0
Public	12	52.2	11	47.8
Total	76	--	86	--
Total %	--	46.9	--	53.1

the majority of the state's sports administrators did not belong to any professional sports administration organization (53.1%); however, the statistics can be misleading. The majority of the secondary school sports administrators, which also was the largest category responding to the survey, 102 responses (63.5% and 64%) did not belong to any professional sports administration organization. The majority of college athletic directors (75.8%) did belong to a professional administrator's organization. The arena and public facility directors were evenly split with 50% and 52.2% belonging to a professional sports organization.

Question 8: What is your highest earned degree?

Question 8 studied the educational background of the sports administrators. The highest earned degree overall was the master's degree with 58.4% of those responding to the questionnaire having this degree (see Table 16). The master's degree was the most prevalent degree earned by the principals (63.5%), secondary school athletic directors (50%), college athletic directors (78.7%), and the arena directors (100%). The bachelor's degree was the greatest response by the public facility directors (72.7%).

Question 9: What was your academic major, minor, or related field both undergraduate and graduate? The undergraduate major in all five categories of the sports administrators responding to the questionnaire was clearly health

Table 16

Highest Earned Degree of the Sports Administrators

Sports admin.	Bachelor	%	Master	%	Specialist	%	Doctorate	%
Principals	2	3.8	33	63.5	9	17.4	8	15.3
Secondary								
school	17	34.0	25	50.0	7	14.0	1	2.0
College	3	9.1	28	78.7	2	6.1	2	6.1
Arena	0	0	4	100.0	0	0	0	0
Public	16	72.7	6	27.3	0	0	0	0
Total	38	--	94	--	18	--	11	--
Total %	--	23.6	--	58.4	--	11.2	--	6.8

and physical education (45.1%; see Table 17). The undergraduate minors were varied among the respondents with the majority of the principals and arena directors minoring in history, the secondary school and college athletic directors minoring in the area of physical science, and the public facility directors in the social sciences (see Table 18). The graduate majors overall were predominantly administration (54.4%) with the principals, secondary school athletic directors, and arena directors choosing this major (see Table 19). The college athletic directors and public facility directors had a graduate major in health and physical education as the most frequent response, followed by administration. Only 28 of the 162 respondents had a graduate minor with the overall majority (35.7%) minoring in administration (see Table 20).

Question 10: Was a degree in sports administration offered at the institution you attended? Question 10 further sought to determine the professional preparation of the current sports administrators. As was presented in the related literature according to the Parkhouse study, only 20 colleges offered a degree in sports administration. The small number of available institutions with sports administration programs explains why 87% of the respondents attended institutions which did not offer a sports administration degree (see Table 21).

Table 17

Undergraduate Major of the Sports Administrators

Sports administrator	Health/ Physical Ed.	%	History	%	Physical Sciences	%	Business	%
Principals	17	32.8	6	11.5	10	19.3	6	11.5
Secondary school	21	42.0	10	20.0	6	12.0	4	8.0
College	22	66.6	5	15.2	2	6.1	4	12.1
Arena	2	50.0	0	0	0	0	2	50.0
Public	11	47.9	0	0	1	4.3	2	8.7
Total	73	--	21	--	19	--	18	--
Total %	--	45.1	--	13.0	--	11.2	--	11.1

(table continues)

Sports administrator	Education				Social				Fine	
		%	English	%	Math	%	Sciences	%	Arts	%
Principals	2	3.8	2	3.8	6	11.5	1	2.0	2	3.8
Secondary school	4	8.0	0	0	3	6.0	1	2.0	1	2.0
College	0	0	0	0	0	0	0	0	0	0
Arena	0	0	0	0	0	0	0	0	0	0
Public	3	13.0	1	4.3	0	0	4	17.5	1	4.3
Total	9	--	3	--	9	--	6	--	4	--
Total %	--	5.6	--	1.9	--	5.6	--	4.0	--	2.5

Table 18

Undergraduate Minor of the Sports Administrators

Sports administrator	Health/ Physical Ed.		History		Physical Sciences		Business	
		%		%		%		%
Principals	4	13.8	7	24.2	4	13.8	2	6.9
Secondary school	3	10.7	5	17.9	6	21.4	1	3.6
College	1	5.9	4	23.6	9	52.9	0	0
Arena	0	0	2	100.0	0	0	0	0
Public	0	0	2	28.6	0	0	0	0
Total	8	--	20	--	19	--	3	--
Total %	--	9.6	--	24.1	--	22.9	--	3.6

(table continues)

Sports adminis.	Education	%	English	%	Math	%	Social Studies	%
Principals	2	6.9	5	17.2	2	6.9	3	10.3
Secondary school	2	7.2	5	17.6	2	7.2	4	14.4
College	0	0	2	11.7	0	0	1	5.9
Arena	0	0	0	0	0	0	0	0
Public	0	0	0	0	1	14.3	4	57.1
Total	4	--	12	--	5	--	12	--
Total %	--	4.8	--	14.5	--	6.0	--	14.5

Table 19

Graduate Major of the Sports Administrators

Sports adminis.	Adminis- tration	%	Health/ Physical Ed.	%	History	%	Business	%
Principal	35	70.0	3	6.0	4	8.0	1	2.0
Secondary school	17	51.5	5	15.1	3	9.1	0	0
College	10	33.3	17	56.7	0	0	0	0
Arena	4	100.0	0	0	0	0	0	0
Public	1	16.7	4	66.6	0	0	0	0
Total	67	--	29	--	7	--	1	--
Total %	--	54.5	--	23.6	--	5.7	--	0.8

(table continues)

Sports adminis.	Physical		Social		Fine	
	Education	%	Science	%	Arts	%
Principals	2	4.0	1	2.0	1	2.0
Secondary school	4	12.1	0	0	2	6.1
College	3	10.0	0	0	0	0
Arena	0	0	0	0	0	0
Public	0	0	0	0	0	0
Total	9	--	1	--	3	--
Total %	--	7.3	--	0.8	--	2.4

Table 20

Graduate Minor of the Sports Administrators

Sports adminis.	Adminis- tration	%	Health/ Physical Ed.	%	English	%	Math	%
Principals	2	22.2	1	11.1	1	11.1	1	11.1
Secondary school	5	50.0	1	10.0	0	0	0	0
College	3	33.3	3	33.3	0	0	0	0
Arena	0	0	0	0	0	0	0	0
Public	0	0	0	0	0	0	0	0
Total	10	--	5	--	1	--	1	--
Total %	--	35.7	--	17.9	--	3.6	--	3.6

(table continues)

Sports adminis.	Education	%	Vocational	%	Social			History	%
					Sciences	22.2	0		
Principals	1	11.1	2	22.2	0		0	1	11.1
Secondary									
school	3	30.0	0	0	1		10.0	0	0
College	1	11.1	0	0	1		11.1	1	11.1
Arena	0	0	0	0	0		0	0	0
Public	0	0	0	0	0		0	0	0
Total	5	--	2	--	2		--	2	--
Total %	--	17.9	--	7.1	--		7.1	--	7.1

Table 21

Sports Administration Degree Offered at the Institution
Attended by the Respondents

Sports administrator	Yes	%	No	%
Principals	8	15.4	44	84.6
Secondary school	7	14.7	43	86.0
College	3	9.1	30	90.0
Arena	0	0	4	100.0
Public	3	13.0	20	87.0
Total	21	--	141	--
Total %	--	13.0	--	87.0

Question 11: Would you have sought a degree in sports administration had it been offered? The overall percentages in Table 22 revealed that most of the sports administrators who responded to the questionnaire (63.8%) would not have sought a degree in sports administration had it been offered. A clear majority of the principals (86.4%), secondary school athletic directors (60.5%), and public facility directors (80%) who attended institutions that did not offer a sports administration degree would not have sought such a degree had it been available. A sharp contrast was provided by those in higher education who would have sought a sports administration degree with 70% of the college athletic directors and 75% of the arena directors responding accordingly.

Question 15: Do you feel you were academically prepared to handle your present job responsibilities? The attitude of the respondents toward their academic preparedness for the field of sports administration was the emphasis of Question 15 (see Table 23). The overall response (80.9%) by all five categories of sports administrators indicated that they felt academically prepared to hold their current job titles. The lowest percentage was in the category of public facility director where only 56.6% felt academically prepared.

Table 22

Respondents Seeking a Degree in Sports Administration Had
It Been Offered

Sports administrator	Yes	%	No	%
Principals	6	13.6	38	86.4
Secondary school	17	39.5	26	60.5
College	21	70.0	9	30.0
Arena	3	75.0	1	25.0
Public	4	20.0	16	80.0
Total	51	--	90	--
Total %	--	36.2	--	63.8

Table 23

Feeling of Academic Preparedness of the Sports Administrators

Sports administrator	Yes	%	No	%
Principals	49	94.2	3	5.8
Secondary school	41	82.0	9	18.0
College	24	72.7	9	27.3
Arena	4	100.0	0	0
Public	13	56.5	10	43.5
Total	131	--	31	--
Total %	--	80.9	--	19.1

Duties of Sports Administrators

The four questions related to the duties of sports administrators attempt to determine the additional responsibilities of sports administrators, what duties are of major importance to the position, and for what duties they were educationally prepared. The four questions from the survey were 7, 16, 17, and 18.

Question 7: Other than being the sports administrator, what additional duties are you required to perform at your institution/facility? The overall percentage from Table 24 showed the additional duty most often performed by sports administrators was in the area of administration (44.6%). This was especially true for the principal category (92.3%). The secondary school and college athletic directors reported to have the additional responsibilities of teaching and/or coaching. The public facility directors' additional duties were predominantly in administration and teaching as were those of the arena directors.

Question 16: While performing your duties as sports administrator, what have you relied on most, experience, education, or both equally? The overall percentage (49.4%) showed that the sports administrators tended to rely equally on experience and their educational background (see Table 25). The respondents from secondary schools--principals and athletic directors--tended to rate experience as the

Table 24

Additional Duties Performed by the Sports Administrators

Sports administrator	Teaching	%	Coaching	%	Administration	%
Principal	2	3.8	2	3.8	48	92.3
Secondary school	29	42.0	24	34.8	16	23.2
College	15	35.7	19	45.2	8	19.1
Arena	2	50.0	0	0	2	50.0
Public	6	35.3	3	17.6	8	47.1
Total	54	--	48	--	82	--
Total %	--	29.3	--	26.1	--	44.6

Table 25

Sports Administrators' Duties Relying on Education,
Experience, or Both

Sports adminis.	Experience		Education		Both	
		%		%	Equally	%
Principals	25	48.1	6	11.5	21	40.4
Secondary school	27	54.0	1	2.0	22	44.0
College	14	42.4	0	0	19	57.6
Arena	0	0	0	0	4	100.0
Public	7	30.4	2	8.7	14	60.9
Total	73	--	9	--	80	--
Total %	--	45.1	--	5.5	--	49.4

most important with 48.1% and 54%, respectively. The remaining three categories of college athletic directors, arena directors, and public facility directors all answered that they relied equally on experience and their educational background.

Question 17: Rated duties of sports administrators.

Fourteen of these duties are listed in Appendix E and were rated by the sports administrators as to their importance. The secondary school principals rated the following duties as having the highest degree of importance: budgeting, staffing, coordinating the staff, medical aspects of sports, coordinating sports administration duties with other duties, and crowd control. Of secondary importance (2) they rated facilities and equipment, record keeping, pregame duties, purchasing, and public relations. The duties the principals rated to be of average importance (3) were: supplies, postgame duties, and game transportation. None of the duties were rated by a significant percentage to be of low importance.

The secondary school athletic directors rated the following duties as being of primary importance (1): budgeting, staffing, coordinating the staff, and coordinating the sports administration duties with their other duties. Duties they rated as secondary importance (2) were: facilities and equipment, public relations, medical aspects

of sports, record keeping, pregame duties, game transportation, purchasing, and crowd control. Duties rated as being of average importance (3) were: supplies and post-game duties. No significant percentages were in the lower importance categories.

The college athletic directors rated only budgeting and public relations as being of highest importance (1). Duties which were rated to be of secondary importance (2) included: staffing, coordinating the staff, purchasing, and coordinating athletic duties with other duties. The duties the college athletic directors rated as being of average importance (3) were: medical aspects of sports, record keeping, pregame duties, and game transportation. The duties of purchasing supplies, record keeping, post-game duties, and crowd control were rated as being of lower importance (4). The duty of facilities and equipment was rated equally from highest importance to a low importance. The lower ratings to the various duties provided by the college athletic directors as compared to the secondary school respondents could be attributed to the reassignment of the responsibilities of some of these duties to others in the sports department.

Because of the low number of arena directors answering the survey, clear differences between the importance of the various duties were unattainable. Duties that the arena

directors did rate as being of highest importance were: budgeting, staffing, coordinating the staff, public relations, record keeping, coordinating sports administration duties with other duties, and crowd control. Duties which they tended to rate of lower importance were: supplies, medical aspects of sports, postgame duties, game transportation, and purchasing. Division between high and low importance occurred in the duties of facilities and equipment and pregame duties.

Some of the public facilities directors responding to the questionnaire did not rate all duties, stating that some, such as pre- and postgame duties as well as crowd control were not a part of their realm of sports administration. Similarly, those rating the crowd control duty substituted parental control as their major problem. Duties rated of highest importance (1) by the public facility directors were: budgeting, staffing, coordinating the staff, public relations, and medical aspects of sports. Duties they rated of secondary importance (2) included: pregame duties and postgame duties. Facilities and equipment, supplies, record keeping, purchasing and coordinating sports administration duties with their other duties (rated equally as a most important duty) were rated to be of average (3) importance. Lowest importance (5) duties

rated by the public facility directors were game transportation and crowd/parent control.

The overall percentages showed that the sports administrators who responded to the questionnaire rated the duties of budgeting, staffing, coordinating the staff, and public relations as being the most important duty (1). The duties they rated as second most important (2) were: facilities and equipment, record keeping, pregame duties, game transportation, purchasing, coordinating the sports administrators' duties with their other duties, and crowd control. Duties rated overall as being of average importance (3) were supplies and postgame duties. The duty of medical aspects of sports was rated relatively equal between the top three classifications of importance. None of the duties was significantly rated overall below average in importance.

Question 18: Rated duties of sports administrators related to their professional preparation. The sports administrators were asked to compare the 13 most prominent duties to their professional preparation (see Appendix F). The secondary school principals answered as being the most educationally prepared (1, 2) for the duties of budgeting, staffing, purchasing, medical aspects of sports, pregame duties, postgame duties, and record keeping. They felt they had average preparedness (3) for the facilities and

equipment, coordinating the staff, public relations, postgame duties, game transportation, coordinating their sports administration duties with their other duties, and crowd control duties. The principals did not, as a group, feel inadequately prepared for any of the duties.

The secondary school athletic directors felt to be most educationally prepared (1, 2) for the duties of budgeting, facilities and equipment, staffing, coordinating the staff, public relations, purchasing, medical aspects of sports, record keeping, and crowd control. Average educational preparedness (3) was reported to have been achieved in the duties related to pregame duties, postgame duties, game transportation, and coordinating their sports duties with other duties. As with the secondary school principals, the secondary school athletic directors, as a group, did not feel inadequately prepared in any of the duty areas.

The college athletic directors responded that they were most educationally prepared (1, 2) for facilities and equipment, public relations, and coordinating their athletic duties with their other duties. They felt to have received average preparedness (3) in the duties of budgeting, staffing, coordinating the staff, purchasing, pregame duties, postgame duties, game transportation, record keeping, and crowd control duties. These athletic directors felt to

be least educationally prepared (4, 5) for the duty related to the medical aspects of sports.

The arena directors responded to be most educationally prepared in the areas of budgeting, staffing, coordinating the staff, and public relations. They responded as having average preparation in facilities and equipment, purchasing, and coordinating their sports administration duties with their other duties. The arena directors indicated to have the least educational preparation in the medical aspects of sports, pregame duties, postgame duties, game transportation, record keeping, and crowd control.

The public facilities directors' responses showed the duties of most educational preparation (1, 2) to be facilities and equipment and staffing. Duties which they responded as having received average preparation (3) were: budgeting (also rated as the least prepared duty), medical aspects of sports, coordinating the staff, purchasing, pregame duties, postgame duties, game transportation, coordinating their sports administration duties with their other duties, and record keeping. Responses from the public facility directors which indicated their least degree of educational preparation (4, 5) were the duties of public relations and crowd control (parent control).

The overall percentages of the five categories of sports administrators indicated that the duties of most

educational preparation were: budgeting, facilities and equipment, staffing, and medical aspects of sports. Duties which received an average (3) overall percentage included: coordinating the staff, public relations, purchasing, pregame duties, postgame duties, game transportation, coordinating their athletic duties with their other duties, record keeping, and crowd control. The overall percentages indicated no education preparation for a duty to be significantly below average.

Need for a Professional Preparation Program

Professional programs for sports administrators are being developed by many colleges and universities in the United States. Questions 20, 21, and 22 surveyed the sports administrators who responded to this questionnaire and asked their opinions for developing such a program in this region.

Question 20: Do you feel that a program in sports administration should be developed in Tennessee? This question sought to answer one of the major areas of emphasis in this study, the need for developing a professional preparation program (see Table 26). The most significant response (79%) from all five categories was that a professional preparation program for sports administrators should be developed in Tennessee.

Question 21: What type of program do you feel most appropriate for preparing sports administrators? Where the

Table 26

Should a Sports Administration Program Be Developed in
Tennessee?

Sports administrator	Yes	%	No	%
Principals	32	61.5	20	38.5
Secondary school	41	82.0	9	18.0
College	30	90.0	3	9.1
Arena	4	100.0	0	0
Public	21	91.3	2	8.7
Total	128	--	34	--
Total %	--	79.0	--	21.0

desire to have a sports administration program was clear, the type of program to be offered was varied (see Table 27). A minor program had the highest overall percentage (29%), followed by a major (25.9%), certificate (22.2%), and a degree program (19.8%).

Question 22: Should a program in sports administration be strictly in the physical education department, or should it be interdisciplinary, with courses from departments such as business, communications, and social sciences? This question was directed toward whether a sports administration program should be offered strictly in the physical education department or be interdisciplinary. All five areas of sports administrators clearly responded that a professional preparation program should be interdisciplinary as illustrated by the overall 88.3% shown in Table 28.

Curriculum Content

A successful professional preparation program is designed to provide the student with an adequate background to meet the needs of the chosen occupation. Four questions (19, 23, 24, and 25) were asked of the sports administrators in the questionnaire as to what curriculum content would be included in a sports administration program.

Question 19: Rate the areas of experience in the field, experience in budgeting, previous coaching experience, and a degree in sports administration in terms of importance

Table 27

Type of Program for Preparing Sports Administrators

Sports adminis.	Major	%	Minor	%	Degree	%	Certification	%
Principals ^a	11	21.2	16	30.8	11	21.2	9	17.3
Secondary school	14	28.0	15	30.0	9	18.0	12	24.0
College	11	33.3	10	30.3	6	18.2	6	18.2
Arena	1	25.0	1	25.0	1	25.0	1	25.0
Public	5	21.7	5	21.7	5	21.7	8	34.8
Total	42	--	47	--	32	--	36	--
Total %	--	25.9	--	29.0	--	19.8	--	22.2

^aFive of the principals (9.6%) responding answered the question "other" stating they did not feel any type of program should be offered in Tennessee.

Table 28

Sports Administration Program Location

Sports administrator	Physical education	%	Inter-disciplinary	%
Principals	8	15.4	44	84.6
Secondary school	7	14.0	43	86.0
College	2	6.1	31	93.9
Arena	0	0	4	100.0
Public	2	8.7	21	91.3
Total	19	--	143	--
Total %	--	11.7	--	88.3

for hiring a sports administrator. The overall percentages from all of the sports administrators' responses showed experience (59.3%) to be the most important factor in their hiring of a sports administrator (see Table 29). The second criteria viewed as important was experience in budget planning (see Table 30). The third criteria for hiring a sports administrator was previous coaching experience (see Table 31). A degree in sports administration was viewed as the least important factor in hiring a sports administrator (see Table 32).

The principals rated previous experience in the field and budget planning experience as the most important (1) criteria. They rated previous coaching experience as being of secondary importance (2), and a degree in sports administration as being of average importance (3).

The secondary school athletic directors rated experience in the field as the most important (1) criteria in hiring a sports administrator. They rated budget planning experience and previous coaching experience as being of secondary importance (2). A degree in sports administration was rated as being of average importance (3).

Percentages showed the ratings of the college athletic directors to be the same as those of the secondary school athletic directors. Experience in the field was rated the most important criteria for hiring a sports administrator,

Table 29

The Importance of Experience in the Field in Hiring a Sports Administrator

Sports adminis.	1st	%	2nd	%	3rd	%	4th	%	5th	%
Principals	29	55.8	15	28.8	7	13.5	1	1.9	0	0
Secondary school	27	54.0	17	34.0	6	12.0	0	0	0	0
College	18	54.4	12	36.4	2	6.1	1	3.0	0	0
Arena	2	50.0	2	50.0	0	0	0	0	0	0
Public	20	87.0	2	8.7	1	4.3	0	0	0	0
Total	96	--	48	--	16	--	2	--	0	--
Total %	--	59.3	--	29.6	--	9.9	--	1.0	--	0

Table 30

The Importance of Budget Planning Experience in Hiring a Sports Administrator

Sports adminis.	1st	%	2nd	%	3rd	%	4th	%	5th	%
Principals	23	44.2	20	38.5	6	11.5	3	5.8	0	0
Secondary school	19	38.0	22	44.0	5	10.0	2	4.0	2	4.0
College	10	30.3	21	63.6	2	6.1	0	0	0	0
Arena	2	50.0	2	50.0	0	0	0	0	0	0
Public	14	60.8	4	17.4	5	21.7	0	0	0	0
Total	68	--	69	--	18	--	5	--	2	--
Total %	--	42.0	--	42.6	--	11.1	--	3.1	--	1.0

Table 31

The Importance of Previous Coaching Experience in Hiring a Sports Administrator

Sports adminis.	1st	%	2nd	%	3rd	%	4th	%	5th	%
Principals	19	36.5	20	38.5	9	17.3	2	3.8	2	3.8
Secondary school	18	36.0	20	40.0	9	18.0	2	4.0	1	2.0
College	2	6.1	7	21.2	17	51.5	3	9.1	4	12.1
Arena	0	0	0	0	2	50.0	2	50.0	0	0
Public	3	13.0	4	17.4	13	56.5	1	4.3	2	8.7
Total	43	--	51	--	50	--	9	--	10	--
Total %	--	25.9	--	31.5	--	30.9	--	5.6	--	6.2

Table 32

The Importance of Having a Degree in Sports Administration in Hiring a Sports Administrator

Sports adminis.	1st	%	2nd	%	3rd	%	4th	%	5th	%
Principals	4	7.7	5	9.6	26	50.0	9	17.3	8	15.4
Secondary school	6	12.0	11	22.0	14	28.0	11	22.0	8	16.0
College	1	3.0	9	27.3	13	39.4	10	30.3	0	0
Arena	0	0	0	0	1	25.0	3	75.0	0	0
Public	5	21.7	5	21.7	8	34.8	3	13.0	2	8.7
Total	16	--	30	--	62	--	36	--	18	--
Total %	--	9.9	--	18.5	--	38.3	--	22.2	--	11.1

followed by experience in budget planning, previous coaching experience, and a degree in sports administration.

The arena directors rated experience in the field and experience in budget planning of equal importance (1, 2). They rated previous coaching experience as being of average importance (3) and a degree in sports administration of low (4) importance.

Experience in the field and budget planning experience were rated as being of primary importance (1) to public facility directors. Coaching experience and a sports administration degree were rated as being of average importance (3) in hiring a sports administrator by the public facility directors.

Question 23: Rate the following courses as being either a requirement or an elective. The selection of the courses for Question 23 (see Table 33) was acquired from a review of the required courses offered at the 18 institutions offering a sports administration program. The sports administrators responding to the questionnaire felt that a professional preparation program should have as required course content: facilities and equipment, athletic organization, principles of accounting, an internship or externship, prevention and care of athletic injuries, the legal aspects of sports administration, public relations, promotions and communication, and principles of management. Courses which

Table 33

Selection of Courses as Required or Elective

Courses	Required	%	Elective	%
Facilities/equipment	140	86.4	21	13.6
Principles of accounting	84	51.9	78	48.1
Athletic administration/ organization	153	94.4	9	5.6
Sociology/psychology of sport	58	35.8	104	64.2
Internship/externship (minimum 1 semester)	103	63.6	59	36.4
Research procedures	19	11.7	143	88.3
Issues in sports administration seminar	74	45.7	88	54.3
Prevention/care of sports injuries	109	67.3	53	32.7
Legal aspects of sports administration	147	90.7	15	9.3
Public relations, promotions and communication	118	72.8	44	27.2
Marketing	62	38.3	100	61.7
History of physical education and sport	46	28.4	117	71.6

(table continues)

Courses	Required	%	Elective	%
Statistics	49	30.2	113	69.8
Curriculum development	47	29.0	115	71.0
Principles of management	131	80.9	31	19.1
Other	5	--	0	--

were felt should be electives were: sociology/psychology of sports, research procedures, issues in sports administration, marketing, history of physical education and sport, statistics, and curriculum development. Five of the respondents suggested three other courses which should be required: coaching theory (3 respondents), interpersonal relationships and introduction to computers (1 respondent), and dealing with parents (1 respondent).

Question 24: What single course do you feel would be most important for the prospective sports administrator?

Of the 162 respondents to the questionnaire, 46 chose not to answer the question resulting in the discrepancy in the total as compared to the other questions. The single course to be the most important was organization and administration which was the response of 50% of the sports administrators (see Table 34).

Question 25: Should a sports administration program require a thesis, internship/externship, field studies, or a thesis option? The sports administrators responding to this question viewed experiences obtained in an internship/externship (45.3%) or field study (33.3%) to be significantly more important than a thesis (see Table 35).

Table 34

Single Most Important Course in a Sports Administration
Program

Course	No. of Responses	%
Organization/administration	58	50.0
Accounting	5	4.3
Budgeting	9	7.8
Management	11	9.5
Legal aspects	9	7.8
Public relations	19	16.4
Marketing	2	1.7
Internship/externship	3	2.6
Total	116	100.0

Table 35

Additional Course Requirements for a Sports Administration Program

Program requirement	Positive responses	%
Thesis	12	4.7
Internship/externship	117	45.3
Field studies	86	33.3
Thesis option	43	16.6
Total	258	100.0

Chapter V

Summary, Findings, Conclusions, and Recommendations

Summary

The history and development of sports in the United States since the 1900s has brought about increasingly more complex and demanding duties to those working in the field of sports administration. This continual growth and change of the sports institution has brought about the need for the professional preparation of sports administrators. The State of Tennessee has no less than 434 educational institutions and public facilities which actively participate in some form of sports activities and need qualified administrators. The purpose of this study was to answer the following questions:

1. What is the professional background of the current sports administrators in Tennessee?
2. Is a professional preparation program for sports administrators needed in Tennessee?
3. What course content should be included in a professional preparation program for sports administrators?

The related literature presented the historical development of the concept for the professional preparation

of sports administrators in the United States. Emphasis was placed on two major conferences of professionals in the field--the inaugural meeting of the National Conference of Athletic Directors, 1962, and the Joint Committee on Physical Education and Athletics, 1970. A description of the various duties performed by sports administrators was also presented in this chapter.

Eighteen institutions which currently offer degrees in sports administration were surveyed regarding their curriculum and course content. The information obtained from this survey provided not only support for the recommendations of the two major professional conferences, but also the foundation for the 25-item questionnaire developed for this study. The questionnaire was designed to investigate the background of current sports administrators and their assessment of the need for a professional preparation program and its course content.

In the study, 280 sports administrators were chosen at random from professional publications listing the various institutions and facilities. The survey group consisted of principals, secondary school athletic directors, college and university athletic directors, arena directors, and public health/recreation facility directors. Each was mailed the 25-item questionnaire along with a self-addressed stamped envelope, and were requested to respond within 10

days. There were responses from 162 of the sports administrators.

The responses to each of the 25 questions were tabulated and analyzed into five major areas:

1. General information of survey participation
2. Backgrounds of current sports administrators
3. Duties of current sports administrators
4. The need for a sports administration professional preparation program
5. Curriculum content for a professional preparation program.

The data obtained from the tables and their analysis provided the findings for this study.

Findings

Background of current sports administrators. A profile of the background of sports administrators in Tennessee showed the majority to have held the position for 5 or less years. The previous employment for the responding sports administrators coincided with the major focus of their current job titles. The principals' background was in education, the athletic directors' in athletics, the arena directors' in business, and the public facility directors' in recreation.

Belonging to professional organizations in the field of sports administration was predominantly by those in

higher education. Fewer than half of the secondary school administrators belonged to any related professional organizations, whereas, half of the arena and public facility directors possessed membership.

A majority of the sports administrators in all categories held a master's degree with the exception of the public facility directors in which most held bachelor degrees. The educational background of the sports administrators indicated an undergraduate major in health and physical education with minors in either history or the physical sciences. The graduate major for the respondents was clearly administration for the principals, secondary school athletic directors, and the arena directors. Health and physical education was the predominant graduate major for the college athletic directors and public facility directors. The respondents who had graduate minors also directed their study toward administration.

The number of sports administrators who had attended colleges offering a degree in sports administration was not low considering the limited number of such programs. However, it is notable that a clear majority would not have sought a degree in sports administration had it been available. Similarly, in all five categories of sports administrators, a significant majority responded that they were academically prepared to fulfill their present duties.

Duties of sports administrators. The additional duties performed by the sports administrators varied with each category. Principals had additional administrative duties, whereas, the athletic directors' duties were in teaching and coaching. Both the arena directors and public facility directors had significant percentages whose additional responsibilities were divided between administration and teaching.

The sports administrators also tended to be varied in their responses on whether experience, education, or both equally had been the most important to them in performing their duties. The secondary school respondents tended to view experience as the most important, whereas those in higher education and public facilities viewed education and experience equally as being the most important.

The study had the respondents rate a list of the most prevalent duties of sports administration in terms of importance. The following list represents the order in which these duties were rated by the sports administrators: (a) budgeting, (b) staffing, (c) public relations, (d) coordinating the staff, (e) the medical aspects of sports, (f) pregame duties, (g) facilities and equipment, (h) purchasing, (i) coordinating the sports administrator duties with the other duties, (j) record keeping, (k) crowd control, (l) game transportation, (m) obtaining supplies, and (n)

postgame duties. These same duties also provided the basis for a question on educational preparedness. The sports administrators rated these duties in regards to how well they were prepared to meet these duties. Responses showed that in no area was the overall percentage below average in terms of being educationally prepared.

Need for a professional preparation program. One of the major points of emphasis in this study was to assess the need for a sports administrator professional preparation program in Tennessee. The responses from the 162 sports administrators participating in the study supported (80%) the premise that a professional preparation program should be developed. Similarly, the respondents clearly indicated that a sports administrator program should be interdisciplinary, combining the physical education courses with courses from other departments such as business, communications, and social sciences. The type of program to be offered showed no significant differences between major, minor, degree, or certificate.

Course content. The sports administrators were requested to rate in terms of importance as a prerequisite for hiring a sports administrator the following areas: experience in the field, experience in budgeting, a degree in sports administration, and previous coaching experience. The responses indicated experience in the field as the most

important prerequisite, followed by experience in budgeting and previous coaching experience. A degree in sports administration was the lowest rated choice.

A list of 14 course offerings was developed from a study of the 18 sports administration curriculums presented in Appendix A. The sports administrators responding to the question rated the courses as either required or elective. The courses they felt should be required were: facilities and equipment, organization and administration, principles of accounting, internship/externship, prevention and care of athletic injuries, the legal aspects of sports, public relations, and principles of management. Courses viewed as electives were: sociology/psychology of sport, research procedures, issues in sports administration, marketing, history of physical education and sport, statistics, and curriculum development. The single most important course was organization and administration. The sports administrators also strongly supported an internship/externship or field study as opposed to a thesis, which again illustrated their emphasis on experience in the field.

Conclusions

The background of sports administrators in Tennessee was characterized by 5 or less years of experience in the field, possessing a master's degree, with an undergraduate major in physical education and a graduate major in

administration. With the exception of the college athletic directors, most did not belong to any professional organizations related to the field. The most prevalent additional duties they performed were administrative, teaching, and coaching. The sports administrators responded that they relied most on experience in performing their duties of which they viewed budgeting, staffing, public relations, coordinating the staff, and the medical aspects of sports as five of the most important. Similarly, the administrators responded that they were educationally prepared to fulfill all of the sports administrator's duties even though none of the respondents had a degree in sports administration.

The study found that a professional preparation program for sports administrators should be developed and should be interdisciplinary with the emphasis being in the physical education and business departments. However, experience was rated the most valuable in hiring sports administrators, whereas a degree in sports administration was rated as the least important.

Recommendations

Based on the findings and results of this study, the following recommendations are made:

1. A professional preparation program for sports administrators should be developed in Tennessee. The

program should be based in the physical education department and include courses from the business department. The program should also include a minimum of one semester of work in an internship or externship.

2. Current sports administrators, especially at the secondary school level, should be made more aware of the professional organizations available for sports administrators.

3. Other majors, such as recreation, should be made aware of the scope of the field of sports administration. Some of the respondents to the study questionnaire did not view themselves as sports administrators.

4. The sports administration program should be offered as either a major or minor and tailored to meet the professional goals of each student. Special consideration should also be given to placement in the internship or externship to provide experience in the student's emphasis in sports administration.

APPENDICES

Appendix A
Review of the 19 Established
Sports Administration Programs in
The United States

BOWLING GREEN STATE UNIVERSITY

Degree Offered

Master of Education in Health and Physical Education.

Area of Emphasis

Athletic administration careers in athletic administration in the educational setting.

Prerequisites for Admission

Candidates must have undergraduate degree from an accredited university/college; undergraduate's grade point average (overall) 2.6 (3.0 for assistantship); and Graduate Record Exam Scores.

Internship Requirement

Yes. 1-3 credit hours with attempts to tailor the practicum experience to the individual's needs.

Total Hours for Degree

Minimum 30 semester hours, thesis option or 33 semester nonthesis option.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Administration of Interscholastic Athletics	3
Athletic and Recreation Facility Planning and Management	3
Internship, Field Placement, or Practicum in HPER	1-3

The Law and HPER Services	3
Physiological Effects of Motor Activity	3
Philosophy and Principles of Health and Physical Education	3
Measurement and Evaluation in Health and Physical Education	3
Application of Principles of Learning to Teaching and Coaching of Physical Activity	3
Sport and Society	3
Seminar in Health Education	3
OR	
Directed Research in Health and Physical Education	1-4
Issues in Physical Education	3

(N. Jean Bateman, personal communication, October, 1982.)

CENTRAL MICHIGAN UNIVERSITY

Degree Offered

Master of Arts in Physical Education

Area of Emphasis

Athletic administration--prepare students for the position of Athletic Director in secondary schools.

Prerequisites for Admission

Applicants should possess an undergraduate degree from an accredited institution; 20 or more hours in physical education; a 2.5 grade point average; and prior work in physical education is highly recommended but not required.

Internship Requirement

Yes. 3 credit hours.

Total Hours for Degree

Minimum 30 semester hours with thesis optional.

Program Description:

<u>Required Courses:</u>	<u>Credit Hours</u>
Administration of Interscholastic	
Athletics	3
Scientific Basis for Athletics	3
Facilities for Health, Physical Education,	
Recreation and Athletics	3
Athletics in Education	2
Research Methods in Health, Physical	
Education and Recreation	3

Internship in Athletic Administration	3
School Business Administration	3

OR

Public School Finance	3
Public School Law	3
One of the following four courses:	
Public Relations Techniques	3
Case Problems in Public Relations	3
Publicity and Promotion	3
School and Community Relations	3
Independent study or	2
Thesis	6

(Jarold C. Misner, personal communication, October, 1982.)

EASTERN KENTUCKY UNIVERSITY

Degree Offered

Master of Science in Physical Education with an emphasis in Sports Administration.

Area of Emphasis

Sports administration--designed to satisfy the interests of those students anticipating service in higher education, private clubs, agency, or other institutional settings.

Prerequisites for Admission

Students need to have a baccalaureate degree; a minimum undergraduate grade point average of 2.4; acceptable Graduate Record Examination scores; and letters of recommendation.

Internship Requirement

Yes. 1-6 hours. Supervised experience in selected aspects of sports in a sports administration setting.

Total Hours for Degree

30 semester hours with no thesis requirement.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Research in Physical Education	3
Interpretation of Data in Physical Education	3
Sociology of Sport	3
Internship in Sports Administration	1-6

Equipment and Facilities in Physical

Education 3

Physiological Bases of Physical Fitness 3

OR

Analysis of Human Motion 3

Motor Learning and Performance 3

Organization and Administration of Athletics 3

Survey of Accounting 3

Studies in Communication: Sports

Information Programs 3

(College of Health, Physical Education, Recreation, and
Athletics, personal communication, October, 1982.)

GRAMBLING STATE UNIVERSITY

Degree Offered

Master of Science Degree in Sports Administration.

Area of Emphasis

Athletic administration--an interdisciplinary competency-based program for the preparation of administrators of athletic programs.

Prerequisites for Admission

Students need a baccalaureate degree from an accredited institution.

Internship Requirement

Yes. Six semester hours which include a period of time working with a professional sports organization (example, university, college, sporting goods company, National Football League).

Total Hours for Degree

36 semester hours with no thesis requirement.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
The Use and Maintenance of Facilities	3
Legal Aspects of Sports Administration	3
Financial Accounting	3
Public Relations	3
Personnel Management	3

(W. M. Sanders, personal communication, October, 1982.)

IDAHO STATE UNIVERSITY

Degree Offered

Master of Physical Education--Athletic Administration option.

Area of Emphasis

Athletic administration--designed for the individual who desires to work directly with athletic-oriented programs in an administrative and/or coaching capacity.

Prerequisites for Admission

Students must have graduated from an accredited institution with a 2.75 grade point average over the final two years and Graduate Record Exam score in the 35th percentile or higher on either verbal or quantitative section.

Internship Requirement

Optional as a 3 credit hour elective.

Total Hours for Degree

30 semester hours with a thesis being optional. Those choosing not to write a thesis paper must take a comprehensive written and oral examination.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Research/Writing or	3
Research/Writing	2
Leadership/Administration	3

Adv Competitive Coaching	3
Philosophy/Principles	3
Facilities/Equipment	2
Management Aspects	3
Physiological Aspects	2
Master's Paper	1-3

(Mike Morris, personal communication, October, 1982.)

JACKSON STATE UNIVERSITY

Degree Offered

Master of Science in Education--Physical Education
Sequence.

Area of Emphasis

Administration--learning experiences are provided
in a wide variety of course offerings.

Prerequisites for Admission

Applicants must have a major or minor in Health,
Physical Education, Recreation, or Dance, and a grade
point average of B.

Internship Requirement

None.

Total Hours for Degree

A minimum of 32 semester hours with a thesis, or 36
semester hours plus a comprehensive examination without
a thesis.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Curriculum Methods	3
Educational Research	3
Elementary Statistics	3
Motor Learning and Human Performance	3
Organization & Administration of Physical Education in 2- & 4-Year Colleges	3

Research Seminar in Health, Physical	
Education, and Recreation	3
Biomechanics	3
Advanced Physiology of Muscular Activity	3
(Melvin I. Evans, personal communication, October, 1982.)	

MANKATO STATE UNIVERSITY

Degree Offered

Master of Arts in Physical Education--Athletic Administration.

Area of Emphasis

Athletic administration--opportunities are available to the student to pursue either a master of science or master of arts degree. Similarly, students may structure their program for a generalist or specialist degree. Other available areas are Sports Management and Psycho-Social Aspects of Sport.

Prerequisites for Admission

Students need to have graduated from an undergraduate institution with a minimum grade point average of 2.6 for the last two years of work. Students should also possess competencies in the following areas before taking courses for graduate credit: (a) activity skills in team sports, individual and dual sports, aquatic, rhythmic, self-testing, and development; (b) background sciences--anatomy, physiology, and kinesiology; (c) competency in teaching activity courses; (d) organization and administration in physical education.

Internship Requirement

Yes. 1-16 hours.

Total Hours for Degree

Thesis plan 48 quarter hours with a minimum of 30 hours in physical education, with 3-6 hours credit for the thesis. Alternate plan--51 quarter hours (paper replaces thesis, with a minimum of 30 hours in physical education).

Program Description

<u>Required Courses</u>	<u>Credit Hours</u>
Statistical Methods	3
Techniques of Research	3
Principles of Sport Management	3
Facilities	3
Coaching Psychology	3
Organization and Administration of Intramurals	3
Current Issues in Physical Education and Sport	3
Sport Administration Seminar	3
Internship	1-16
Individual Study or Thesis	2 3-6

(Dr. Vi Holbrook, personal communication, October, 1982.)

NEW YORK UNIVERSITY

Degree Offered

Master of Arts in Physical Education with specialization in Athletic Administration.

Area of Emphasis

Athletic administration--the program is offered principally for those interested in the role of athletic director in secondary schools or colleges. Emphasis is placed on providing experiences that would assist the athletic director in health care of athletes, development and maintenance of facilities, purchasing supplies and equipment, planning and conduct of athletic events, intramurals, and extramurals.

Prerequisites for Admission

Applicants are eligible to pursue this area of specialization if they have an undergraduate degree with a grade point average of 2.5 or better, and a major in physical education. Course prerequisites include anatomy and physiology, physiology of activity, and foundations of a philosophy for physical education and sport.

Internship Requirement

None. Out of class experiences such as independent studies, field experiences, and internships are available for students to take.

Total Hours for Degree

A minimum of 34 semester points (hours) must be earned with a 2.0 average or better. As an alternative to a master's thesis, students take a 6-point sequence in research design that culminates in a research project and report.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Organizational and Administrative Studies	3
Administration of School and College Athletics	3
Prevention and Care of Athletic Injuries	3
Health Aspects of Athletics	3
Behavioral Foundations of Physical Activity	3
Seminar in Administration of Physical Education	3
Research	6

(James Santomier, personal communication, October, 1982.)

OHIO STATE UNIVERSITY

Degree Offered

Master of Arts in Physical Education with an emphasis in Sport Management.

Area of Emphasis

Sport management and athletic administration--the major objective of the program is to prepare specialists for the various position in sport and athletic administration. Specific areas include: Secondary School Athletic Administration; College Athletic Administration; College Intramural and Recreation Management; Public Recreation; Private Recreation and Agencies; Professional Sports; Arena Management; Sport Journalism; and Sport Marketing.

Prerequisites for Admission

Students must be graduates of accredited baccalaureate program; have a minimum overall grade point average of 2.7; and either the Graduate Management Admission Test or the Graduate Record Exam.

Internship Requirement

Yes. The internship culminates the program, and is usually with an off-campus organization. The 6-12 credit hour course enables the student to spend a quarter or more working on a full-time basis in a specific area of interest

with the intention of providing for a professional edge toward proficiency.

Total Hours for Degree

Students are required to complete a minimum of 50 quarter hours of graduate work. Students must have at least a 3.0 grade point average to receive their degrees. Upon completion of the coursework, students will take a comprehensive examination. There is no thesis requirement in the program.

Program Description

Required Courses: Because the program is individualized and specialized, each student's requirements are tailored to meet his/her needs. The interdisciplinary departments are: physical education, education, business, marketing, and journalism.

<u>Physical Education offerings are:</u>	<u>Credit Hours</u>
Teaching of Athletic Sports	2-3
Principles of Physical Education	5
History of Physical Education and Sports in the United States	3
Problems in Intramural Sports	2
Organization and Administration	3
Science of Preparing People for Competitive Sports	5
Recreational Sport Management	3

Outdoor Education and Camping	
Administration	3
Public Recreation: Its Organization	
and Administration	3
Sport Management and Administration	3
International Sport	3
Problems in Intercollegiate Athletics	3
Seminar in Role of Sports in Society	3
Statistics for Physical and Health	
Education	3
Physical Education in Secondary Education	3
Administrative Problems in Physical	
Education	3
Areas and Facilities in Physical Education	3
Methods of Research in Health and	
Physical Education	3
Seminar--Professional Sport Administration	2
<u>Internship</u>	
Field Experience or Practicum in Physical	
Education and/or Sport	6-12
(Department of Physical Education, personal communication, October, 1982.)	

OHIO UNIVERSITY

Degree Offered

Master's in Sports Administration.

Area of Emphasis

Sports administration or Facility Management--the program is designed to prepare students for a career within the broad spectrum of sports, sports programs, agencies, arenas, facilities, and related organizations.

Prerequisites for Admission

Candidates must have successfully completed the following: a bachelor's degree; an overall grade point average of 2.7; a grade point average of 2.8 over the last 90 quarter hours; Graduate Record Examination scores (480 verbal, 410 quantitative); three letters of recommendation; a two-page autobiography; and an on-campus interview. Only 25 students will be selected each year.

Internship Requirement

Yes. The internship, 1-6 hours, lasts between 3 and 9 months. Time and duties depend on the desires of the host organization (110 different organizations) and is usually at the conclusion of the student's program.

Total Hours for Degree

Students may choose one of three options:

1. 39 quarter hours of coursework and a 6-hour thesis, including oral defense.

2. 46 quarter hours of coursework and a 4-hour research paper.

3. 59 quarter hours of coursework.

Program Description

Each candidate's curriculum is unique to individual needs. However, students concentrate their studies in accounting, communication, journalism, management, marketing, physical education, and recreation. The program is endorsed by the National Football League.

(Charles R. Higgins, personal communication, October, 1982.)

TEMPLE UNIVERSITY

Degree Offered

Master of Education with a Physical Education-Athletic/Sports Administration emphasis, or a Doctor of Education with an emphasis in Athletic/Sports Administration.

Area of Emphasis

Athletic/sports administration. Flexible programs leading to either a Doctor of Education or Master of Education degree were designed to prepare individuals at all levels in the educational system for a career in athletic/sports administration.

Prerequisites for Admission

The student must hold a Bachelor's degree, or equivalent, from an accredited institution; must score a total of 900 on the Graduate Record Examination or 39 on the Miller Analogies Test; and have earned a minimum overall grade point average of 2.8 or 3.0 in major or past two years of study.

Internship Requirement

Yes. The program culminates with a 6-12 hour internship which is spent at an educational institution or some other phase of athletic, sport, or recreational activity.

Total Hours for Degree

Students are required to complete a minimum of 24 semester hours of coursework plus 6 hours of master's research and thesis/project.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Administration of Physical Education	3
Management and Planning of Facilities for Health, Physical Education, Recreation, and Dance	3
Supervision in Elementary and Secondary School Physical Education	3
Research Methods in Physical Education	3
Master's Research	3
Master's Thesis or Project	3
Internship	6-12

(Marjorie G. Owen, personal communication, October, 1982.)

UNIVERSITY OF MASSACHUSETTS AT AMHERST

Degree Offered

Master of Science or Doctor of Philosophy in Sport Management/Theory.

Area of Emphasis

Sport Management/Theory--the programs are designed to meet the needs of students who aspire to careers in sport management and/or academic positions in sport. Students may choose to follow a curriculum which accommodates either applied or theoretical interests.

Prerequisites for Admission

Minimum entrance requirements include: (a) for Master's program--an undergraduate grade point average of 2.75, a Graduate Management Admissions Test score of at least 400, and an interview; (b) for PhD program--an undergraduate grade point average of 2.75, an earned Master's Degree in Sport Management/Theory from University of Massachusetts/Amherst, Graduate Record Examination scores of 1100 with a minimum verbal score of 550, and an interview.

Internship Requirement

Yes. Students receive 6 credit hours for the internship which consists of on-the-job experience for a minimum of 12 weeks of 40 hours per week.

Total Hours for Degree

Master of Science degree--30 hours. Doctorate of Philosophy degree--48 hours beyond the Masters, of which the dissertation is 18 credit hours.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Sport Enterprise	3
Research Methods in Sport	
Management/Theory	3
Seminar: Policy Development in Sport	3
Sport Facilities or	3
The Athletic Director or	3
Professional Sport or	3
Thesis or	6
Internship in Sport Management	6

(Betty Spears, personal communication, October, 1982.)

UNIVERSITY OF WASHINGTON

Degree Offered

Master of Science in Kinesiology--subspecialization in Sport Studies.

Area of Emphasis

Sport administration--the program is designed to prepare students for an administrative position in physical education or athletics in education or private enterprise.

Prerequisites for Admission

Applicants should have a 3.0 grade point average for their last two years of undergraduate work; Graduate Record Examination scores; proper undergraduate major (kinesiology, sociology, history, psychology, biological sciences, engineering, etc.); two or three letters of recommendation; and a statement of the student's goals and aspirations.

Internship Requirement

Yes. The internship is designed to be a culminating experience. Students receive 3 hours credit when working 10 hours per week and 6 hours credit when working 20 hours per week.

Total Hours for Degree

The minimum is 45 quarter hours, including 27 hours within the area of specialization and a thesis.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Sport Psychology	3
Sport Sociology	3
Sport History	3
One course in theory	3
One course in research methods	3
Statistics	3
Issues in Physical Education	3-5
Seminar in Sports Administration	1-3
Sport in American Society: An Institutional Perspective	3
Rise of Modern Sport	3
Social Psychology of Sport	3
Problems in Athletics	3
Internship	3-6
Thesis	3-6

(Department of Kinesiology, personal communication,
October, 1982.)

UNIVERSITY OF WISCONSIN--SUPERIOR

The graduate program in Athletic Administration/
Sports Management was eliminated due to low enrollment.
(John G. Cronk, personal communication, October, 1982.)

UNIVERSITY OF WYOMING

Degree Offered

Master of Science in Physical Education.

Area of Emphasis

Athletic administration--students can direct their programs either toward interscholastic or collegiate athletics. Students may also elect to pursue their studies either in the direction of research by concluding their programs with a thesis, or specialize in a specific area by taking additional coursework.

Prerequisites for Admission

Students need to have obtained an undergraduate degree, preferably with a major in physical education. Students must also have a minimum cumulative grade point average of 3.0, and a minimum aptitude Graduate Record Examination score of 800, 400 each in verbal and quantitative. Before undertaking graduate courses, students need to have completed work in the following courses at the undergraduate level: biology, human anatomy, human physiology, activity skills, physical education curriculum, motor learning, physical education teaching methods, biomechanics, tests and measurements, adapted physical education, and exercise physiology.

Internship Requirement

The program offered no internship courses.

Total Hours for Degree

The program requires 30 semester hours with physical education courses comprising 26 of the hours. Students may choose either to write a thesis (4 credit hours) or complete two papers in two designated courses. Students must also take a final written and oral examination, and half of all graduate credits must be taken at the 800 level.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Statistical Analysis for Research Workers	3
Introduction to Research	2
Humanistic and Behavioral Studies	2
Organization and Administration of Interscholastic Athletics	2
Organization and Administration of College Physical Education (and Athletics)	2
Research Practicum in Physical Education	2
Physical Education, Athletic and Intramural Facilities	3
Seminar in Applied Sciences for Physical Education	3

(Ward K. Gates, personal communication, October, 1982.)

WASHINGTON STATE UNIVERSITY

Degree Offered

Master of Science Degree in Physical Education with a concentration in Athletic Administration.

Area of Emphasis

Athletic administration--programs are individualized to adapt to the professional and research plans of the student.

Prerequisites for Admission

To be admitted into the program, students must have completed their undergraduate degree, have three letters of recommendation, and if the student's grade point average is below 3.0 for the last two years of undergraduate, scores from either the Graduate Record Exam and/or the Miller Analogies Test.

Internship Requirement

The program offers no required internship, however, the students may take an internship for 3-12 hours credit. Admission to the course is by interview only.

Total Hours for Degree

Students must complete a minimum of 30 semester hours of work of which 14 hours must be in physical education. Students may choose to complete a 4-6 hour thesis or a 2-4 hour special problem. A $1\frac{1}{2}$ credit-hour oral examination

will be administered and will be based primarily on either the thesis or special project.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Statistics	3
Research Methods	3
Administration	3
Sport in Society	3
Philosophical Perspectives	2-3
Medical Aspects of Sports	2
Sociological-Psychological Aspects of Sport	3
Facilities and Equipment	2
Thesis	2-6
or	
Special Project	2-4

(Phillip D. Gollnick, personal communication, October, 1982.)

WESTERN ILLINOIS UNIVERSITY

Degree Offered

Master of Science in Physical Education degree with an emphasis in Athletic Administration.

Area of Emphasis

Athletic administration--the program was developed as a direct result of the growth in size and complexity of athletic programs in secondary schools, colleges, and universities and is geared to fulfill these needs. The program also represents a multidisciplinary approach involving a joint effort between the Department of Physical Education and College of Business.

Prerequisites for Admission

Students must have a bachelor's degree from an accredited college or university with a minimum grade point average of 2.5 overall. The student must also have a Graduate Record Exam score on file, three letters of recommendation, and have a personal interview. To be admitted into the athletic administration program, students must have earned a minimum of 21 semester hours in physical education, including courses in anatomy, kinesiology, physiology of exercise, and tests and measurements in physical education.

Internship Requirement

Yes. The culminating experience of the program is the 6 semester hour practicum, conducted under the supervision

of a director of athletics in a secondary school, university, or a professional sports organization. Practicum experiences have previously involved the students in varied experiences at all levels of athletic competition and in a number of different states across the country.

Total Hours for Degree

Degree candidates must complete 32 semester hours of graduate credit. A range of 18-26 hours of course work must be earned in physical education which includes either a 4 semester hour thesis or 2 semester hour professional paper.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Research Methods	3
Thesis or	4
Professional Paper	2
Financial Accounting	3
Organization and Administration	3
Planning and Utilization of Facilities	2
Administration of Athletics	3
Practicum in Athletic Administration	4-6

(Mary L. Roche, personal communication, October, 1982.)

WESTERN MICHIGAN UNIVERSITY

Degree Offered

Master of Arts in Physical Education--Administration
Emphasis.

Area of Emphasis

Athletic administration--the graduate curriculum is designed to prepare teachers, coaches, supervisors, research personnel, and administrators for leadership roles. The program offers a multidisciplinary approach in its requirement of nine elective hours outside the department of physical education, pertaining to business and management. A related degree is offered in Coaching and Sports Studies.

Prerequisites for Admission

Admission into a program is a two-step process:
(a) acceptance by the graduate school, and (b) acceptance by the specific degree program. Students must have completed undergraduate degrees with a 2.6 grade point average in a physical education major or minor. A satisfactory score must also be obtained on the National Physical Education Field Test.

Internship Requirement

Internship is one of four options a student can take as the culminating experience and carries from 2-12 hours credit.

Total Hours for Degree

The Master of Arts degree requires completion of a minimum of 30 graduate semester hours. Each graduate student is expected to show competence in at least three areas: research, curriculum, and socio-cultural or psychological foundations. Students are required to complete a comprehensive, integrated culminating capstone experience which can be met through a thesis, advanced seminars, independent research, or professional field experience.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Research Procedures in HPERS	3
Curriculum Building in HPERS	2
Socio-Cultural Foundations	2
OR	
Psychological Foundations in HPERS	2
<u>Courses from Among:</u>	
Administration of Physical Education	2
Athletic Administration	2
Advanced Studies in Administration	4
Business Procedures and Public Relations	2
Planning Facilities	2
Problems, in Intramurals	1-12

Professional Field Experience	2-12
Problems/Trends in HPER and Sports	2
(George G. Dales, personal communication, October, 1982.)	

WICHITA STATE UNIVERSITY

Degree Offered

Master of Education with an emphasis in Sports Administration.

Area of Emphasis

Sports administration--the program is designed to prepare students for career opportunities at the secondary school, university, or professional level. Student's needs and interests are utilized in developing a program that is both theoretical and practical.

Prerequisites for Admission

No specific undergraduate major is required for admission into the program, however, students must have a Bachelor's Degree from an accredited institution; an overall grade point average of 2.75; three letters of recommendation; Graduate Record Exam or Miller Analogies Test scores; and an interview by the Sports Administration Committee.

Internship Requirement

Yes. The internship is viewed as a vital component of the program. The internship requires the student to spend at least one semester with an athletic director at his/her level of interest (secondary school, university, or professional organization) and is 6-12 hours credit.

Total Hours for Degree

The program contains no thesis and requires a minimum of 36 semester hours to complete.

Program Description

<u>Required Courses:</u>	<u>Credit Hours</u>
Seminar in Sports Administration	3
Internship in Sports Administration	6-12
Psychology of Sport	3
Organization & Administration, Curriculum in Health, Physical Education and Recreation	4

(Department of Health, Physical Education and Recreation,
personal communication, October, 1982.)

Appendix B
Sports Administrators Participating in the Survey

Secondary Schools Participating in the Survey

School - Class A	District	Location
Cloudland (Roan Mountain)	1	East
Gatlinburg-Pittman (Gatlinburg)	1	East
Oakdale	2	East
Webb (Knoxville)	2	East
Midway (Kingston)	3	East
Tellico Plains	3	East
Lookout Valley (Chattanooga)	4	East
Copper Basin (Copper Hill)	4	East
Celina	5	East
Van Buren County (Spencer)	5	East
Tousdale County (Hartsville)	6	Central
Westmoreland	6	Central
Ezell Harding (Antioch)	7	Central
University School (Nashville)	7	Central
East Robertson (Cross Plains)	8	Central
McEwen	8	Central
Cascade (Wartrace)	9	Central
Moore County (Lynchburg)	9	Central
Perry County (Linden)	10	Central
Spring Hill	10	Central
Bruceton	11	Central

School - Class A	District	Location
Clarksburg	11	Central
Adamsville	12	West
Old Hickory (Jackson)	12	West
Greenfield	13	West
Halls	13	West
Dresden	14	West
Lake County (Tiptonville)	14	West
Bolton (Arlington)	15	West
Skyview (Memphis)	15	West
Glenmore (Memphis)	16	West
Westside (Memphis)	16	West

School - Class AA	District	Location
Johnson County (Mountain City)	1	East
North Greene (Greeneville)	1	East
Claiborne County (Tazewell)	2	East
Jellico	2	East
Austin East (Knoxville)	3	East
Maryville	3	East
Oliver Springs	4	East
Roane County (Kingston)	4	East
Polk County (Benton)	5	East

School - Class AA	District	Location
McMinn Central (Englewood)	5	East
Chattanooga Central	6	East
Ooltewah	6	East
Sequatchie County (Dunlap)	7	Central
Marion County (Jasper)	7	Central
Cannon County (Woodbury)	8	Central
Livingston Academy (Livingston)	8	Central
Hickman County (Centerville)	9	Central
Marshall County (Lewisburg)	9	Central
Greenbrier	10	Central
Portland	10	Central
Goodpasture (Madison)	11	Central
Cohn (Nashville)	11	Central
Stewart County (Dover)	12	Central
Central (Waverly)	12	Central
Crockett County (Alamo)	13	West
Dyer County (Newbern)	13	West
Chester County (Henderson)	14	West
McNairy Central (Selmer)	14	West
Collierville	15	West
Kirby (Memphis)	15	West
Manassas (Memphis)	16	West
Overton (Memphis)	16	West

School - Class AAA	District	Location
Dobyns-Bennett (Kingsport)	1	East
Science Hill (Johnson City)	1	East
Daniel Boone (Jonesboro)	2	East
Jefferson County (Dandridge)	2	East
Campbell County (Jacksboro)	3	East
Oak Ridge	3	East
Carter (Strawberry Plains)	4	East
Farragut	4	East
Bradley Central (Cleveland)	5	East
Red Bank (Chattanooga)	5	East
Baylor (Chattanooga)	6	East
Tyner (Chattanooga)	6	East
Warren County (McMinnville)	7	Central
Oakland (Murfreesboro)	7	Central
Giles County (Pulaski)	8	Central
Franklin County (Winchester)	8	Central
Beech (Hendersonville)	9	Central
Mt. Juliet	9	Central
Cheathan County (Ashland City)	10	Central
Clarksville	10	Central
Hillsboro (Nashville)	11	Central
Overton (Nashville)	11	Central

School - Class AAA	District	Location
McGavock (Nashville)	12	Central
East (Nashville)	12	Central
Dyersburg	13	West
Ripley	13	West
Bartlett	14	West
Briarcrest (Memphis)	14	West
Hamilton (Memphis)	15	West
Melrose (Memphis)	15	West
Hillcrest (Memphis)	16	West
Northside (Memphis)	16	West

Colleges and Universities Participating in the Survey

Institution	Classification	
Austin Peay State University	Public	NCAA I
Aquinas Junior College	Private	NJCAA
Belmont College	Private	NAIA
Bryan College	Private	NAIA
Carson Newman	Private	NAIA
Cleveland State Community College	Public	NJCAA
Chattanooga State Technical Community College	Public	NJCAA
Columbia State Community College	Public	NJCAA
Covenant College	Private	NAIA
Cumberland College	Private	NAIA
David Lipscomb	Private	NAIA
Dyersburg State Community College	Public	NJCAA
East Tennessee State University	Public	NCAA I
Hiwassee Junior College	Private	NJCAA
Jackson State Community College	Public	NJCAA
Lee College	Private	NAIA
Martin Junior College	Private	NJCAA
Memphis State University	Public	NCAA I
Middle Tennessee State University	Public	NCAA I
Milligan College	Private	NAIA

Institution	Classification	
Morristown Junior College	Private	NJCAA
Motlow State Community College	Public	NJCAA
Roane State Community College	Public	NJCAA
Shelby State Community College	Public	NJCAA
Southwestern University	Private	NCAA III
Tennessee State University	Public	NCAA I
Tennessee Technical University	Public	NCAA I
Tennessee Temple University	Private	NAIA
Tennessee Wesleyan	Private	NAIA
Trevecca Nazarene	Private	NAIA
Tusculum College	Private	NAIA
University of Tennessee - Chattanooga	Public	NCAA I
University of Tennessee - Knoxville	Public	NCAA I
University of Tennessee - Martin	Public	NCAA II
University of the South	Private	NCAA III
Vanderbilt University	Private	NCAA I
Volunteer State Community College	Public	NJCAA
Walters State Community College	Public	NJCAA

Facility Directors Participating in the Survey

Athletic arena

Austin Peay State University

East Tennessee State University

Memphis State University

Middle Tennessee State University

Tennessee State University

University of Tennessee - Chattanooga

University of Tennessee - Knoxville

University of Tennessee - Martin

Vanderbilt University

Public Facilities Participating in the Survey

Public facility

Athens-McMinn Family YMCA
Bristol Family YMCA
Chattanooga Metropolitan Board YMCA
Camp Ocoee Branch
Dr. James L. Fowle Memorial YMCA
J. A. Henry Branch
North River Family Branch
YMCO Branch
Clarksville Armed Services YMCA
Cleveland Family YMCA
Green County YMCA
Jackson Family YMCA
Johnson City/Washington County Family YMCA
Knoxville Metropolitan Board YMCA
Camping Services Branch
Central Branch
East Side Branch
North Side Branch
West Side Branch Memphis & Shelby County YMCA
Thomas B. Davis Family Branch
East Memphis Division

Public facility

Interpreting Services for the Deaf

Mason Branch YMCA

Leslie M. Stratton Memorial Branch

Urban Services YMCA

Nashville Center and Metropolitan Board YMCA

Donelson-Hermitage Family Center

East Nashville Family Center

Green Hills Family Center

Harpeth Branch

Northwest Family Center YMCA Physical Fitness Center

Urban Services Branch

Nashville Foundation of the Metro Nashville YMCA

Putnam County Family YMCA

Unicoi County Family YMCA

The Sports Barn

Cedar Bluff Racquet Club

Don Kessinger Court Club

Nashville Supreme Court

Appendix C
The Questionnaire

SPORTS ADMINISTRATION CURRICULUM SURVEY

1. Which of the following describes your area of sports administration?
☐ secondary education
☐ higher education
☐ public for profit
☐ public for nonprofit
2. What is your job title?
☐ principal
☐ athletic director
☐ arena/civic center director
☐ fitness/sports center director/general manager
☐ other (please specify) _____
3. What region of Tennessee is your school/facility located?
☐ East
☐ Middle
☐ West
4. How many years have you been the sports administrator?

5. Prior to becoming a sports administrator, what was your area(s) of previous employment? (please specify job title)

<input type="checkbox"/> business	<input type="checkbox"/> title
<input type="checkbox"/> education	<input type="checkbox"/> title
<input type="checkbox"/> athletics	<input type="checkbox"/> title
<input type="checkbox"/> other (please specify)	_____

6. Do you belong to any professional organizations related to sports administration?
_____ yes (please specify organization) _____
_____ no
7. Other than being the sports administrator, what additional duties are you required to perform at your institution/facility?
_____ teaching _____ what subject(s)
_____ coaching _____ what sport(s)
_____ administration _____ what position(s)
_____ other (please specify) _____
8. What is your highest earned degree?
_____ BS/BA
_____ MS/MA/MEd
_____ PhD/EdD/DA
_____ Other (please specify) _____
9. What was your academic
undergraduate graduate
_____ major(s) _____ major(s)
_____ minor(s) _____ minor(s)
_____ related field(s) _____ related field(s)
10. Was a degree in sports administration offered at the institution you attended?
_____ yes
_____ no
_____ other

11. If the answer to Question 10 was no, would you have sought a degree in sports administration?

_____ yes

_____ no

12. What is the enrollment/membership of your institution/facility?

educational institution

public facility membership

_____ less than 500

_____ less than 300

_____ 500-1,000

_____ 300-500

_____ 1,000-2,500

_____ 500-1,000

_____ 2,500-5,000

_____ 1,000-1,500

_____ 5,000-12,000

_____ more than 1,500

_____ more than 12,000

13. What is your institution's classification?

_____ TSSAA Class A

_____ TSSAA Class AA

_____ TSSAA Class AAA

_____ NJCAA

_____ NAIA

_____ NCAA Division III

_____ NCAA Division II

_____ NCAA Division I

_____ public facility for profit

_____ public facility for no profit

_____ other (please specify) _____

14. In how many sports/recreational activities does your school/facility participate?

_____ female

_____ male

_____ coeducational

15. Do you feel you were academically prepared to handle your present job responsibilities?

_____ yes

_____ no

_____ comment _____

16. While performing your duties as sports administrator, what have you relied on most?

_____ experience

_____ educational background

_____ both equally

_____ comment _____

17. Please rate (1-5 with 1 being the highest) the following duties a sports administrator fulfills in terms of importance.

highest

lowest

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 budgeting

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 facilities and
equipment

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 supplies

- | | | | | | |
|---------------|----------|----------|----------|----------------|-----------------------------|
| most prepared | | | | least prepared | |
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | budgeting |
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | facilities and
equipment |

most prepared				least prepared	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	staffing
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	coordinating the staff
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	public relations/ promotions
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	purchasing
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	medical aspects of athletics (injuries, physicals, insurance)
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	pregame duties
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	postgame duties
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	game transportation
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	coordinating athletic director duties with other duties
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	record keeping
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	crowd control
					other

19. If you were to hire a sports administrator, what prerequisites would be considered to be most important (1-5 with 1 being the most important)?

most important least important

 1 2 3 4 5 experience in
the field of athletic administration

 1 2 3 4 5 budget planning
and preparation

most important

least important

1 2 3 4 5 degree in sports
administration

1 2 3 4 5 previous coaching
experience

other

20. Do you feel that a program in sports administration should be developed in Tennessee?

_____ yes

no

comment

21. What type of program do you feel most appropriate for preparing sports administrators?

_____ major

_____ minor

_____ degree

certification

other (please specify) _____

22. Should a program in sports administration be strictly in the Physical Education Department, or should it be interdisciplinary, with courses from department such as business, communications, and social sciences?

_____ strictly Physical Education

_____ interdisciplinary

other (please specify) _____

23. Which of the following courses do you feel should be required in a sports administration curriculum, and which ones should be elective? (R = required, E = elective)

☐ facilities and equipment
☐ principles of accounting
☐ athletic administration/organization
☐ sociology/psychology of sport
☐ internship/externship (minimum 1 semester of work)
☐ research procedures
☐ seminar--issues in sports administration
☐ prevention and care of sports injuries
☐ legal aspects of sports administration
☐ public relations, promotions, and communication
☐ marketing
☐ history of physical education and sport
☐ statistics
☐ curriculum development
☐ principles of management
☐ other (please specify) _____

24. What single course do you feel would be most important for the prospective sports administrator? _____

25. Should a sports administration program require:

☐ thesis
☐ internship/externship
☐ field studies
☐ thesis option

Appendix D

Letter to the Sports Administrators

Requesting Their Participation in the Study

Dear _____:

I am presently completing work toward a Doctor of Arts degree in Physical Education at Middle Tennessee State University. I would like to survey sports administrators across Tennessee to gain information toward the development of a graduate level sports administration curriculum as my dissertation project.

The survey will include secondary school, junior college, and university athletic directors, secondary school principals, civic center/sports arena directors, and public health/fitness center general managers. Both private and public educational institutions will be surveyed, as will health/fitness centers for profit and nonprofit.

The survey will be used to assess the feasibility of a sports administration program in Tennessee, the duties sports administrators perform and what courses should be included in a sports administration curriculum.

Your time and attention to the survey will be greatly appreciated. I respectfully request your response to this survey within the next ten days.

For your convenience, a self-addressed stamped envelope is enclosed for you to return the survey.

Sincerely,

Foster Chason

km
Enclosures

Appendix E
Rated Duties of Sports
Administrators

Table E-1

Importance of the Duty of Budgeting

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	34	65.4	8	15.4	2	3.9	2	3.9	6	11.5
Secondary school	27	54.0	9	18.0	5	10.0	3	6.0	6	12.2
College	22	66.7	8	24.7	2	6.1	1	3.0	0	0
Arena	2	50.0	2	50.0	0	0	0	0	0	0
Public	14	60.9	3	13.0	2	8.7	4	17.4	0	0
Total	99	61.1	30	18.5	11	6.8	10	6.2	12	7.4

Table E-2

Importance of the Duty of Facilities and Equipment

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	11	21.2	27	51.9	6	11.5	7	13.5	1	1.9
Secondary school	12	24.0	24	48.0	10	20.0	3	6.0	1	2.0
College	8	24.2	8	24.2	8	24.2	8	24.2	1	3.0
Arena	2	50.0	0	0	0	0	2	50.0	0	0
Public	2	8.8	8	34.8	11	47.8	1	4.3	1	4.3
Total	35	21.6	67	41.4	35	21.6	21	13.0	4	2.5

Table E-3

Importance of the Duty of Obtaining Supplies

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	7	13.5	13	25.0	22	42.3	7	13.5	3	5.7
Secondary school	7	14.9	15	30.0	20	40.0	4	8.0	4	8.0
College	3	9.1	6	18.2	9	27.2	12	36.4	3	9.1
Arena	1	25.0	0	0	0	0	1	25.0	2	50.0
Public	2	8.7	4	17.4	10	43.5	4	17.4	3	13.0
Total	20	12.3	38	23.4	61	37.7	28	17.3	15	9.3

Table E-4

Importance of the Duty of Staffing

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	27	51.9	16	30.8	6	11.6	1	1.9	2	3.8
Secondary school	17	34.0	6	12.0	9	18.0	8	16.0	10	20.0
College	10	30.7	12	36.4	6	18.2	3	9.1	2	6.0
Arena	2	50.0	1	25.0	0	0	1	25.0	0	0
Public	12	52.2	6	26.1	2	8.7	0	0	3	13.0
Total	68	42.0	41	25.3	23	14.2	13	8.0	17	10.5

Table E-5

Importance of the Duty of Coordinating the Staff

Staff administrator	1	%	2	%	3	%	4	%	5	%
Principals	22	42.3	13	25.0	13	25.0	3	5.8	1	1.9
Secondary school	19	38.0	17	34.0	9	18.0	3	6.0	3	4.0
College	7	21.2	17	51.5	6	18.2	1	3.0	2	6.1
Arena	2	50.0	2	50.0	0	0	0	0	0	0
Public	10	43.5	4	17.4	5	21.7	4	17.4	0	0
Total	60	37.0	53	32.7	33	20.4	11	6.8	5	3.1

Table E-6

Importance of the Duty of Public Relations/Promotions

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	16	30.8	18	34.6	13	25.0	1	1.9	4	7.7
Secondary school	16	32.0	19	38.0	10	20.0	3	6.0	2	4.0
College	15	45.4	10	30.3	5	15.2	2	6.1	1	3.0
Arena	4	100.0	0	0	0	0	0	0	0	0
Public	14	60.9	4	17.4	2	8.7	2	8.7	1	4.3
Total	65	40.1	51	31.5	30	18.6	8	4.9	8	4.9

Table E-7

Importance of the Duty of Medical Aspects

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	19	36.5	16	30.8	12	23.1	3	5.8	2	3.8
Secondary school	15	30.0	20	40.0	10	20.0	3	6.0	2	4.0
College	3	9.1	6	18.2	16	48.4	6	18.2	2	6.1
Arena	0	0	0	0	1	25.0	1	25.0	2	50.0
Public	9	39.1	4	17.4	6	26.1	4	17.4	0	0
Total	46	28.4	46	28.4	45	27.8	17	10.5	8	4.9

Table E-8

Importance of the Duty of Record Keeping

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	15	28.8	24	46.2	8	15.4	1	1.9	4	7.7
Secondary school	11	22.0	15	30.0	13	26.0	9	18.0	2	4.0
College	7	21.2	8	24.2	10	30.3	7	21.2	1	3.0
Arena	2	50.0	1	25.0	0	0	1	25.0	0	0
Public	4	17.4	7	30.4	10	43.5	2	8.7	0	0
Total	39	24.1	55	34.1	41	25.3	20	12.3	7	4.3

Table E-9

Importance of Pregame Duties

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	9	17.3	24	46.2	9	17.3	4	7.7	6	11.5
Secondary school	7	14.0	25	50.0	12	24.0	3	6.0	3	6.0
College	5	15.2	7	21.2	13	39.3	6	18.0	2	6.1
Arena	0	0	2	50.0	0	0	1	25.0	1	25.0
Public	4	23.5	7	41.2	3	17.6	2	11.8	1	5.9
Total	25	16.0	65	41.7	37	23.7	16	10.3	13	8.3

Table E-10

Importance of Postgame Duties

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	6	11.5	15	28.8	19	36.5	8	15.4	4	7.7
Secondary school	5	10.0	16	32.0	19	38.0	7	14.0	3	6.0
College	1	3.0	5	15.2	19	27.3	15	45.4	3	9.1
Arena	0	0	0	0	0	0	1	25.0	3	75.0
Public	3	17.6	7	41.2	4	23.5	2	11.8	1	5.9
Total	15	9.6	43	27.6	51	32.7	23	21.2	14	8.9

Table E-11

Importance of the Duty of Game Transportation

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	7	13.5	11	21.2	18	34.6	11	21.2	5	9.6
Secondary school	8	16.0	22	44.0	10	20.0	5	10.0	5	10.0
College	3	9.7	8	24.2	12	36.4	8	24.2	2	6.1
Arena	0	0	0	0	0	0	2	50.0	2	50.0
Public	1	5.9	2	11.8	2	11.8	4	23.5	8	47.0
Total	19	12.2	43	27.6	42	26.9	30	19.2	23	14.1

Table E-12

Importance of the Duty of Purchasing

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	16	30.8	21	40.4	12	23.1	2	3.8	1	1.9
Secondary school	13	26.0	19	38.0	15	30.0	1	2.0	2	4.0
College	7	21.2	17	51.5	6	18.2	2	6.1	1	3.0
Arena	0	0	0	0	2	50.0	1	25.0	1	25.0
Public	1	4.3	8	34.8	11	47.8	3	13.0	0	0
Total	37	22.8	65	40.1	46	28.4	9	5.6	6	3.1

Table E-13

Importance of Coordinating Duties

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	19	36.5	19	36.5	9	11.3	5	9.6	0	0
Secondary school	21	42.0	13	26.0	13	26.0	2	4.0	1	2.0
College	9	27.3	21	63.6	1	3.0	2	6.1	0	0
Arena	1	25.0	3	75.0	0	0	0	0	0	0
Public	8	34.8	3	13.0	8	34.8	1	4.3	3	13.0
Total	58	35.8	59	36.4	31	19.1	10	6.2	4	2.5

Table E-14

Importance of the Duty of Crowd Control

Staff administrator	1	%	2	%	3	%	4	%	5	%
Principals	21	40.4	17	32.7	9	17.3	4	7.7	1	1.9
Secondary school	14	28.0	14	28.0	13	26.0	5	10.0	4	8.0
College	2	6.1	8	24.2	8	24.2	10	30.3	5	15.2
Arena	0	0	2	50.0	2	50.0	0	0	0	0
Public	3	17.6	4	23.5	2	11.7	1	5.9	7	41.2
Total	40	25.6	45	28.8	34	21.8	20	12.8	17	10.9

Appendix F
Rated Duties of Sports
Administrators Related to Their
Professional Preparation

Table F-1

Educationally Prepared for the Duty of Budgeting

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	18	34.6	11	21.2	9	17.3	11	21.2	3	5.8
Secondary school	12	24.0	14	28.0	8	16.0	5	10.0	11	22.0
College	6	18.2	9	27.3	9	27.3	1	3.0	8	24.2
Arena	0	0	2	50.0	1	25.0	0	0	1	25.0
Public	3	13.0	2	8.7	7	30.4	4	17.4	7	30.4
Total	39	21.4	38	23.5	34	21.7	21	13.0	30	18.5

Table F-2

Educationally Prepared for the Duty of Facilities and Equipment

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	8	15.4	12	23.1	11	21.2	10	19.2	11	21.2
Secondary school	8	16.0	18	36.0	12	24.0	9	18.0	3	6.0
College	3	9.1	17	51.5	9	27.3	3	9.1	1	3.0
Arena	0	0	0	0	3	75.0	1	25.0	0	0
Public	1	4.3	11	47.8	9	39.1	1	4.3	1	4.3
Total	20	12.3	58	35.8	44	27.2	24	14.8	16	9.9

Table F-3

Educationally Prepared for the Duty of Staffing

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	11	21.2	23	44.2	15	28.8	3	5.8	0	0
Secondary school	4	8.0	21	42.0	14	28.0	5	10.0	6	12.0
College	2	6.1	11	33.3	13	39.4	6	18.2	1	3.0
Arena	0	0	2	50.0	2	50.0	0	0	0	0
Public	1	4.3	12	52.2	6	26.1	2	8.7	2	8.7
Total	18	11.1	69	42.6	50	30.9	16	9.9	9	5.5

Table F-4

Educationally Prepared for the Duty of Coordinating the Staff

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	10	19.2	16	30.8	19	36.5	6	11.5	1	1.9
Secondary school	4	8.0	20	40.0	16	32.0	4	8.0	6	12.0
College	6	18.2	6	18.2	16	48.5	4	12.1	1	3.0
Arena	1	25.0	3	75.0	0	0	0	0	0	0
Public	2	8.7	7	30.4	13	56.5	0	0	1	4.3
Total	23	14.2	52	32.1	64	39.5	14	8.6	9	5.6

Table F-5

Educationally Prepared for the Duty of Public Relations

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	7	13.5	11	21.2	21	40.4	7	13.5	6	11.5
Secondary school	3	6.0	19	38.0	15	30.0	8	16.0	5	10.0
College	16	48.5	12	36.4	2	6.1	2	6.1	1	3.0
Arena	3	75.0	1	25.0	0	0	0	0	0	0
Public	2	8.7	1	4.3	8	34.8	10	43.5	2	8.7
Total	31	19.1	44	27.2	46	28.4	27	16.7	14	8.6

Table F-6

Educationally Prepared for the Duty of Purchasing

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	8	15.4	21	40.4	15	28.8	7	13.5	1	1.9
Secondary school	2	4.0	16	32.0	15	30.0	8	16.0	9	18.0
College	1	3.0	14	42.4	15	45.5	1	3.0	2	6.1
Arena	0	0	1	25.0	2	50.0	1	25.0	0	0
Public	0	0	6	26.1	13	56.5	4	17.4	0	0
Total	11	6.8	58	35.8	60	37.0	21	13.0	12	7.4

Table F-7

Educationally Prepared for the Duty of Medical Aspects of Sports

Sports Administrator	1	%	2	%	3	%	4	%	5	%
Principals	7	13.5	14	26.9	10	19.2	8	15.4	13	25.0
Secondary school	7	14.0	20	40.0	7	14.0	9	18.0	7	14.0
College	1	3.0	4	12.1	8	24.2	15	45.5	5	15.2
Arena	0	0	0	0	1	25.0	2	50.0	1	25.0
Public	1	4.3	3	13.0	11	47.8	4	17.4	4	17.4
Total	16	9.9	41	25.3	37	22.8	38	23.5	30	18.5

Table F-8

Educationally Prepared for Pregame Duties

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	8	15.4	18	34.6	10	19.2	9	17.3	7	13.5
Secondary school	9	18.0	16	32.0	19	38.0	4	8.0	2	4.0
College	7	21.0	11	33.0	12	36.4	1	3.0	2	6.1
Arena	1	25.0	0	0	1	25.0	2	50.0	0	0
Public	0	0	3	17.6	6	35.3	6	35.3	2	11.8
Total	25	16.0	48	30.8	48	30.8	22	14.1	13	8.3

Table F-9

Educationally Prepared for Postgame Duties

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	6	11.5	15	28.8	14	26.9	11	21.2	6	11.5
Secondary school	7	14.0	13	26.0	21	42.0	5	10.0	4	8.0
College	4	12.1	12	36.4	13	39.4	2	6.1	2	6.1
Arena	0	0	1	25.0	1	25.0	2	50.0	0	0
Public	0	0	4	23.5	8	47.1	4	23.5	1	5.9
Total	17	10.9	45	28.8	57	36.5	24	15.4	13	8.3

Table F-10

Educationally Prepared for the Duty of Game Transportation

Sports Administrator	1	%	2	%	3	%	4	%	5	%
Principals	11	21.1	9	17.3	14	26.9	11	21.2	7	13.5
Secondary school	13	26.0	10	20.0	12	24.0	11	22.0	4	8.0
College	6	18.2	10	30.3	11	33.3	2	6.1	4	12.1
Arena	0	0	0	0	2	50.0	2	50.0	0	0
Public	1	5.9	0	0	11	64.7	1	5.9	4	23.5
Total	31	19.9	29	18.6	50	32.1	27	17.3	19	12.2

Table F-11

Educationally Prepared for Coordinating Duties

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	8	15.4	8	15.4	18	34.6	15	28.8	3	5.8
Secondary School	5	10.0	14	28.0	20	40.0	7	14.0	4	8.0
College	1	3.0	14	42.4	10	30.3	3	9.1	5	15.2
Arena	0	0	2	50.0	0	0	2	50.0	0	0
Public	0	0	2	21.7	10	43.5	5	21.7	3	13.0
Total	14	8.6	43	26.5	58	35.8	32	19.8	15	9.3

Table F-12

Educationally Prepared for the Duty of Record Keeping

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	11	21.2	19	36.5	16	30.8	4	7.7	2	3.8
Secondary school	7	14.0	19	38.0	16	32.0	4	8.0	4	8.0
College	1	3.0	9	27.3	13	39.4	8	24.2	2	6.1
Arena	0	0	0	0	2	50.0	2	50.0	0	0
Public	3	13.0	4	17.4	11	47.8	3	13.0	2	8.7
Total	22	13.6	51	31.5	58	35.8	21	13.0	10	6.2

Table F-13

Educationally Prepared for the Duty of Crowd Control

Sports administrator	1	%	2	%	3	%	4	%	5	%
Principals	8	15.4	14	26.9	16	30.8	8	15.4	6	11.5
Secondary school	3	6.0	15	30.0	14	28.0	12	24.0	6	12.0
College	5	15.2	5	15.2	13	39.4	8	24.2	2	6.1
Arena	0	0	0	0	2	50.0	2	50.0	0	0
Public	0	0	1	4.3	7	30.4	8	34.8	7	30.4
Total	16	9.9	35	21.6	52	32.1	38	23.5	21	13.0

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