

PROFESSIONAL PREPARATION AND CERTIFICATION OF  
SECONDARY SCHOOL COACHES: AN ANALYSIS OF  
POSITIONS TAKEN BY STATE LEADERS  
IN RELATED PROFESSIONAL  
ORGANIZATIONS

By

PHILIP R. BALL

Bachelor of Arts  
University of South Carolina  
Columbia, South Carolina  
1948

Bachelor of Science in Naval Science  
University of South Carolina  
Columbia, South Carolina  
1948

Master of Education  
University of South Carolina  
Columbia, South Carolina  
1949

Submitted to the faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
DOCTOR OF EDUCATION  
July, 1980



PROFESSIONAL PREPARATION AND CERTIFICATION OF  
SECONDARY SCHOOL COACHES: AN ANALYSIS OF  
POSITIONS TAKEN BY STATE LEADERS  
IN RELATED PROFESSIONAL  
ORGANIZATIONS

Thesis Approved:

*John G. Bayless*  
\_\_\_\_\_  
Thesis Adviser

*Jane Lambert*  
\_\_\_\_\_

*A. B. Harrison*  
\_\_\_\_\_

*Thomas O'Brien*  
\_\_\_\_\_

*Norman A. Burkham*  
\_\_\_\_\_  
Dean of the Graduate College

## ACKNOWLEDGMENTS

The successful completion of a doctoral program is the culmination of the efforts of many. I share this accomplishment with my instructors, professional associates, and fellow students. Special appreciation goes to Dr. John G. Bayless, dissertation adviser, Dr. Aix B. Harrison, doctoral advisory committee chairman, and Dr. Thomas A. Karman and Dr. Lance C. Lamport, committee members, for their constructive guidance throughout my doctoral program and the preparation of this dissertation.

Recognition and thanks are given to Dr. Bill Siler, Claude White, Dr. Kathleen Black, Bob Williams, and the Board of Control of the Oklahoma Coaches Association for their assistance in obtaining a high response rate for this survey. The various state leaders who displayed their professional enthusiasm by responding are extended my sincere appreciation.

I am grateful to Mrs. Carol Sumner for her assistance in the computer programming for the analysis of data. Special thanks are extended to Mrs. Mary Punneo for her enthusiastic support in typing this manuscript.

Finally, I dedicate this dissertation to all my family, and especially to my wife, Lois. Her encouragement, patience, and love made the completion of this enterprise possible.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Impetus for the Study . . . . .	4
Purpose of the Study . . . . .	5
Statement of the Problem . . . . .	5
Definition of Terms . . . . .	6
Delimitations . . . . .	8
Limitations . . . . .	9
Assumptions . . . . .	9
Need for the Study . . . . .	10
II. REVIEW OF RELATED LITERATURE . . . . .	11
Introduction . . . . .	11
Staffing and Assignment of Coaches . . . . .	12
Certification of Coaches . . . . .	28
Professional Preparation . . . . .	42
Summary . . . . .	62
III. PROCEDURES AND METHODOLOGY . . . . .	66
Selecting the Respondents . . . . .	66
Developing the Questionnaire . . . . .	67
Letters of Transmittal . . . . .	68
Administration of the Questionnaire . . . . .	70
Preparation of Data for Analysis . . . . .	71
Rate of Response . . . . .	72
Data Analysis . . . . .	73
IV. ANALYSIS OF DATA . . . . .	74
Demography of Respondents . . . . .	74
Need for Certification of Coaches . . . . .	76
Existing State Certification for Coaches . . . . .	79
Effectiveness of Certification Requirements . . . . .	81
Organization Responsible for Certification . . . . .	82
Implementing Coaching Certification Standards . . . . .	86
Preferred Professional Preparation . . . . .	88
Professional Preparation Meeting Staffing Needs . . . . .	93
Importance of Professional Preparation Areas . . . . .	95
Amount of Professional Preparation Needed . . . . .	106

Chapter	Page
Need for Certification by Coaching Assignments . . .	118
Amount of Requirements by Coaching Assignments . . .	125
Summation of Data Analysis . . . . .	131
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	132
Procedure . . . . .	132
Summary of Findings . . . . .	133
Conclusions . . . . .	138
Recommendations . . . . .	140
Future Studies . . . . .	142
A SELECTED BIBLIOGRAPHY . . . . .	143
APPENDIXES . . . . .	154
APPENDIX A - OKLAHOMA COACHING CERTIFICATION STANDARDS PROPOSED IN 1970-73 . . . . .	155
APPENDIX B - DIRECTORS OF CERTIFICATION QUESTIONNAIRE . .	168
APPENDIX C - COMPLETE QUESTIONNAIRE . . . . .	171
APPENDIX D - LETTERS OF TRANSMITTAL . . . . .	176
APPENDIX E - FREE RESPONSES . . . . .	184
APPENDIX F - GEOGRAPHICAL DISTRIBUTION . . . . .	190

## LIST OF TABLES

Table	Page
I. Number of Responses Received by Groups . . . . .	72
II. Number of Respondents by Group and Region . . . . .	75
III. Distribution of Respondents with Coaching Experience . .	76
IV. Need for Coaching Certification . . . . .	78
V. The Organization Ideally Responsible for Coaching Certification Indicated in First Choice Responses by Percentages . . . . .	84
VI. The Organization Ideally Responsible for Coaching Certification Indicated by the Means of Ranked Responses . . . . .	85
VII. The Preferred Procedure of Enacting Coaching Certification Standards Indicated in First Choice Responses by Percentages . . . . .	87
VIII. The Preferred Procedure of Enacting Coaching Certification Standards Indicated by the Means of the Ranked Responses . . . . .	89
IX. The Most Desirable Professional Preparation for Coaches Indicated in First Choice Responses by Percentages . .	91
X. The Most Desirable Professional Preparation for Coaches Indicated by the Means of Ranked Responses . . . . .	92
XI. The Professional Preparation That Best Meets Staffing Needs Indicated in First Choice Responses by Percentages . . . . .	94
XII. The Professional Preparation That Best Meets Staffing Needs Indicated by the Means of Ranked Responses . . .	96
XIII. The Importance of the Medical Aspects of Athletic Coaching Area in a Certification Program . . . . .	98
XIV. The Importance of the Principles and Problems of Coaching Area in a Certification Program . . . . .	99

Table	Page
XV. The Importance of the Theory and Techniques of Coaching Area in a Certification Program . . . . .	101
XVI. The Importance of the Kinesiological Foundations of Coaching Area in a Certification Program . . . . .	102
XVII. The Importance of the Physiological Foundations of Coaching Area in a Certification Program . . . . .	104
XVIII. Mean Responses on the Importance of Each of the AAHPER Task Force Areas . . . . .	105
XIX. Significant Differences in Responses by Groups on the Importance of Each of the AAHPER Task Force Areas . . . . .	107
XX. The Amount of Preparation Needed in the Medical Aspects of Coaching Area . . . . .	109
XXI. The Amount of Preparation Needed in the Principles and Problems of Coaching Area . . . . .	110
XXII. The Amount of Preparation Needed in the Theory and Techniques of Coaching Area . . . . .	112
XXIII. The Amount of Preparation Needed in the Kinesiological Foundations of Coaching Area . . . . .	114
XXIV. The Amount of Preparation Needed in the Physiological Foundations of Coaching Area . . . . .	115
XXV. Mean Responses on the Amount of Preparation Needed in Each of AAHPER Task Force Areas . . . . .	117
XXVI. Significant Differences in Responses by Groups on the Amount of Preparation Needed in Each of the AAHPER Task Force Areas . . . . .	119
XXVII. The Need for Certification Requirements for All Coaches of All Sports . . . . .	121
XXVIII. The Need for Certification Requirements for Coaching Staff Assignments . . . . .	122
XXIX. Mean Responses and Significant Differences by Leadership Groups on the Need for Certification Requirements by Coaching Assignments . . . . .	124
XXX. The Amount of Certification Requirement for Coaches of All Sports . . . . .	127

Table	Page
XXXI. The Amount of Certification Requirement for Coaches by Assignment . . . . .	128
XXXII. Mean Responses and Significant Differences by Leadership Groups on the Amount of Certification Requirement by Coaching Assignments . . . . .	130



FIGURE

Figure	Page
1. Geographical Distribution . . . . .	191

## CHAPTER I

### INTRODUCTION

Some of the serious problems in interscholastic athletics stem from employment of personnel who are poorly qualified to teach in this important area of the curriculum. To be educationally successful the coach needs far more than a technical knowledge of the game. Sports instructors should be properly certified and competent teachers of physical education, with understanding of child growth and development, the purposes and principles of teaching and learning, and other knowledges, understandings, attitudes and appreciations that characterize competent teachers (118, p. 61).

The status of the professional qualification of athletic coaches has been a continuing concern of educators, physical educators, and coaches (22, 28, 33, 67). One of those concerns has been an increasing problem in staffing coaching positions with personnel who meet some standard of preparation. The traditional approach has been to assign coaching duties to persons who were physical education teachers or at least had some professional background in physical education or athletics (104).

Prior to 1945, a secondary school rarely offered more than basketball, baseball, football, and track (138). Recently, Adams (2) noted that the average high school of 1000 students offered ten sports for boys. Such sports as badminton, bowling, cross country, field hockey, golf, gymnastics, soccer, softball, swimming, tennis, volleyball, and wrestling have been sponsored by schools throughout the country. Ice hockey, lacrosse, skiing, and others have had regional emphasis (128).

There has also been a tendency toward sponsoring multiple interscholastic teams in a given sport. Varsity, junior-varsity, and sophomore teams have become common in many high schools. The practice of employing more coaches for each team has been another trend of high school athletics.

While the 1970s saw a slight decline in total secondary school enrollment, there was an increase in interscholastic athletic participation. The participation figures for high schools affiliated with the National Federation of State High School Associations indicated an increase from 4,360,000 in 1971 to 6,440,000 in 1978 (128). The rapid growth of girls sports due to Title IX accounted for much of the growth spurt, but the participation numbers for boys increased also.

Many school administrators have indicated a preference that coaches teach in areas other than physical education and that they have an undergraduate major in their teaching field (38, 51, 53, 83, 121). An administrative trend of assigning no coaching duties to some physical education teachers in order to strengthen intramural and recreation programs has also tended to reduce the number of trained personnel available for coaching.

The increase in the number of coaching positions has been due to (1) more sports being offered, (2) more teams per sport, (3) more coaches per team, and (4) more student participation. There has been no noticeable increase in physical education instructors. As the problem of staffing of coaches grew, administrators faced a dilemma. Some employed physical educators as coaches with teaching assignments in areas of little preparation. Others assigned coaching responsibilities to faculty members with no preparation for their athletic duties.

Still others have employed adjunct personnel from outside the school, with varied backgrounds, to fill coaching positions (4, 84).

Superintendents, principals and athletic directors have become threatened by the increasing tendency of the courts to place on them the legal responsibility for providing trained personnel in coaching positions, especially those which involve some inherent risks (79, 88). The safety of the student-athlete has become the legal responsibility of the teacher-coach which emphasizes the need for professional preparation for coaching duties. Administrators have now recognized that they have a legal stake in providing competent coaches (10). Many have been searching for guidelines as to what will constitute a level of competency. Others have sought some certification standard as a necessary procedure.

Coaches and athletic directors have become increasingly concerned with the rise in the number of coaches with inadequate preparation and background. This problem facing the coaching profession has been the focus of several studies (52, 82, 83, 139).

Higher education officials have been seeking direction as they attempt to meet the educational needs of future teachers and coaches. There has been an awareness of the need for special professional preparation of coaches (107, 108). Specific programs, such as coaching minors, have not been able to supply the demand for trained coaches.

The concern for specific preparation for coaching assignments was brought to focus by the 1968 publication of an American Alliance for Health, Physical Education, and Recreation Task Force entitled Certification of High School Coaches (85). The National Council of High School Coaches Associations and the National Council of Secondary

School Athletic Directors endorsed the move toward coaching certification. Since that time many states have studied special coaching certification standards. Some of these have led to specific proposals and a few have been implemented (98). Minnesota, Nebraska, and Iowa have been the only states to impose special coaching requirements for physical education majors.

#### Impetus for the Study

Through thirty years of personal observation and experience, first as a secondary school coach and athletic director and later as a college coach and physical educator involved in training prospective coaches, the writer has become increasingly aware of the lack of professional preparation and essential competencies of many high school coaches. The complex problem of training and staffing professionally prepared interscholastic coaches has also concerned such professional groups as athletic associations, coaches, physical educators, school administrators, and professional standards boards. There has been an urgent need for these groups to resolve the question of what professional standards should be required of a coach.

A cooperative venture by leaders of the Oklahoma Association of Health, Physical Education and Recreation and the Oklahoma Coaches Association was undertaken in 1970 to develop a state certification program for Oklahoma coaches. Representatives of these two groups were named to a Certification for Coaches Committee with Dr. Homer Coker as chairman. This group had numerous meetings during 1970, 1971, and 1972 and was expanded to include officials from the Oklahoma Department of Education. The Committee developed a minimum standard consisting

of 18 semester hours as the credential for athletic coaches, and it was submitted to the Oklahoma Professional Standards Board in 1972 (see Appendix A). The final result, as passed by the Oklahoma State Board of Education on June 21, 1973, was a requirement that new coaches complete a two hour course in the care and prevention of injuries. Head coaches and athletic directors were required to have four additional hours of course work.

For interscholastic athletics to continue as a vital part of the total educational program of secondary schools, professionals in the fields of education and athletics must develop a solution to the problem of the growing number of unqualified and untrained individuals assigned coaching duties.

#### Purpose of the Study

The purpose of this study was twofold. First, it was to determine the positions taken by selected leaders in the 50 states toward the certification and professional preparation of coaches as proposed by the AAHPER Task Force. Second, it was to find areas of agreement by those professional leaders that might serve as a basis for establishing certification and professional preparation.

#### Statement of the Problem

In order to accomplish the twofold purpose, the problem was to seek answers to the following questions from the professional leaders:

1. Is there a need for athletic coaching certification?
2. What are the certification requirements, if any, for athletic coaches in each state?

3. If a certification requirement existed in a state, is it considered effective in meeting the needs of that state?
4. What organization should be responsible, ideally, for the certification standards of coaches?
5. What are the more desirable methods of implementing certification of coaches?
6. Which professional preparation program, physical education major, physical education minor, coaching minor, or varsity experience, will best meet professional and employment needs?
7. What AAHPER Task Force areas of professional preparation are most important for certification requirements?
8. How much professional preparation is needed in the AAHPER Task Force areas?
9. Should certification requirements apply to all coaches?
10. Should different amounts of certification requirements be applied to specific coaching assignments?

Using the responses, the problem was then to determine if there was agreement among the leaders based on the following factors:

1. Professional group represented
2. Geographical area represented
3. Coaching experience

#### Definition of Terms

For the purpose of clarification, the following definitions of terms have been used in this study:

AAHPER: The American Alliance for Health, Physical Education, and Recreation, previously called the American Association of Health,

Physical Education and Recreation and more recently named the American Alliance for Health, Physical Education, Recreation, and Dance.

Assistant Coach: A person who aids in directing an interscholastic athletic team and immediately responsible to a head coach.

Certification and/or Certification Requirements: The standards established by a state in its licensing authority that permit a holder to perform specific services; in some areas, an endorsement or a credential.

Coach or Athletic Coach: A person responsible for the instruction, preparation and motivation of athletes in interscholastic competition.

Coaching Certification: The special standards required of athletic coaches over and above state standards for teaching.

Coaching Minor: A professional preparation program specifically for coaches, but having less requirements than a college major.

Competency: The knowledge, understanding, skill, or ability to perform certain tasks.

Curriculum: The total of all planned experiences that constitute a course of study.

Director of Certification: The state official responsible for teacher certification; the person performing that duty, regardless of the specific title in a state.

Executive Secretary: The official who administers the activities and/or athletics through a statewide association.

Head Coach: The person assigned the major responsibility for training and directing an athletic team.

High School or Secondary School: A school comprising grades nine through twelve or grades ten through twelve.



Interscholastic Athletics: The competition in athletic events or sports between or among high school teams of different schools.

Physical Education Graduate: A person who has successfully completed a four year degree program in physical education.

President: The presiding officer of the state coaches organization and state physical education organization.

Staffing: The recruitment, selection, hiring and assignment of coaching personnel.

State AHPER: The state affiliate of the AAHPER.

State Activities Association: The organization responsible for directing interscholastic athletics within a state.

State Coaches Association: Statewide organization of secondary school coaches.

Task Force: An AAHPER committee formed to study certification of high school coaches.

Title IX: That portion of the Educational Amendments of 1972 which forbids discrimination on the basis of sex.

### Delimitations

This study was conducted with the following delimitations:

1. The professional leaders were delimited to a single leader of each of four professional groups in all of the fifty states.
2. The four professional leaders in each state were delimited to the State Director of Certification, the Executive Secretary of the State Activity Association, the President or Executive Secretary of the State Coaches Association, and the President of the State Alliance for Health, Physical Education and Recreation.

3. The time frame of the responses was delimited to the period from early June, 1979, to late September, 1979.

### Limitations

This study may have been influenced by the following limitations:

1. The limitations involved in the use of a descriptive-survey type of research (150, p. 196).
2. The limitations involved in the use of an original measuring instrument.
3. The limitations based on the respondents' lack of common backgrounds in the areas of coaching, athletic administration, school administration, athletics, and certification.
4. The limitations based on the willingness and attitudes of the selected participants in the survey.

### Assumptions

The following assumptions were made in order to effectively conduct this study:

1. The Directors of Certification of the various State Departments of Education are leaders in the area of certification.
2. The Executive Secretaries of the various State Athletic/Activity Associations are leaders in the area of secondary athletics.
3. The Presidents or Executive Secretaries of the various State Coaches Associations are leaders in the area of coaching.
4. The Presidents of the various State Alliances of Health, Physical Education and Recreation are leaders in the area of physical education.

5. The Guideline for "Certification of High School Coaches" by the AAHPER Task Force is a basis for evaluating certification standards.

#### Need for the Study

It is hoped that this study will benefit the coaching profession and will assist in improving the conduct of interscholastic athletics in the following areas:

1. It should update information on the status of coaching certification by states.

2. It should provide a comparison of the viewpoints and positions of professional leaders regarding certification and professional preparation.

3. It should provide information to the members of professional groups on the attitudes of their leaders and of the leaders of related organizations.

4. It should benefit colleges and universities that wish to adopt or to revise coaching preparation programs.

5. It should assist in the counseling and recruiting of students as prospective coaches.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

Although the field of athletics is probably the most published of any of our educationally sponsored activities, there is little research information to be found on the professional preparation characteristics of the individual directly responsible for the teaching and leadership in the area (66, p. 8).

Havel's (66) statement in 1953 indicated that interest in the professional preparation of athletic coaches was not a major concern of education and athletics at that time. However, his comments came during the early phase of an expansion of secondary school athletics that corresponded with an increased interest in upgrading the standards for coaches.

The nature of the material was divided into three general areas that tended to overlap. These areas were:

1. Staffing and Assignment of Coaches
2. Certification of Coaches
3. Professional Preparation of Coaches

The review of literature was based on material from a variety of sources. These included Dissertation Abstracts International, Completed Research in Health, Physical Education and Recreation, various journals and publications in physical education and athletics, a computer ERIC search, and numerous books related to the scope of this study.

## Staffing and Assignment of Coaches

. . . it points to a significant truth that at times has been overlooked: no school can be greater than its staff, nor can a program advance beyond the vision of those who administer it; the program must rely upon the staff to put it into efficient operation (140, p. 156).

The above statement from Voltmer and Esslinger (140) and another from the AAHPER Coaches Manual (27, p. 12) which stated that "principals, superintendents and boards of education must be aware of, and consider, professionally qualified personnel for coaching positions" have served as guides for administrators in the selection and assignment of athletic staff members.

Historically, the high school physical education teacher was also the athletic coach and may have coached all the sports offered by that school. With an expansion in the number of sports offered, in the number of coaches per sport, and in the number of participants, the employment and assignment of coaches has developed into a major administrative problem. Pertinent literature has approached the topic from several viewpoints.

### Background

Numerous studies have been made on the professional preparation, background, and the assigned duties of coaches. They have indicated (1) that positions in coaching exceeded those in physical education, (2) that a considerable number of physical education majors were teaching in other areas, and (3) that many coaches have had little or no professional preparation for coaching.

### Physical Education Training

The amount of physical education in the professional preparation of high school coaches has been a topic of several studies. Most have shown a similarity with a trend toward less physical education preparation. Several surveys indicated a classification of those coaches who had physical education majors, physical education minors, or little or no physical education in their professional preparation. The 1952 study of South Dakota coaches by Deklotz (34) showed that 31% were majors, 55% were minors, and 14% had less than fifteen hours of physical education. A later survey of coaches in the Dakotas by Williamson (143) indicated 38% had physical education majors, 23% had minors, and 39% had neither. A similar study made by Zeck (145) of coaches in Washington showed 64% were majors, 25% were minors, and 11% were neither. Neal's (97) survey of Minnesota secondary coaches noted that about three-fifths were majors, one-fifth were minors, and one-fifth were neither. In surveying the preparation of Oregon's high school coaches in 1971, Goddard (59) found that 53% had either a physical education major or minor. Chamber's (25) investigation of Ontario coaches showed 30% were majors, 25% were minors, and 45% were neither. Research by Donlan (36) indicated 71% of Utah high school coaches were majors, 10% were minors, and 19% were neither. Flatt's (45) study of Tennessee coaches showed 67% were majors, 6% were minors, and 27% were neither. The majority of those majors were teaching only half time in physical education.

Other studies have attempted to identify the professional preparation of coaches. Sterner (131) found that only one-third of the

New Jersey football and basketball coaches in 1951 were certified in physical education with even less in other sports. Adee's (6) 1956 national survey showed that 30% of the coaches did not have physical education certification. A majority of coaches who were Springfield College graduates were physical education majors according to Marsh (87). According to Esslinger (41) a quarter of all head coaches in 1971 had no professional preparation for coaching. It was found by Hatlem (65) that 63% of Wisconsin coaches were either physical education majors or minors. He indicated that 30% had not had a course in methods of coaching. Paldanius (101) reported that over half of the Oregon teacher-coaches had little or no preparation for their coaching assignment. In a 1978 statement on the nation's coaches, the United States Sports Academy (69) reported that 70% did not have a physical education major, that 65% had neither a major or minor, and that 50% had never competed in the sport. The Darien, Connecticut system had 58% of its coaching positions filled by nonphysical education personnel (13). Sheets (123) found 45% of all Maryland coaches and 50% of the head coaches were certified in physical education.

### Teaching Assignments

Several studies were concerned with the teaching assignments of coaches. Rowley (116) found 98% of 1933 Washington coaches were teaching subjects other than physical education, 74% were teaching full time in academic areas, and 2% were teaching physical education only. In a survey of Ohio coaches in 1939, 26% were teaching only physical education, 44% were teaching only academic subjects, and 30% had a combined assignment (8). Struck's (132) 1956 study showed 49% of the

coaches in his survey taught physical education. Murray (93) found in a report on 12% of the nation's high school basketball coaches that 86% of the group taught some physical education. Another national survey of coaches made in 1966 by Griffith (61) indicated that those coaches who taught physical education only, those who taught all academic courses, and those who had split schedules were approximately equally divided into thirds. However, Hohman (71) found that 62% of Washington coaches in 1966 had no physical education teaching duties and only 8% taught it full time. Caulkins (24) reported that 35% of the coaches who were physical education majors had no teaching assignment in that area in their first year.

A large group of studies has reported on both the preparation and assignment of coaches. Nanovsky (94) noted that 93% of the 1952 Ohio coaches had either a major or minor in physical education but only 74% taught it as a full-time or part-time assignment. Urberger (137) found 72% of Missouri coaches in 1956 were majors and 17% were minors. Full teaching assignments in physical education were held by 22% of the coaches while 56% taught it part time. Fifty-five percent of the administrators preferred that coaches teach in the physical education area. Bolton (17) found 53% of Pennsylvania football coaches were certified in physical education but only 45% taught it either full or part time. He found coaches evenly divided on whether a physical education minor should be required of coaches but that 65% of the administrators favored it. Littau (81) found 51% of the South Dakota coaches in his study had a physical education major but only 7% taught in that field. Twenty percent had neither a physical education major or minor.



Veller (138) has cited a 1964 Florida study showing 40% of those trained in physical education did not teach in that area. It was also found that 22% of the head coaches and 27% of the assistants had no professional training in physical education and that coaching positions exceeded physical education positions by two to one. It was reported by Pitts (105) that while 92% of Missouri coaches in 1964 had physical education majors or minors, 39% taught it exclusively, 30% part time, and 31% not at all. Plesent's (106) study showed that 67% of surveyed New York coaches were physical education majors, 70% were either permanently or temporarily certified in that area, but just less than half were teaching in the discipline either full or part time. Physical education majors comprised 65% and minors 15% of Southern California coaches in 1968 according to Perry (103). Twenty-nine percent taught full time and 24% had split assignments in physical education. Mach's (82) Minnesota area study showed 60% of the head coaches and 74% of all coaches had either a physical education major or minor. Only 55% of the coaches who were physical education majors were teaching any physical education classes. However, 98% of the coaches who had majors in other areas were teaching in their major field. Twenty percent of the physical education majors and 65% of the minors did not want to teach physical education but had taken the major or minor in order to coach. Fyfe (53) found 51% of the coaches were majors and 21% were minors in his 1971 Colorado study. Fifty percent of the coaches had no physical education teaching assignments. A 1971 report by Veller (139) showed that although over two-thirds of Florida coaches had a physical education major only 41% were teaching in that area. Over 25% of the majors and 60% of all coaches were teaching outside

physical education. Duke (38) found that the primary teaching area and undergraduate major of the majority of surveyed Louisiana coaches was in physical education. Sixty-eight percent of Virginia's black coaches were majors but only 51% taught physical education (101). A survey of Oklahoma basketball coaches by Thurmond (135) showed that while 60% were physical education majors, only 26% of their total teaching assignment was devoted to teaching physical education.

### Assignment Policies

Several investigators, notably Hatlem (65), Maetozo (83), and Neal (97), have found agreement between coaches and administrators on the problems of staffing interscholastic athletics. They have indicated that the priorities listed by each group are remarkably similar.

Many authorities have argued that all coaches should have a major in physical education while many others strongly oppose that view. An early advocate of the latter position was DeGroot (33) as he stated:

We have apparently failed to recognize that training for physical education teachers and training for athletic administrators and coaches are quite separate and distinct problems. There is ample evidence on every hand to suggest that the improvement and progress of both physical education and athletics has been seriously impeded because of our failure to differentiate between the types of training needed to produce successful leaders for each of these fields (p. 30).

Scott (121) urged that coaches teach in academic areas since it would enhance faculty cooperation and would stress the educational benefits of athletics. Taking a similar stand was Frost (51) who felt it would increase the teacher-coach's influence on the character of the students. McKinney's (89) recommendation on the use of coaches from areas other than physical education was directed mainly at supplying

the demand for coaching assignments. Lawther (78) took a somewhat neutral position as he advocated competency for coaches in various physical education areas. However, he felt that the greatest competency was acquired through actual practice and competition.

A 1953 policy statement by the National Association of Secondary School Principals (104) advocated that the athletic coach teach physical education since the physical education preparation improved the appreciation of the place of athletics in the total school program. Conant (28) was strongly opposed to coaches teaching academic subjects and urged that physical education teachers handle all intramural and interscholastic athletics.

A broad range of conflicting views on this subject has been presented in articles titled "Basic Issues" in the Journal of Health, Physical Education and Recreation in 1957 (18) and 1962 (39). These, a journal article by Fountain (47), and material by Voltmer and Esslinger (140, p. 323) have presented every side of the issue.

Fyfe (53) noted that surveyed Colorado principals preferred that coaches not teach physical education as a full-time assignment. Eighty-seven percent indicated they desired that coaches be assigned to teach subjects other than physical education. In Florida, Veller (139) found one-fourth of the responding coaches believed that coaches should teach outside physical education, and 20% of the coaches who were physical education majors agreed. Sixty percent of the coaches and 29% of those who were majors felt that athletics and physical education should be separate departments. Duke (38) found that principals favored coaches teaching subjects other than physical education while coaches were closely divided on the issue.

Many writers on the subject of administration of interscholastic athletics have stressed the importance of the selection and the assignment of coaches. The topic has been emphasized by administrative textbook authors such as George and Lehman (57), Voltmer and Esslinger (140), Resick, Seidel and Mason (111), and Healey and Healey (67). As early as 1940 LaPorte (76) stated that the interscholastic athletic program required careful administration and the very best trained physical education teachers available. Pechar (102) and Theisen (134) in school administration literature have also stressed the importance of staffing qualified coaches. Hartman (64, p. 23) in a 1978 NASSP Bulletin stated that "the selection of coaches is one of the most important decisions an administrator must make."

Several authors have been critical of the staffing policies that have existed. It was noted by Snyder (126) that some administrators believed that coaches should be completely removed from the physical education program to teach other classes. Bates (16), in a 1954 nationwide study, found that personal friendships and college participation in the sport seemed to have an undue influence on hiring practices. Rice (113) also found that the methods of selecting coaches differed from those used for other staff members. He cited college athletic prowess, personal friendships, and won-loss records as often taking precedence over moral character, teaching ability, and leadership. A 1960 administrative policy statement by the AAHPER (30) urged that a won-loss record should not be the determining factor in coach selection at the expense of sound professional preparation. McKinney (89) indicated that the profession has received unjust criticism when teachers assigned, but not qualified, as coaches made mistakes.

Some recent authorities such as Arnold (11) and Youngblood (144) have advocated that if a school cannot provide competent leadership for an athletic program, it should not offer the program. They have contended that it is better to drop a sport than to have it coached incompetently. DeShaw (35, p. 35), in setting administrative policy controls for health and safety, stated "The school shall provide a sufficient number of adequately trained coaches to insure sufficient supervision during practice sessions and games."

Mach (82) listed alternative athletic staffing policies for the administrator as:

1. Use only physical education majors to staff his athletic program, thus committing a number of coaches to teaching predominately in their minor fields.
2. Make coaching assignments on some basis other than professional training in physical education, thus fulfilling his classroom needs but, possibly, weakening his athletic program.
3. Hire people with minors in physical education to coach and teach part of the day in physical education, leaving moot the question of whether the minor has adequately prepared individuals to serve in either of these capacities.
4. Select coaches who have minored in athletic coaching, as is possible in some areas, but who may lack a teaching minor. Such coaches would probably be prepared to teach in only one subject field (p. 3).

To meet the serious staffing problem, Youngblood (144) has advocated several possible courses of action. Many of his points involved rather drastic changes of existing procedures.

The actual preference of Indiana superintendents for staffing athletic coaches was studied by Struck (132) in 1956. Forty-one percent of the group felt it was satisfactory, but not mandatory, for coaches to teach physical education; 33% felt coaches should not teach physical education; 22% felt coaches should teach physical education; and 3% had no objection but preferred that coaches not teach physical

education. Perry (103) found the consensus of California principals preferred that all assistant coaches either have split assignments in physical education or teach full time in another area. They also preferred their personnel have a major in their teaching responsibility. This was also a preference of the coaches surveyed. Donlan's (36) Utah study showed a wide variance in methods of filling coaching positions.

Maetozo (83) has expressed concern over the general lack of written specifications governing the qualifications for coaching positions. Chellman (26) urged that the school policies provide the same employment practices for the athletic staff as for other personnel. Donlan (36, p. 163) stated in this regard: "School principals should develop and apply to their schools, a written statement of policy describing the professional qualifications necessary to be employed as a coach."

A statement by Kent (74) placed the problem in perspective:

Public school administrators have the responsibility of hiring well-qualified coaching personnel in order to protect the welfare of students. An evaluation of the preparation for coaching of each prospective coach is an essential step towards hiring well-qualified coaches (p. 5).

### Coaches for Girls' Sports

The combination of Title IX with greatly increased interest and participation in women's sports has made the staffing problem for girls' teams even more critical than for boys' teams. The historical policy of assigning coaches to girls' teams was stated in 1940 by LaPorte (76, p. 56) as: "All instruction, coaching and officiating should be under the direct charge of women leaders and not men." Mann (86) reemphasized this position and related the progress of the

girls' athletic programs to the securing of quality leadership. She and Hartman (63) have stressed there is a lack of professional courses with emphasis on preparation for coaching girls' teams. They placed blame on the failure of institutions to meet the prevailing demand. Resick (111) has urged that teacher training institutions emphasize the coaching aspect and has encouraged female coaches to enroll in appropriate male-oriented clinics to help meet the demand.

While still advocating that girls' programs be conducted by qualified women coaches, French and Lehsten (48) felt it was expedient, due to the shortage of women coaches, to assign competent males to instructional and coaching responsibilities in girls' sports. Ferguson (44) recommended that administrators hire qualified male coaches for girls' teams before hiring unqualified women coaches. They should assign female chaperones for the protection of both the coach and the students.

The need for chaperones was stressed in an Iowa study by Griffith (61) who found that the second leading cause for dismissal of male teachers was immorality. Of those, nearly half were coaches of girls' basketball teams. He found that the single most important factor was the lack of adequate supervision by adult women sponsors.

Riley's (114) recent study of the girls' athletic programs in Texas high schools showed a moderate increase in women coaches in the period from school year 1971-72 to school year 1975-76. It was found that there was a slight increase in males coaching girls' teams and a 34% increase in women coaches. Also the mean number of coaches of girls' sports per high school increased from 1.9 coaches to 2.4 coaches during that time span.

## Legal Issues in Staffing Coaches

The legal ramifications relating to the assignment of unqualified coaches has been discussed by authorities such as Healey and Healey (67), Voltmer and Esslinger (140), and Leibee (80). They have cited the continuing trend away from governmental immunity for schools toward greater legal responsibility for negligent acts. Decisions regarding competency of coaches have not been left entirely to the schools as Arnold (11) has noted:

Where an injury is held to be proximately caused by the negligence of an unqualified coach, the school district or the individual making the coaching assignment might also be held liable. Neither the school district nor one of its administrators could be held liable unless a preponderance of the evidence showed that: (1) The coach does not meet the standards that define a qualified coach in this particular sport; (2) It was known or in the exercise of reasonable prudence would have known that the coach was not qualified; and (3) The injury complained of would not have occurred if competent coaching had been provided (p. 78).

Those administrators who deliberately assign unqualified personnel to coaching positions have risked liability suits if an accident occurs. Adams (3) has noted that both the unqualified coaches and the administrators have become more aware of potential negligence and liability and have become less willing to accept or to make assignments in which they might be liable. With this awareness of the school district's legal status, many officials have been more selective in hiring coaches.

The view of the principal facing this issue has been stated by Gillen (58):

How vulnerable do I as a principal become when I use regular faculty members as coaches whose main qualifications are interest or having played the game? How do I justify placing the athletic instruction of my students in the hands of one who does not meet



the qualifications of the trained physical education expert? How do I justify to the superintendent, the school board, the parents, and the community the many values that are part and parcel of an athletic program when I appoint unqualified coaches to the various teams? How do I maneuver myself out of the unenviable position of defending myself against court suits? Today, legal action against teachers, administrators and school board members is a common occurrence. What do I do, as a principal, to ensure that I protect the interests of the student and the coach, as well as my own, in the spectrum of educational athletics, which includes interscholastic, intramural, individual and dual sports (p. 10-11)?

### Increased Participation

The increase in student participation in interscholastic athletics has created more coaching positions and intensified the staffing problems. While total high school enrollments have decreased, the number of boys and girls involved in high school sports has increased. Brice Durbin (40), Executive Director of the National Federation of State High School Associations, has noted that there has been a 600% increase since the 1960s in girls' participation, and a gradual increase in boys' participation. The effect of Title IX has placed a tremendous impact on coaching staffs. Adams (2) has cited the increase in the number of girls' teams in Minnesota and the number of girl participants in Washington as pertinent examples. Minnesota had 424 girls' teams in 1971-72, 636 in 1972-73, 1,198 in 1973-74, 1,597 in 1974-75 and 2,280 in 1975-76. This represented a 540% increase during the five year period. In the state of Washington the number of girls participating in sports jumped from 29,669 in 1973-74 to 40,114 in 1977-78. Adams also indicated that in a typical high school of 1,000 students, there were approximately 20 to 25 coaching jobs for an average of 10 sports. That school usually had two or three full-time male physical

education teachers, so even if each coached three sports, they would fill only nine of the twenty or more coaching jobs. Youngblood (144) noted an example of an increase from twelve to twenty varsity sports within a particular school during the past decade. The average high school student athletic participation was 45% of the total enrollment in the example noted.

The sports participation surveys compiled by the National Federation of State High School Associations (128) has represented over 86% of the nation's high schools. These surveys, started in 1971, showed participation by state and by sport. The 1971 survey showed 4,065,917 boys and 293,615 girls participating in high school sports. The 1978 survey indicated there were 4,367,440 male and 2,072,970 female participants.

#### Shortage of Coaches

The lack of sufficient personnel with even minimum qualifications has become an acute problem according to authorities such as Healey (67) and Meinhardt (90). A common concern expressed by Adams (4), Durbin (40), and Williams (142) was the shortage of available qualified coaches and the shortage of teaching positions for coaches. Adams (4, p. 26) listed four major reasons for the coaching shortage: (1) Title IX, (2) the effect of declining enrollments on overall staffing, (3) the addition of new sports programs, and (4) coaches retiring from coaching but retaining teaching positions. Those four points were also stated as causing the major staffing problems by Ferguson (44) who urged using staff from other schools in the system and male coaches for girls' teams to reduce the problem. Arnold (11)

stated that not only did the demand for coaches exceed the demand for physical educators but the gap was widening. Some leaders have demanded that coaches have intercollegiate experience in their sport, but Mach's (82) 1969 survey found this would eliminate 40% of those coaching.

### Adjunct Personnel

The critical shortage of available coaches has increased the demand for adjunct personnel to fill coaching assignments. While most administrators have been opposed to utilizing personnel from outside their staff as coaches, the trend has been gaining greater acceptance. Ferguson (44) has listed alternative measures that are available to Ohio administrators to avoid the need for outside coaching personnel. Maetozo (84) described a Pennsylvania coaching certification program for individuals who were not regular school staff members but wished to be employed in available coaching positions. Those standards were to be met by 1977. It was noted by Arnold (11) that as of 1975 Alabama and Florida had made exceptions to the rule that coaches be certified teachers by allowing non-certified personnel to coach minor sports but not major sports. Virginia permitted non-school personnel to assist with practices only. The proposal by the 1976 Kansas Legislature to make it legal for anyone, regardless of background, to coach was reported by Noble and Corbin (98).

The need to change legal limitations on the use of non-certified personnel was discussed by Adams (4). He cited California and Washington regulations that specifically limited coaching responsibility to certified personnel. However, a California committee has recommended

setting standards to incorporate the use of lay people in coaching. Durbin (40) has also advocated using qualified community personnel outside the school system to fill gaps in high school coaching staffs. Arason (10) reported on a 1977 study regarding walk-on coaches in Orange County, California. Of the responding principals, 87% either considered the walk-on coach a critical or semi-critical problem for them. The responding schools average 50 coaches per school with only 57% of the coaches teaching in the same school. Walk-on coaches with credentials made up 16% of the group and non-credentialed walk-on coaches made up nearly 25%. Even 9% of the head coaches were walk-ons. Arason listed numerous problems relating to the walk-on coach, most of which dealt with the lack of control, qualifications, and understanding school policy.

The use of paraprofessionals to solve the staffing dilemma has been advanced by Adams (5). He regarded a coaching paraprofessional as an individual, who is not a certified teacher, that is employed and compensated for coaching duties under the direct supervision of a professional staff member. In utilizing the paraprofessional coach, he urged strict guidelines that included written policies. A standard of minimum requirements was also felt to be essential. He felt the use of the paraprofessional could alleviate the coaching shortage and have a positive influence on quality coaching.

Frost (50) has summed up the staffing problem by stating:

One of the developments which is having a great influence on this problem is the trend toward the expansion of the interscholastic sports program. Whereas only a few short years ago most schools he felt satisfied with from 3 to 6 sports, the tendency today is to strive for from 6 to 15, depending upon the size of the school and facilities available. Not only are the number of sports increasing but also the number of teams in each sport.

It is not unusual, in most popular sports, to find sophomore, junior-varsity and varsity teams. In addition to more sports and more teams in each sport, more coaches for each team now appear to be necessary. The net result, then, is a great increase in the number of coaches in each school system. This in turn makes for an imbalance between the number of coaches required and the number of physical education teachers needed, something which has a great influence on administration, school boards and state officials (p. 29).

### Certification of Coaches

Requiring certification of all interscholastic athletic coaches would be a major step forward for the coaching profession and interscholastic school sports. If sports are educational, it is logical that specific criteria be established for high school coaches just as there are requirements for other special areas of education (3, p. 1).

The above statement by Dr. Samuel Adams (3) has expressed the view of advocates of coaching certification. Most studies and published literature by involved professionals have taken a positive stand toward certification of coaches.

### Historical

The trend toward certification requirements for coaches by the states began in the changing secondary education era following World War II. Impetus was gained in the 1960s as special certification requirements for coaches were adopted by some states and considered by many others. Yet the move toward implementing certification requirements has not been successful in most states.

The 1948 Jackson's Mill National Conference on Undergraduate Preparation and the 1950 Pere Marquette Conference on Graduate Preparation set standards for physical education teachers. However, they did not address the issue of preparation of coaches (125).

The need for certification of secondary level athletic coaches was stressed in 1954 by the Education Policies Commission (118) of the National Education Association. Declaring that athletics were a part of physical education, they recommended that athletic coaches have specific preparation in physical education. The Commission stated that coaching should be done by certified teachers of physical education rather than teachers of other subjects.

The report of the January 1962 Professional Preparation Conference (108, p. 70) of the AAHPER did comment on minimum competencies for coaches and was one of the first national statements giving some approval to coaches whose training was not in the field of physical education. The stress was on actual playing experience for the non-majors in physical education. It was significant that included in the Conference's basic recommendations was the statement: "Men who have coaching responsibilities should be certificated if they are not professionally prepared as physical education majors (p. 6)."

A pioneer group that addressed the problem of certification of athletic coaches was the Ohio Green Meadows Conference (109, p. 61) in May 1965. They identified several basic problems or issues regarding coaching certification and those issues have continued to the present. The Conference urged a twenty semester hour standard for the certificate in coaching interscholastic athletics. Of the thirteen major recommendations of the Conference, the first five listed dealt with coaching certification. In brief, they were: (1) special coaching certification should be instituted, (2) certified physical education teachers should be considered qualified to coach, (3) certification should be administered by the Ohio Department of Education, (4) the

standards should be established for the protection of the coach, and (5) teacher education institutions should be encouraged to change their programs to meet present day requirements of coaches (70, p. 41).

The school safety policies furnished by the AAHPER in 1968 stated that "all instructional personnel should be properly certified for their area of instruction (117, p. 11)."

The AAHPER Division of Men's Athletics Task Force on Certification of High School Coaches was an eight member group, whose chairman was Dr. Arthur Esslinger (41). To attack the problem of inadequately prepared coaches, they made the following statements regarding certification:

The Task Force came to the conclusion that the best way to 'liquidate' unqualified coaches is for each state to establish certification standards for teachers of academic subjects who desire to coach. Such standards should be designed only for coaching - not for teaching physical education. The standards should represent the basic understandings and competencies without which no individual should coach. It is not intended that these standards apply to coaches now in service; rather, the recommendations are designed for future coaches.

Out of its deliberations the Task Force has developed a program which includes the minimum essentials which every secondary school head coach should possess. If such a program were required in every state for certification of coaches, interscholastic athletics would be appreciably improved over what they are today (pp. 27-28).

The 1973 AAHPER Professional Preparation Conference (107, pp. 160-163) made a thorough statement on coaching certification. This conference gave strong support to the report of the AAHPER Task Force on Certification and used its material as the basis for the professional preparation of coaches. The distinction was made that the standards were for coaching certification and not for physical education certification. The standards were to provide an acceptable level of

preparation for prospective coaches whose academic preparation was not in physical education.

The work of the Pennsylvania Professional Preparation and Certification Committee from 1968 through 1977 has been noted by Maetozo (84). The Pennsylvania program was distinctive in that it provided coaching certification standards for individuals who were not full-time employees of the school district (full-time professional employees were not required to obtain certification). Emergency staffing policies delayed the 1975 implementation, but as of July 1977 all athletic coaches who were not full-time district employees must meet at least one of three certification criteria. There were 242 individuals holding valid certification during the 1976-77 school year.

Meinhardt (90) indicated that Illinois was attempting to implement a certification program in 1971 that was based on the Task Force standards. These standards were designed only for coaching and not for teachers of physical education. Their recommendation was that the requirements apply to future coaches after Illinois higher education institutions had implemented preparation programs.

A required program to enable non-physical education certified teachers to coach athletics was proposed in the state of New York in 1971. It provided that coaches be certificated teachers and have completed either an approved college program or an in-service education program of at least nine hours in approved courses in three areas: (1) philosophy, principles, and organization of athletics, (2) health sciences applied to athletics, and (3) theory and techniques of coaching. The in-service program for coaches was one of the first officially submitted for adoption (110, pp. 12-13).



The shift in New York State to a competency based program has been described by Nathanson (96). In New York as of September 1, 1975,

. . . certified teachers of physical education may coach any sport in any school; teachers not certified in physical education may coach any sport in any school provided they have completed an approved preservice or inservice education program for coaches or will complete a program within three years of appointment (112, pp. 7-8).

The Nathanson study attempted to identify the competencies needed by an athletic coach and to incorporate them into a competency based coaching education program for the four-year institutions of New York. A group of 68 competencies were submitted to a survey group and 51 were selected. These 51 competencies were then grouped into five focus areas. It was recommended that coaching certification be automatic upon attainment of the 51 competencies.

#### Preparation Requirements for Certification

In a 1951 article, Seidler (122) advocated that athletic coaches be certified on the basis of a vigorous professional education. Every profession is characterized by a body of knowledge unique to that profession and the athletic coach should possess technical, theoretical, and practical knowledge as well as experience in his profession.

Boydston and Merrick (18) summarized the comments of several leaders as they urged that professional preparation for certification as a teacher and/or a coach was of paramount importance. Mueller and Robey (92) stressed the need for scientifically identifying the most valuable kinds of training and experience for high school coaching. They cited the University of North Carolina study that showed years of coaching experience, level of playing experience, and the age of the coach as having the greatest relationship to injury rate.

The problem of implementing coaching certification has been traced by Williams (142, pp. 5-7). In July 1959, a committee for the Texas Curriculum Studies drafted a coaching certification plan based on a 27 semester hour requirement but the plan failed to gain approval. In 1966 another plan based on certain competencies failed to be accepted. A third attempt in 1971 jointly authored by representatives of five concerned major state associations offered a twelve hour requirement plan. The proposal provided: (1) a coaching endorsement for all sports, (2) a grandfather clause, (3) a required teaching certificate, and (4) that a physical education certificate would not automatically constitute coaching certification. This was also rejected, but another attempt was made in 1979. This plan, which resembled the earlier formats, made some course specifications within a twelve-hour requirement. This proposal was to be presented during 1980.

McKinney and Taylor (89) have described the approach taken in Missouri regarding coaching certification standards as follows:

The problem of having unqualified personnel handling interscholastic athletic teams was defined, and there was general agreement that professionally acceptable coaching standards were needed in Missouri to ensure that qualified coaches would be hired in the future to teach-coach within the interscholastic athletic programs in grades seven through twelve.

The following minimum standards are recommended for certification of coaches who are not certified in physical education: Kinesiology (3 hrs), Prevention and Care of Athletic Injuries (2 hrs), Scientific Bases of Conditioning or Exercise Physiology (3 hrs), Coaching Theory (2 hrs), Administration of Physical Education or Administration of Athletics (3 hrs), and Sports Officiating (2 hrs), Total - 15 hrs. A course in Psychology of Athletics and Coaches is recommended.

The student who earns a coaching certificate must also complete a teaching major for certification in a major other than physical education commonly taught at the secondary school level.

Physical education certification qualifies the teacher to coach automatically. Thus, the teaching candidate who has earned a coaching certificate is professionally qualified to handle a classroom assignment as well as coaching responsibilities (p. 50).

Whiddon (141) stated that if certification standards for interscholastic coaching are to be established, a cooperative effort among higher education and state and national secondary athletic associations was necessary. Following a 1971 survey of Florida coaches, Veller (139) indicated there was a definite need for certification of coaches. He felt certification would upgrade coaching and would raise coaching to the prestige level of academic areas by assuring better trained coaches. In a recent journal article, Evans and Evans (43) discussed the various viewpoints held with regard to coaching certification. They questioned whether the lack of nationwide certification standards for coaches could be attributed to a lack of professional identity. They urged that coaches take an active role in their professionalization, individually and collectively.

Following a study of coaches in four Eastern states, Marsh (87) advocated a formal curriculum for future coaches which would lead to the certification of a teacher to coach as well as teach.

In 1974, Kent's (74) study of Iowa coaches revealed 90% of those coaches who were certified because they had completed a major or minor in physical education would not have met the specific coaching certification guidelines. However, coaches with majors or minors in physical education were better prepared in terms of the certification guidelines than those coaches without preparation in physical education.

In a 1977 study on the staffing of Ohio high school coaches, Ferguson (44) noted that certification had the backing of many

individuals in athletics and education and had been implemented in some states. In response to the Ohio principals who opposed certification of coaches (a majority), he recommended a feasibility study of certification for Ohio.

### The Need for Certification

Several surveys have been made to determine the response of certain groups to certification of coaches. Most have been limited to coaches and/or administrators of certain locales.

In a 1956 survey of Pennsylvania college faculty and high school coaches and administrators, Bolton (17) found that college faculty members and public school administrators strongly endorsed certification in physical education for all head coaches.

Hohman (71) found that 50% of the Washington State high school athletic directors surveyed in 1965 favored certification of coaches, with 29% opposed to it.

Maetozo's (83, p. 180) 1965 nationwide survey of coaches and administrators found that 80% of them were ready to consider a core of specified minimum professional courses for coaches. Minimum professional course requirements and special competency standards were not generally in use at state or local levels, although 76% of the coaches and administrators agreed that state certification of coaches was desirable. He recommended that various affected professional groups should be progressing toward state certification of coaches.

In 1969, Mach (82, pp. 193-214) reported a study of high school coaches in Minnesota and its bordering states. Eighty-one percent of the college physical education respondents favored establishing head

coach certification for all states. A large majority felt that the existing programs (Iowa and Minnesota) were inadequate. Forty-two percent of the principals opposed head coach certification while 47% favored it and 11% were undecided. The coaches favored it nearly two to one (58% to 32%). Over 50% of the coaches and principals opposed the certification requirements for assistant coaches, but it was favored by the college physical education directors. The coaches from the two states with existing certification standards (Iowa and Minnesota) tended to be more favorable regarding certification than those from the other states. There was a decided difference in the responses of coaches by their educational background. Seventy-one percent of the physical education majors favored certification and 54% of physical education minors favored it. Only 33% of those with neither a major or minor in physical education favored certification.

Veller's (139) 1971 survey of Florida coaches showed that two-thirds of those responding felt that coaches in Florida should be certified in coaching with standards similar to other subject areas. Also, two-thirds felt these standards should be administered by the state department of education. Coaches with twenty or more years of experience were 77% in favor of certification.

Fyfe's (53, pp. 130-150) study revealed Colorado coaches and principals were in agreement in 1971 that some type of certification requirements was needed for coaches in that state. However, only 54% of the principals were favorable to certification while the coaches favored it nearly three to one. Sixty-one percent of the principals felt that assistant coaches should have the same standards as head coaches, which was the position taken by 70% of the coaches. Coaches

who were physical education majors favored certification about five to one, while minors favored it by five to two. Those coaches who were neither majors or minors in physical education only slightly approved it. Fyfe recommended that the Colorado High School Coaches Association take stronger leadership in the certification decision-making processes.

Hatlem's (65, pp. 85-170) study of Wisconsin coaches was based on a 1972 survey of 1,162 coaches and 127 administrators. He found 69% of the coaches and 65% of the administrators favored certification of coaches. Sixty-nine percent of each group felt that certification would improve the caliber of coaches. Fifty-three percent of the coaches and 60% of the administrators opposed making certification retroactive. In regard to the number of hours in a certification requirement, the coaches gave a mean response of 12.6 semester hours for head coaches and 10.3 semester hours for assistants. The administrators gave mean responses of 11.9 semester hours for head coaches and 11.2 hours for assistants. Forty percent of the coaches endorsing certification favored certifying all coaches, while 36% favored certifying head coaches only. The other 24% indicated specific arrangements. The administrator's rating was quite similar, with 39% for certifying all coaches, 37% for head coaches only, and 24% for other arrangements. Fifty percent of the coaches and 48% of the administrators favored specific courses for coaches as the certification method. A physical education minor was favored by 36% of the coaches and 29% of the administrators while a physical education major had the support of 13% of the coaches and 22% of the administrators.

Duke (38) reported that two-thirds of the responding Louisiana coaches favored state certification of coaches to upgrade their profession.

A 1975 survey of selected Tennessee coaches by Flatt (45) disclosed that 85% felt that certification would improve the caliber of coaches in Tennessee. A slightly higher percentage favored its implementation and felt that all coaches should be certified. The most desired preparation program was a coaching major or minor with a major, minor or specific courses in physical education receiving much less support. Retroactive certification was supported by 64% with 80% favoring a grace period of three to five years for coaches who did not meet the minimum requirements.

In a recent survey of assistant football coaches in the Southwest, Fuller (52) discovered that three-fourths of those surveyed supported the development and enforcement of state coaching certification standards. He felt certification standards would help fill a void in professional preparation.

#### State Certification Surveys

Several attempts have been made to ascertain which states had coaching certification standards. Since opinions on what constitutes certification tends to differ both within and among the states, the results probably varied unduly.

A 1950 survey by Griffith (60) reported that no state had certification standards for coaches. A survey of state certification officers in 1956 by Adey (6, p. 18) indicated that eighteen of the states required coaches to be certified physical education teachers. Adey

stated: "It seems very simple to conclude that if athletics is a part of physical education, then coaches should be certified to teach physical education."

A 1968 article (133) listed five states, Indiana, Minnesota, Missouri, New York, and Ohio, as having either established or recommended certification standards since the mid-1960s. A survey of existing certification standards was made by Oehrlein and Segrest (99) in 1969. Their survey of Directors of Health, Physical Education, and Recreation of each state indicated that six states, Colorado, Indiana, Louisiana, Minnesota, Nebraska, and North Dakota, specified special training for coaches. Of the remaining 44 states, seventeen were either exploring the possibility or had plans for future certification. One state's requirement was that a coach must be a member of the faculty or if not a faculty member, must be at least twenty-one years of age or have had two years of college. An Illinois Coaching Certification Committee (49) conducted a survey of the chief certification officers of the 50 states in 1970. It showed 41 states had no specific certification requirements for coaching though some stressed a physical education background. Several indicated consideration was being given to possible certification of coaches. Nine states, Iowa, Indiana, Louisiana, Minnesota, Nebraska, New Hampshire, Oklahoma, South Dakota, and Wyoming, had some type of coaching requirement. The Minnesota standards were the most rigorous.

Only four states were listed in both surveys as having certification requirements. This pointed out the discrepancies in the information on certification requirements given by different respondents in the same state.



One of the most recent studies on state certification requirements was reported by Noble and Corbin (98) in response to a 1976 Kansas legislative threat to make it legal for anyone to coach in secondary athletics, regardless of background. Their findings showed five states having minimum certification requirements and only Iowa, Minnesota, and Nebraska having additional coaching certification requirements for physical education majors. The most comprehensive certification requirement was for the coaches of Minnesota girls' sports. It specified a minimum of 18 quarter hours in nine areas plus a practicum (in-service coaching for women). The writers noted that some certification information may have been reported inaccurately in various studies. They felt there was widespread ignorance of coaching certification requirements in the state departments of education and in teacher-preparing institutions.

#### Legal Issues of Certification

There has been some recent concern regarding the legal implications of certification or the lack of certification. Pechar (102) addressed this problem in stating that one of the prime safety responsibilities of the principal, department chairman, and director of athletics was securing certified and qualified teachers, coaches, and officials.

Leibee (79, p. 130) has pointed out the severe legal implications facing the non-qualified coach. He felt a person who cannot meet the standard of care for coaching a given sport should not attempt to coach that sport. He added: "If an administrator assigns unqualified personnel to conduct an activity, the administrator may be held liable."

In discussing the walk-on coaching problem, Arason (10, p. 10) cited the noted sports attorney, Richard Ball. Ball has indicated that pending litigation facing school sports programs will require absolute certification of coaches in every state. Arason has also noted the attempt of the California Athletic Directors Association to have a legislative enactment requiring certification of coaches. It passed the Assembly before failing in the California Senate but will likely be reintroduced.

The concern regarding liability of coaches has been expressed by McIntyre (88):

As the general public and the legal profession become more knowledgeable about the proper training and expertise a coach should have, school districts and their employees will not be able to base a defense against negligence on the valid teaching credential concept. A single case of litigation has the potential for challenging the present system (pp. 6-7).

#### Implementing Certification

Frost (51), in a paper delivered at a 1965 national convention, categorized the general proposals for coaching certification as follows:

1. An individual coaching any sport in secondary schools shall be certified for that particular sport. In case he is coaching more than one sport, he shall be certified for each.
2. Every person coaching shall have a physical education major and his certificate shall so indicate.
3. Head coaches of sports shall be certified in that sport. Assistant coaches do not need such certification.
4. Certain sports, particularly where there is an element of danger, shall require certified coaches. Other sports need no such credential.
5. Persons having physical education majors shall be considered certified to coach all sports. Individuals who do not have such a major shall be certified in each sport they coach (pp. 47-48).

Frost made a survey of state certification regulations applying to physical education and coaching in order to note trends. While he felt the coaching certification practices were too diverse to pinpoint, he did indicate a trend toward all coaches being certified teachers with fewer exceptions granted. His 1965 forecast that another decade would bring us closer to an ultimate solution was not fulfilled according to many subsequent writers.

Annarino (9, pp. 18-20) addressed the difficult problem of convincing the school administrator and the public of the need for coaching certification requirements. He pointed to the lack of agreement within the profession as to the qualitative and quantitative degrees and types of competencies required as the problem faced in developing strategies that would mandate effective coaching requirements.

In the same vein, Williams (142) stressed an urgency in saying:

If certification or endorsement is not the term we are each looking for, then it is time we get our 'act together'. The time is now upon us to find the methods by which we can most expeditiously and judiciously improve ourselves and those who follow (p. 7).

### Professional Preparation

The profession itself should determine the nature of professional education. State certification requirements should not be regarded as optimum standards for a professional education program. Society must depend upon the profession to establish standards which will ensure the competency of its practitioners (108, p. 5).

In order to upgrade the athletic programs of our nation's schools, it is essential that all coaches and athletic trainers not only have actual experience in athletics but also have some specific professional education that qualifies them to care for and to coach interscholastic and intercollegiate athletic teams (108, p. 70).

These statements from the 1962 AAHPER professional preparation report (108) have stated the importance of specific professional preparation for athletic coaches. While there has been general agreement that improved professional coaching preparation is needed, there has been no agreement on the method and the structure for its general implementation.

### Qualities of a Coach

The athletic coach, according to Seidler (122), should meet the following standard:

He should possess sufficient technical, theoretical and practical knowledge and experience in the particular sport in which he is coaching to enable him to prepare teams adequately, to participate in competition with a reasonable amount of success, and with a minimum of danger of injuries (p. 109).

Bucher (22, p. 28) stressed the need to entrust coaching responsibility to well prepared individuals. He found the essential qualities of a coach to be: (1) expert knowledge of the game; (2) understanding of the participant, physically, socially, and emotionally; (3) skill in the art of teaching; and (4) desirable personality and character traits.

Voltmer and Esslinger (140) felt that the quality of the coach was the major consideration in determining the quality of an athletic program. They indicated that the four qualifications of a coach were personality, preparation courses, experience, and health.

### Areas of Preparation and Competency

A number of professional groups as well as researchers in the professional preparation of coaches have presented guidelines for the

course work to be taken and competencies to be achieved in an acceptable preparation experience. Snyder (127) indicated that a professional coaching curriculum could be designed to provide the necessary skills, knowledge, and attitudes needed in the coaching profession. This coaching curriculum needed to be based on a broad liberal education.

The 1962 Professional Preparation Conference of the AAHPER (108, pp. 71-72) provided a major statement of the needed professional preparation for athletic coaches. It specified preparation in the following eight areas: (1) basic biological science; (2) growth and development; (3) anatomy and physiology; (4) personal health and nutrition; (5) safety and accident prevention; (6) first aid, athletic training, and conditioning; (7) theory and practice in coaching various sports; and (8) principles and administration of physical education and athletics. It also listed special competencies in which the coach should acquire knowledge and understanding and areas in which the coach should acquire skills and abilities.

Also in 1962, the Division of Men's Athletics of the AAHPER issued in its platform statement:

In addition to a knowledge of athletics, such personnel should have a knowledge of (1) the place and purpose of athletics in education, (2) the growth and development of children and youth, (3) the effects of exercise on the human organism, and (4) first aid (12, p. 57).

The results of his nationwide 1965 survey led Maetozo (83) to advocate coaches complete courses in the following areas:

(1) athletic conditioning, training, nutrition, first aid, and safety; (2) coaching theory and techniques in at least the sport to be coached; (3) anatomy, kinesiology, physiology of exercise, physiology; (4) philosophy, principles, and organization and

administration of athletics; (5) psychology of coaching and public relations (p. 183).

In a 1965 presentation to the National College Physical Education Association for Men, Frost (51) listed eleven special competencies that should be provided in the preparation programs of coaches. They were:

1. An understanding of the relationship of the interscholastic athletic program and the particular sport they are coaching to the total education program.
2. A knowledge of first aid and the safety practices and techniques pertinent to the sport they are coaching.
3. An understanding of the possibilities of legal liability as well as sound practices and preventive measures.
4. A thorough knowledge and understanding of the biological, social, moral, emotional, and spiritual values which may accrue from the activity and the best methods of bringing about these desirable outcomes.
5. A knowledge of the most accepted principles of growth and development and their implications for the sport.
6. An understanding of the best methods of developing and conditioning members of athletic squads.
7. A knowledge of the basic principles in the care and prevention of injuries together with an understanding of the proper relationship of the coach to the school or team physician.
8. The ability to speak in public so as to bring credit to the profession and the school and so as to more effectively inform the public of the educational possibilities of the sport.
9. An understanding of the basic psychological principles of motivation, stress, play, emotion, and group interaction.
10. A thorough knowledge of the fundamentals, offenses, defenses, strategies, and teaching methods involved in the particular sport. Included will be squad organization, coaching techniques, and sound motivational procedures.
11. A knowledge of and a sense of responsibility for local, state, and national rules and regulations (p. 48).

A 1968 AAHPER task force (133, p. 3) recommended a program consisting of (1) medical aspects of athletic coaching, (2) principles and problems of coaching, (3) scientific foundations of coaching, and (4) theory and techniques of coaching. Esslinger (41, p. 28), the chairman of the AAHPER Division of Men's Athletics Task Force on Certification of High School Coaches, reported the courses and semester

hours recommended for certification as follows:

Medical Aspects of Athletic Coaching	3 Sem. Hrs.
Principles and Problems of Coaching	3 Sem. Hrs.
Theory and Techniques of Coaching	6 Sem. Hrs.
Kinesiological Foundations of Coaching	2 Sem. Hrs.
Physiological Foundations of Coaching	2 Sem. Hrs.

Stein (129, p. 5) suggested the following courses in a coaching preparation program: (1) care and prevention of athletic injuries, (2) organization and administration of physical education and athletics, (3) scientific principles of coaching, (4) adolescent growth and development, (5) psychology of coaching, (6) emotional and psychological aspects of athletics, (7) methods of coaching, and (8) officiating.

Hatlem (65) reported agreement by coaches and administrators with the Task Force recommendations. His survey selected as the essential courses: first aid, care and prevention of athletic injuries, athletic conditioning, athletic training, and coaching methods.

The AAHPER Professional Preparation Conference (107, p. 52) published its recommendation in 1974. The suggested standards included competencies in five areas: (1) medical-legal aspects of coaching, (2) sociological and psychological aspects of coaching, (3) theory and techniques of coaching, (4) kinesiological foundations of coaching, and (5) physiological foundations of coaching. Nathanson (96) reported these same five focus areas served as guidelines for the New York certification program.

Caputo (23), after studying professional literature, suggested that professional preparation of athletic coaches be grouped into four general areas: (1) medical aspects of coaching, (2) principles and

problems of coaching, (3) theory and techniques of coaching, and (4) practical experiences.

### The Physical Education Trained Coach

The traditional approach to coaching preparation has been the physical education major. Healey (68, p. 121) asked: "If the athletic coach does not meet the same standards as the physical education teacher, how is it then possible to consider athletics a part of physical education?" Later, Hughes (73) indicated that professional preparation in physical education was needed to handle varsity athletics. Bucher (22, p. 28) stated: ". . . it seems that physical education offers the most desirable and complete type of preparation for coaches." The best preparation for coaching was to be found in the physical education major as it prepared individuals to meet the problems of athletics according to Voltmer and Esslinger (140). Esslinger (41) also stated that it was regrettable that all coaches were not physical education majors.

A study of the relationships of athletic injuries to coaching backgrounds by Plesent (106) indicated a lower injury incidence when the coach had greater physical education training, physical education certification, and greater physical education teaching experience. He especially recommended that head coaches of contact sports have physical education training.

Perry's (103) California study indicated that coaches and administrators found the physical education major more important for a head coach than an assistant coach and more desirable in the sports of football, basketball, and track than for other sports. They felt the



physical education minor played a negligible role in coaching preparation. Fyfe (53) found that many coaches who did not major or minor in physical education did not meet minimum coaching certification requirements.

#### Special College Curricula for Coaches

There has been considerable demand for special college curricula to meet the needs of the prospective coach who does not desire a major or minor in physical education but desires to teach in other areas. Maetozo (83), Hatlem (65), Mach (82), Fyfe (53), Flatt (45), and Ferguson (44) have recommended that colleges institute such a program. However, Struck (132) was opposed to a specific or separate curriculum to prepare coaches on the grounds that it would widen the gap between athletics and physical education.

Flatt (45) reported that 94% of Tennessee coaches favored a special coaching curriculum for the academic teacher-athletic coach. Hatlem (65) indicated that 63% of Wisconsin coaches supported the special curriculum concept.

Some special recommendations have been made for colleges as they implement the special coaches curriculum. Maetozo (83) found some colleges not using approved sequences of courses and failing to design courses to meet the specific needs of coaches. He felt work in the existing physical education courses was not particularly useful for coaches. He urged higher educational institutions to provide greater leadership in the preparation of coaches.

Fyfe (53) advocated a greater number and variety of coaching experiences. He also urged those in the coaching preparation program

to visit high schools of all sizes to keep abreast of current needs. Mach (82) urged that the course work meet the expressed needs of the coaches and was critical of the emphasis on organization and administration courses primarily aimed at the athletic director.

Ferguson (44) proposed the adoption of admission and orientation procedures in the teacher preparation program to acquaint potential coaches with available courses and programs designed for coaches.

### Competency-based Coaching Preparation

There has been an educational trend toward increasing emphasis on acquiring certain competencies rather than completing specific college course work. This trend has influenced the preparation of coaches. Meinhardt (90) noted that while the Jackson's Mill Conference of 1948 did not address the coaching versus physical education problem, it did advocate a broad background of competencies. Scott (121) acknowledged the need for special competencies for coaches in 1951. Snyder and Scott (125) proposed the competency approach to all specialties in the physical education field. The 1962 AAHPER professional preparation report (108) listed sixteen special competencies for coaches and did not name specific courses. Daniels (31) indicated that course taking would not assure competence and urged that professional preparation of coaches be based on the acquisition of competencies.

Maetozo (83) based his analysis of the professional preparation of coaches on a series of competencies. He found that competency standards were not being used in the hiring of coaches. However, he did find little difference in those competencies rated as essential and those rated as desirable by those making the ratings. In his recommendations,

Maetozo proposed that (1) competency preparation be a part of certification standards and (2) higher education utilize special competencies in the professional preparation of coaches.

The State of New York has adopted a competency based certification program according to Nathanson (96). The state certification for coaches was to be automatic upon attainment of 51 established competencies. New York colleges and universities were incorporating those competencies in their coaching education programs.

#### Preparation of Women Coaches

The pressing need for women coaches has been recognized by several writers. Most indicate a need for institutions to revise their professional preparation approach to meet the urgent need for more trained women coaches. Counseling has been needed to steer some majors into coaching careers. Hartman (63, p. 25) has recognized that many professional programs are for physical educators but few exist for women coaches. She contrasts this to men's programs being geared to coaching. She further stated: "One of the major differences found in men's and women's programs, in fact, is the inclusion of coaching courses for men and the exclusion of these for women." Deach (32, p. 191) has stated that "learning the art of coaching by women assumes tremendous significance."

Criteria for the professional preparation of women coaches were developed by Cook (29) after evaluating responses from various California women physical educators and coaches. Her criteria items were rated in order of importance. Cook and later Sisley (124) have acknowledged that while male physical educators were attempting to

require certification of non-physical educators who are assigned coaching duties, the women were trying to incorporate coaching courses into their professional preparation programs.

Whiddon's (141) study of women's professional preparation programs in Southeastern United States showed that only one-fourth of the institutions offered either a major or minor in coaching for women. A single course in coaching was offered for women by 84% of the institutions.

#### Preparation of Assistant Coaches

Coaches and administrators have generally favored the same professional preparation for assistant coaches as for head coaches. The possibility for promotion of the assistant and the need for strong coaching at all levels have been the major reasons. Maetozo (83) found that head coaches in a 1965 nationwide survey favored professional preparation requirements for assistant coaches by more than a two to one ratio, and they favored the same requirement for both head and assistant coaches by a three to one margin. A 1972 study of Colorado coaches and principals by Fyfe (53) found that 70% favored requiring the same professional preparation standards for both assistant and head coaches. Maetozo and Fyfe both recommended that assistants meet the same requirements as head coaches.

#### Playing Experience

The value of college playing experience has been stressed in the preparation for coaching. The AAHPER professional preparation report

(108) advocated competitive athletic experience as an extracurricular activity for prospective teacher-coaches. Esslinger (42) felt it was regrettable that all coaches were not physical education majors who had competed in intercollegiate sports.

### Preparation in Specific Areas

The need to include certain special courses in the preparation of coaches has been advocated by various authorities. Some have cited the experience in implementing specific courses within the coaching preparation framework. Baker (14) has explained and justified a course on legal implications used at the University of Arizona. The need for a course in public relations in athletics as developed at Ithaca College was described by Rosenstein (115). A course stressing player-coach rapport has been described by Metz (91) as being needed to meet the problems facing the modern coach.

### The Coaching Minor

While the undergraduate major or minor in physical education has been a traditional professional training program for interscholastic coaches, the athletic coaching minor has become another approach in the formal preparation of coaches. It has received considerable acceptance and recognition by leaders in preparatory institutions and athletics.

An early proponent of the athletic coaching minor was Stein (129), who advocated specific course work to satisfy his proposed minor. The need for college and university physical education departments to develop and to promote the athletic coaching minor has also been

recommended by such leaders as Maetozo (83), Mach (82), Fyfe (53), Veller (139), and Donlan (36). Perry (103) recommended that California institutions offer a minor in Coaching of Interscholastic Athletics for the individual who was not a physical education major. His proposed minor would include 20 to 24 quarter units and would require work in six general areas.

Several research studies have indicated a need for the athletic coaching minor. Maetozo's (83) nationwide survey showed coaches, administrators, and related professionals were highly receptive to the coaching minor. Perry (103) found both coaches and principals advocating the coaching minor, the coaches by a margin of over three to one. All populations (coaches, principals, and college physical education directors) in Mach's (82) study were favorable toward the athletic coaching minor. Over two-thirds of the respondents favored institutions offering both the coaching minor and physical education minor. Fyfe (53) found Colorado principals only slightly favorable toward the coaching minor, but the coaches approved that minor by over a five to two ratio.

Veller (138) described a Florida State University coaching education minor that consisted of twelve semester hours of coaching instruction plus three hours of speech. The student had to choose coaching method courses in at least two sports.

Breyfogle (19) and Gallon (55) have reported on the coaching minor initiated at the University of California, Santa Barbara. This program was one of the pioneer coaching minor programs to be coeducational in nature. The minor had a minimum of thirty quarter units with eighteen

units required in six areas and twelve additional elective units. Gallon (54) later described revisions of the minor which included a course in composite sciences for athletics as a requirement. Meinhardt (90) has cited the coaching minor programs that were being adopted at several Illinois institutions.

As early as 1950, DeGroot (33) expressed the need for a major in athletic coaching which would have great appeal. The coaching major with a minor in another teaching field would enable more graduates to be placed because of their training. Pitts (105) found 81% of Missouri head coaches believed that colleges should offer a coaching major.

#### Student Experience in Coaching

There has been an increasing demand for colleges to provide observational and directed experiences in coaching as part of their professional preparation program. The Oregon Association for Health, Physical Education and Recreation was a pioneer in advocating the student coaching experience. Their 1952 workshop provided specific guidelines for proper handling of the experience (90).

The value of actual laboratory coaching experience as part of college coaching preparation was expressed by Knapp and Jewett (75). They cited the various favorable outcomes, especially in expanding the knowledge of the organization and administration of athletic teams.

The AAHPER Coaches Manual (27) has stated:

Professional laboratory experiences constitute an essential part of the education sequence for the preparation of athletic coaches. These important experiences should be designed with specific references to standards. They should be provided on and off campus. The range should include systematic observation,

initial limited participation, and subsequent full participation in coaching activities.

Structured student teaching and student assistant in sports programs at the collegiate level should be available to undergraduate and graduate students (pp. 11-12).

Several research studies have made recommendations on student teaching-coaching experiences. In 1954, Zeck (145) urged that coaching preparation must include the student teaching experience in coaching. Fyfe (53) recommended as many organized and supervised coaching experiences as possible be provided by colleges. Ferguson (44) advocated that Ohio institutions establish policies and procedures for assigning student teachers in coach assisting situations.

Adams (1) has described a Washington State University course "Practicum in Coaching" that was designed to provide practical experience in realistic coaching situations. While giving college credit and supervision for the student coaching experience, the program set specific standards of admission and requirements.

Mach (82) reported that the most frequent free-response suggestion from a study of Minnesota coaches dealt with their concern for an opportunity for coaching experience, similar to student teaching, prior to graduation. The college physical education directors in that study agreed that providing such an experience was feasible. Marsh (87) also found coaches strongly in favor of institutions offering student coaching and apprentice programs for future coaches.

Maetozo (83, p. 178) found that 518 of 959 responding coaches had received some laboratory experience in coaching during their student teaching period but the experiences had not been sufficiently developed or professionally structured. He found that 78% of the administrators



and 70% of the coaches favored the student assistant program. Maetozo specifically recommends that colleges develop undergraduate student assistant coaching programs and laboratory experiences in coaching that are professionally structured and expertly supervised.

A study by Meinhardt (90) on the student teaching in coaching experiences showed that the emphasis during the student coaching experience should be on actual coaching experiences and observations. The actual coaching experience was rated the most important phase with observation ranking second.

Hatlem (65, p. 156) reported that 84% of the surveyed coaches favored a student teaching program in coaching as part of a special undergraduate program for coaches. Both administrators and coaches felt the student coaching program was needed to better equip future coaches.

### Coaching Internship

The need to expand the student coaching experience into an internship was expressed by Nanovsky (94) following a 1952 study of Ohio coaches. He advocated that this be provided as part of a fifth-year program of teacher training and would provide a resident coaching intern a better opportunity to understand all the duties and responsibilities of a full-time coach.

The coaching intern program at Briar Cliff College was developed to provide a greater involvement in the actual coaching experience. While this program was part of a four-year program it was more intensive in time and experience than most student laboratory experiences in coaching (130).

Duke's (38) study of Louisiana coaches indicated that the responding coaches gave the coaching intern experience a rather low priority in relation to other college preparatory courses. However, the majority did favor an internship for coaches prior to their first employment.

The AAHPER Coaches Manual (27) stated that an internship as an assistant coach in the selected athletic activity would help assure a well-qualified coach. Veller (139) reported that 70% of the Florida coaches felt that beginning coaches should serve some kind of internship.

#### Rating of Professional Preparation Courses

Several research studies have attempted to rate various professional preparation courses for coaches. A 1954 research by Zeck (145) showed that Washington coaches listed theory classes in physical education, coaching classes, and student teaching as most important in preparing them for coaching. The school administrators surveyed by Maetozo (83, p. 176) recommended the following courses in order of decreasing frequency: athletic conditioning, physiology of exercise, anatomy, growth and development, athletic training, and administration of athletics. He found all surveyed groups, except principals, highly recommended coaching theory and techniques courses. Veller's (139, p. 59) 1971 survey of Florida coaches showed that 92% agreed that the following courses were important in coaching preparation: psychology of coaching, prevention and care of injuries, officiating, administration of athletics, and coaching theory.

Cook (29, p. 56) reported the responses of women coaches and physical educators on the criteria for professional preparation of coaches.

Rated in order as extremely important were (1) knowledge of the sport, (2) knowledge of conditioning, (3) ethics of coaching, (4) psychology of coaching, and (5) care and prevention of injuries. Also receiving ratings of higher than important were (6) legal aspects of coaching, (7) organization and administration of athletics, and (8) knowledge of first aid.

Louisiana coaches surveyed by Duke (38, p. 49) rated college preparatory courses in importance. The top ranked courses were (1) psychology of coaching, (2) prevention and care of injuries, (3) organization and administration of athletics, (4) coaching theory, (5) kinesiology, (6) officiating, and (7) anatomy.

Flatt (45, p. 64) reported that Tennessee coaches rated the most essential courses for future athletic coaches as follows: (1) care and prevention of athletic injuries, (2) first aid, (3) coaching methods, and (4) athletic conditioning. Also given strong recommendations were organization and administration of athletics, officiating, and principles of athletics.

A survey of Oklahoma basketball coaches by Thurmond (136) ranked college courses on their benefit to coaches. Prevention and care of athletic injuries was rated beneficial by 96% and was followed by theory of basketball by 86%, officiating by 84%, principles of coaching by 83%, and psychology of coaching by 83%. All other courses were rated beneficial by less than 80% of the coaches.

#### Needs and Deficiencies in Coaching Preparation

Several research papers have reported studies on the needs and deficiencies of the professional preparation of coaches as perceived by

coaches, administrators and educators. While they noted weaknesses in a variety of areas, many seemed to identify common areas of concern.

DeShaw (35) indicated that administrators were concerned with coaches' weaknesses in the objectives of athletics, anatomical and physiological principles, safety procedures, and coaching methods. He recommended that all coaches have training in first aid and treatment of athletic injuries.

Zeck (145) found that coaches felt that theory classes and coaching classes were most needed in their preparation. They were followed in order by student teaching, anatomy and physiology, methods, athletic participation, and care of athletic injuries.

Garrison (56) listed the deficiencies in the undergraduate programs of the Arkansas coaches in his study as being lack of practical experience in coaching, coaching theory, personal relations, budgeting and finance, care of athletic injuries, first aid, and organization and administration of athletics.

The study by Maetozo (83, p. 176) indicated that from 30% to 70% of the coaches felt their preparation was deficient in the areas of physiology, nutrition, safety in athletics, first aid, athletic training and conditioning, coaching theory, and principles and administration of athletics. The administrators viewed the course needs of coaches in the following order: athletic conditioning, physiology of exercise, anatomy, growth and development, athletic training, administration and principles of athletics, and safety and first aid. The need for coaching theory and techniques was expressed by coaches but not by principals. Over 50% of the coaches rated the following as essential needs: (1) relation of physical education to the education

program, (2) training and conditioning, (3) technical information in the sport, (4) officiating, and (5) squad management. However athletic directors listed the needs in the following priority: (1) athletic conditioning, (2) athletic training, (3) public relations, (4) safety and first aid, (5) psychology of coaching, and (6) philosophy and principles of athletics.

Mach (82) felt that physical education departments needed to improve their instruction in the specific areas of legal responsibilities in athletics and in the preparation of budgets. Ryan (117) expressed the need for coaches to have knowledge of health and safety problems in sports. He felt such courses must be made available to all those who coach, including those who become coaches by accident. Flythe (46) found that coaches had a definite need for greater competence in scientific and medical areas, legal responsibilities, and coaching methods. He found the preparation in organization and administration of athletics was adequate.

The areas of coaching preparation that were considered most inadequate by Hatlem (65, pp. 152, 163) were mechanical analysis, adaptive physical education, legal responsibilities, and kinesiology. He found that over 30% of the coaches had not had a coaching methods course. He also found that 30% of the coaches were not prepared in most of the accepted courses in the preparation of coaches. The administrators in this study listed the essential courses for coaches in the following order: (1) treatment of athletic injuries, (2) first aid, (3) athletic conditioning, and (4) coaching methods. Hatlem found that courses in officiating, organization and administration of athletics, and philosophy of athletics received less support than expected.

Kent (74) found the greatest deficiency areas for Iowa coaches were related to growth and development, methods and techniques of coaching and team management, and the place and function of athletics in the schools.

Tennessee coaches, as reported by Flatt (45), felt the most essential courses were treatment and care of athletic injuries, first aid, coaching methods, and athletic conditioning. Those coaches felt their preparation was not adequate in legal responsibilities, theories of learning, and public relations. They indicated their preparation was adequate in organization and administration of athletics, first aid, and coaching methods.

Fuller (52) reported that 96% of the surveyed assistant football coaches in the Southwest felt their undergraduate preparation was seriously deficient in coaching strategies and principles, 92% were in need of more practical experience, and 90% lacked preparation in administrative duties. Other areas indicated as significantly lacking in their college preparation were exercise physiology, nutrition, athletic training, and anatomy. They expressed a need for more preparation in coaching psychology, public relations, and dealing with problem athletes.

Caputo (23) observed critical deficiencies of preparation in first aid and safety, care and prevention of injuries, and techniques of coaching. While Adrian (7) primarily directed her comments toward women coaches, she stated that:

The primary qualifications of athletic personnel should be the knowledge of anatomy, physiology, biomechanics and sports medicine topics. Hopefully this will become a required qualification and not remain on the optional list (p. 76).

### Task Force Recommendation

While most researchers and writers on the subject of the professional preparation of coaches have cited the AAHPER Task Force recommendations as a guideline, there has been limited use of it in research. Hatlem's (65) study of Wisconsin coaches in 1972 did use the Task Force proposals as a measuring instrument of existing professional preparation. He found that the coaches and administrators agreed with the Task Force guidelines and both groups agreed that it would upgrade the coaching profession. However, there was considerable disagreement on the number of hours required and the specific courses. More rigid, as well as more lenient, requirements were strongly urged by respondents. Hatlem found that the majority of those coaching did not meet the Task Force standards. However, 75% of the coaches had completed five of the recommended courses: first aid, health education, anatomy, growth and development, and physiology. Two percent of the coaches had no preparation in any of the suggested areas.

### Summary

Furthermore, the moral and legal responsibilities placed upon the coach and the school administrator for the health and safety of the student-athlete make it essential that the coach be specifically prepared for those duties (27, p. 10).

The review of literature was used to gather material pertinent to this study. A broad range of relevant sources were investigated in order to furnish the background and base for the research topics. The review was divided into three general areas: (1) staffing and assignment of coaches, (2) certification of coaches, and (3) professional

preparation of coaches. The reviewed literature served to justify the need for this study and to give direction into specific areas of concern.

The literature did indicate an increasing awareness and concern for the problems facing interscholastic athletics. The related problems dealing with the shortage of qualified coaches and the inadequacy of the preparation of coaches have been a growing topic of professional literature and research.

#### Staffing and Assignment of Coaches

The authors criticized the practice of hiring or assigning coaching duties to those who have had little or no professional preparation for those duties. Various studies have shown a trend toward a higher percentage of athletic coaches not meeting desired criteria. The decrease in the percentage of coaches with physical education majors or minors has resulted from an increased demand for coaches without a corresponding demand for physical education teachers.

The writers also noted that administrators seemed to show an increasing preference for assigning the coach to teach outside physical education. It was noted that few schools have established policies for the hiring and assigning of coaches. An increasing awareness of possible legal implications of coaching assignments has concerned many administrators.

The shortage of coaches has resulted from the rapidly expanding student participation level (especially for girls), the number of sports being sponsored, the number of teams in each sport, the number of coaches for each sport, and the number of coaches leaving the



profession. Most areas of the country have experienced more coaching positions than available coaching applicants. Some areas have resorted to employing coaches from teachers outside the school and, in some cases, those who are not certified teachers.

Some writers have indicated the trend in the staffing of coaches has reached the level to threaten interscholastic athletics and has deserved the combined and cooperative efforts of several interested groups.

### Certification of Coaches

The review of literature indicated several proposals by individuals and professional groups that cited the justification for state coaching certification standards. The AAHPER Task Force certification proposal has served as a guide for most certification endeavors.

A wealth of research has indicated that coaches, athletic directors, and physical educators have been highly favorable toward the concept of the certification of coaches. Administrators were favorable but by a lesser margin. All groups indicated that certification would improve the caliber of coaches and athletic programs.

Some states have enacted and implemented certification requirements for coaches. Other states have made certification proposals that were pending or were rejected. There existed a wide range of problems that hindered enactment of meaningful certification standards for coaches.

Writers expressed the lack of agreement on the minimum standards needed in a certification program and on the method of implementing a

program. The review indicated a need for certification standards and a general failure in adopting them.

### Professional Preparation of Coaches

There has been a growing need for a professional preparation program for coaches other than the traditional physical education major or minor. Writers have expressed the demand for a structured program for the prospective coach who did not plan to teach physical education. Numerous institutions have developed coaching minors or coaching endorsements to meet the needs of their students and prospective employers.

Considerable research has shown that certain areas of preparation were deficient. The perceived needs of coaches, as seen by themselves and by their administrators, have been documented. The value of various courses has been rated for inclusion in a curriculum for coaches. An increased emphasis on laboratory experiences, such as directed student coaching, has been noted also. The competencies and course requirements proposed by the AAHPER Task Force have not been discredited by research studies or authorities.

There has been some agreement that certain courses in a variety of areas constitute the professional preparation needed for coaches, especially those who are not prepared as physical educators.

## CHAPTER III

### PROCEDURES AND METHODOLOGY

The purpose of this study was to (1) determine the positions of selected state leaders toward certification and professional preparation of coaches and (2) establish whether areas of agreement existed among those leaders. Specifically, this study sought answers to questions in ten areas listed in Chapter I. The survey method of inquiry was used to secure the needed information.

For organizational purposes, the procedures were arranged in the following sequence: (1) Selecting the respondents, (2) Developing the questionnaire, (3) Letters of transmittal, (4) Administration of questionnaire, (5) Rate of response, (6) Preparation of data for analysis, and (7) Data analysis.

#### Selecting the Respondents

This study was limited to four leaders in every state, each of whom represented one of four separate groups. These four groups were considered to be either involved in or concerned with the certification and professional preparation of coaches. The selected individual leaders and the group they represented in each state were:

1. Director of Certification - State Department of Education
2. Executive Secretary - State Activity Association

3. President - State AHPER

4. President - State Coaches Association

The four listed individual positions have normally consisted of two appointive positions, the Director of Certification and the Executive Secretary of the Activities Association, and two elective positions. The first two officials have generally been closely aligned with administrative personnel while the latter two have generally represented the practitioner.

#### Developing the Questionnaire

The questionnaire was constructed by the researcher based on substantial reading of related literature, consultation and advice of professional colleagues, and personal experience. Previously used instruments in other research helped influence this questionnaire. Questionnaires dealing with the certification and professional preparation of coaches were included in studies by Maetozo (83), Perry (103), Mach (82), Fyfe (53), Hatlem (65), and Kent (74). Hatlem (65) directed some items toward the Task Force proposals.

A draft of the questionnaire was developed to secure the desired information. This tentative draft was submitted to a cross-section of individuals similar to the proposed respondents. Twenty-five persons, including from two to ten individuals associated with each of the four groups to be surveyed, were administered the questionnaire. Each individual was encouraged to make comments that would make the questionnaire items more concise. Many of these comments were incorporated in the final questionnaire.

The questionnaire sought a limited amount of demographic information. This information consisted of name, title, state, and secondary school coaching experience.

Items dealing with the perceived need and effectiveness of certification as well as the existence of a functioning or proposed certification program for coaches required simple yes-no responses.

Four questionnaire items requested a rank-order response. These dealt with the ranking of the organization ideally responsible for certifying coaches, the methods of enacting certification, the most desirable preparation background, and the preparation that would best meet the needs of staffing coaches.

The major portion of the items required a Likert-scale type response. These items dealt with evaluating the importance and amount of professional preparation as proposed by the AAHPER Task Force and with the importance and amount of certification requirements for specific coaching assignments.

The Directors of Certification were administered only items #1 through #15. These were items dealing with certification and staffing and were pertinent to their area of expertise. The questionnaire submitted the Directors of Certification has been placed in Appendix B. The complete questionnaire that was administered to the other three groups of leaders has been shown in Appendix C.

#### Letters of Transmittal

The questionnaire mailed to the four leaders in every state was submitted with accompanying letters of transmittal. The researcher wrote a personal letter to each individual explaining the purpose of

the study. He requested the personal opinions of each as an expert and leader in his or her respective professional group. Each letter stated that the study had the joint approval of the Oklahoma Secondary Schools Activities Association, Oklahoma Coaches Association, Oklahoma Association of Health, Physical Education and Recreation, and the Oklahoma Administrator of Teacher Certification. A copy of this letter is included in Appendix D.

Dr. Bill Siler, Administrator of Teacher Certification, Oklahoma State Department of Education, furnished the researcher with a memorandum to the various State Directors of Certification stating his approval of the study and requesting their cooperation. A copy of this memorandum which accompanied the questionnaire to the Directors of Certification is included in Appendix D.

Mr. Claud White, Executive Secretary of the Oklahoma Secondary Schools Activities Association, furnished a letter on the Association letterhead to the Executive Officer of the State Associations giving his support and approval to the study. A copy of this letter which accompanied the questionnaire to each Executive Secretary is included in Appendix D.

Dr. Kathleen Black, President of the Oklahoma Association for Health, Physical Education and Recreation, furnished a letter to the Presidents of the various State Associations supporting the study and asking their cooperation. A copy of this letter which accompanied the questionnaire to the State Presidents is included in Appendix D.

The Board of Control of the Oklahoma Coaches Association supported and authorized this study with a letter by Mr. Bob Williams, Secretary-

Treasurer. It accompanied the letter to the Presidents of the State Coaches Associations and a copy is included in Appendix D.

A personally addressed follow-up letter was written to those individual leaders whose original responses were not received. This letter indicated that it was a duplicate in case the original had not been received. This follow-up letter, which is included in Appendix D, was accompanied by the original transmittal letter.

A stamped, pre-addressed envelope was included for the return of the questionnaire. Also a request slip (see Appendix D) was enclosed for those who desired to receive a summary of the study.

#### Administration of the Questionnaire

The questionnaire was mailed to each of the 200 individual leaders between June 9, 1979, and June 16, 1979. This early summer time period was selected based on conversations with Dr. Bill Siler and Mr. Claud White, both of whom felt the time was best suited for high return rates from the Directors of Certification and the Executive Secretaries of Activity Associations. Anticipating that these two groups might have lower response rates, the summer mailing was chosen although an early fall mailing date might have been better suited to the physical education and coaches association leaders.

The mailing list and addresses of the respective state leaders were obtained from the NASDTEC Directory 1978-79 (95), the National Federation of State High Association's Official Handbook (100), the 1978-79 State Association Presidents and Presidents-Elect of the AAHPER, and the Coaches Council Roster of the National High School Athletic Coaches Association.

## Preparation of Data for Analysis

Each of the returned questionnaires was hand-coded to indicate four demographic factors. First, numbers one through four represented the leadership post of the individual respondent. Second, the state was coded one through fifty by the alphabetical position of the state represented. Third, the geographical section of the United States was arbitrarily divided into four areas of 12 or 13 states representing respectively the East, South, Midwest, and West. Fourth, item number two on the questionnaire concerning years of coaching experience was arbitrarily divided into three categories, #1 for no coaching experience, #2 for one to three years coaching experience, and #3 for four or more years coaching experience.

The division of states into four geographical areas (see Figure 1) was as follows:

East (12 states) - Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and West Virginia.

South (13 states) - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

Midwest (12 states) - Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

West (13 states) - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.



During the period from July 26, 1979, to August 8, 1979, follow-up letters were mailed to those individuals whose questionnaires had not been received. No further follow-up was attempted.

#### Rate of Response

There were 140 (70%) responses to the original questionnaire submitted. Of the 60 follow-up requests, 33 responses were returned giving a total of 173 (86.5%) responses. The response rate by groups ranged from 80 to 98 percent. Every state had at least two responding leaders. All four leaders from 27 states returned the questionnaire. The number of responses by groups has been shown in Table I.

TABLE I  
NUMBER OF RESPONSES RECEIVED BY GROUPS

Group	Surveyed	Returns	%
Directors of Certification	50	49	98
Executive Secretary	50	44	88
President - AHPER	50	40	80
President - Coaches	50	40	80
TOTAL	200	173	86.5

The demographic information and the responses were transferred from the questionnaire to key-punch cards by experienced personnel of the Central State University Computer Center. A second key-punch run was performed to check for possible keying errors.

### Data Analysis

The Central State University Computer Center processed the key-punch cards in a Computer Frequency Package to obtain the frequency analysis, percentages, means, and standard deviations of the responses for the various items. Comparisons of percentages and means were made to determine the similarities and differences of responses by the leaders.

The Biomedical Computer Programs (BNDP), P Series, was utilized to determine significant differences. The chi square was employed to determine significant differences in responses to all but the rank-order items. The chi square tests have been well suited to deal with nonparametric statistics (154, p. 258).

The data was analyzed to determine if significant differences in responses to the various items were due to the leadership grouping, to the geographical location, and to coaching experience. The .05 level of significance was chosen to indicate statistical significance. It was believed that this level of significance provided an appropriate compromise in avoiding a Type I or Type II error (154, p. 168).

The analysis of the data gathered from the responses to the questionnaire has been presented in Chapter IV. The conclusions based on this information have been drawn in Chapter V.

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this study was to (1) determine the positions of selected state leaders toward the certification and professional preparation of coaches and (2) establish areas of agreement among those leaders. Seeking the answers of those leaders to selected questions in ten general areas was the problem posed in this research.

The questionnaire to secure the desired information was developed and submitted to the leaders of four professional groups in each of the fifty states. Frequencies, percentages, means, and standard deviations for the responses were computer processed. Percentages, means, and the chi square test were used to determine similarities and differences in the positions taken by the leaders.

#### Demography of Respondents

Questionnaires were submitted to four professional leaders in each of the 50 states. There were 173 respondents from the possible 200. Each of the 50 states had at least two leaders responding and 27 states had four responding leaders. The four groups were represented by a response rate ranging from 80% to 98%. The four geographical regions had response rates ranging from 77% to 90%. There was not a significant difference in the response rate by group or region at the .05 level. Table II has shown the number of respondents by group and region.

TABLE II  
NUMBER OF RESPONDENTS BY GROUP AND REGION

GROUP	REGION				Total	%
	East	South	Midwest	West		
Director of Certification	11	14	11	13	49	98
Executive Secretary	10	10	11	13	44	88
President - AHPER	7	12	10	11	40	80
President - Coaches	9	10	11	10	40	80
Total	37	46	43	47	173	86.5
%	77	88	89	90	86.5	

Of the 173 responding leaders, 135 had some secondary school athletic coaching experience and 38 had no coaching experience. Twenty-six had one to four years coaching experience and 109 had five or more years coaching experience. The percentage with coaching experience was quite similar in the four geographical regions, ranging from 74% to 80%. However, the directors of certification group had fewer with coaching experience than the other three groups. Only 49% of the directors were former coaches, while 80% of the presidents of the state AHPER, 93% of the executive secretaries, and 95% of the coaches association presidents had coaching experience. The distribution of respondents with athletic coaching experience was shown in Table III.

TABLE III  
DISTRIBUTION OF RESPONDENTS WITH COACHING EXPERIENCE

	Total Responding	Number with Coaching Experience	%
ALL RESPONDENTS	173	135	78
GROUP			
Director of Certification	49	24	49
Executive Secretary	44	41	93
President - AHPER	40	32	80
President - Coaches	40	38	95
REGION			
East	37	29	78
South	46	37	80
Midwest	43	32	74
West	47	37	79

#### Need for Certification of Coaches

To determine how the leaders rated the need for coaching certification, they were requested to respond to question three: "There is a need in our state for some type of certification for secondary school athletic coaches, other than general teacher certification."

There were 168 out of 173 leaders responding to this question, with 120 or 71% favoring certification of coaches. The response indicated that some groups were much more favorable toward coaching certification than others. The presidents of the state AHPER were 93% favorable, the presidents of the state coaches associations were 81% favorable, the executive secretaries of the activities associations were 68% favorable, while the directors of certification were 49% favorable toward certification of coaches.

There was less range in the percentages favoring certification by geographical region. Leaders from all regions favored certification; 67% in the East, 77% in the South, 81% in the Midwest, and 62% in the West. Seventy-eight percent of those with coaching experience compared to 49% of those with no coaching experience approved the need of certifying coaches. The responses to the need for coaching certification by group, region and experience were shown in Table IV. The chi square test indicated a significant difference in the responses by groups at the .0001 level. The test indicated no significant difference by region. However, those with coaching experience were significantly more favorable at the .0004 level.

Many responding leaders wrote comments that have been included in Appendix E. These comments to question three, as well as others, reflected their concern for the need for certification. Several leaders, while indicating a need for certification, felt that the existing shortage of coaches made it impractical.

TABLE IV  
NEED FOR COACHING CERTIFICATION

	Total Responding	Number Favorable	% Favorable	Chi Square Value	Probability of Difference
ALL RESPONDENTS	168	120	71		
GROUP				21.37	.0001 *
Director of Certification	47	23	49		
Executive Secretary	44	30	68		
President - AHPER	40	37	93		
President - Coaches	37	30	81		
REGION				5.41	.14
East	36	24	67		
South	44	34	77		
Midwest	41	33	81		
West	47	29	62		
EXPERIENCE				12.73	.0004 *
With Coaching Experience	131	108	78		
No Coaching Experience	37	18	49		

\* Significant at .05 level

### Existing State Certification for Coaches

In order to determine if their state had a coaching certification requirement, respondents were asked to answer "yes" or "no" to question four, which stated: "Our state now has a functioning certification requirement specifically for coaches."

Fifteen percent of those responding indicated that their state had a functioning coaching certification requirement. The Midwest region led in certification requirements with 24%, while the West had 15%, and both the East and South had 11% with certification standards. There were two states in the East region, one state in the South region, six states in the Midwest region, and three states in the West region whose leaders indicated they had coaching certification.

The 26 leaders who gave a positive response to the question represented twelve states. However, seven leaders from four of those same states gave a negative response to the question. Only six states, Arkansas, Iowa, New York, Oregon, South Dakota and Wyoming, had two or more positive responses with no negative votes cast on question four.

Question five requested that those who answered "yes" to having coaching certification give the number of semester hours of professional coaching preparation required for certification. Of the 21 who responded in terms of hours, ten or 48% indicated a requirement in the 11 to 15 semester hour range. Eight or 38% indicated a requirement in the six to nine semester hour range and three or 13% indicated a requirement in the 16 to 24 semester hour range. Two leaders stated that a competency requirement existed in their state. Three others stated they were in doubt regarding the semester hour requirement. Leaders from four states



were not in agreement as to the amount of preparation required in their state. There was a variation of one to four hours.

Question six asked those who did not have certification if they had adopted a coaching certification program with implementation pending. There were 13 positive responses representing ten states. However, 17 from those same ten states gave a negative response. No single state had all of its responding leaders agreeing that implementation of certification was pending.

Of those who did respond positively to question six, two indicated that implementation would occur in 1979-80, one in 1980-81, one in 1981-82, one in 1982-83, and one in 1984. Seven indicated the time of implementation was questionable.

Question eight requested the amount of professional preparation required for those programs awaiting implementation. Seven responses indicated a requirement in the 11 to 15 semester hour range. One indicated a requirement of 18 semester hours and a third indicated a two course requirement in the areas of first aid and cardio pulmonary resuscitation. The others were in question as to the amount to be required.

Question 11 asked if certification changes or proposals were pending in their state. There were 39 leaders from 25 states who gave a positive response. However, 35 leaders from those same states gave a negative response to the same question. Seventeen of the 39 positive responses were from leaders in the Midwest region, with nine from the East, eight from the South, and five from the West. No respondent from the other 25 states indicated that changes or proposals in coaching certification were pending.

Respondents were encouraged to comment on these questions relating to existing and pending coaching certification requirements. These have been included in Appendix E and show a diversity of opinions. Seventeen of these free responses refer to the shortage of coaches as a major problem in their state.

#### Effectiveness of Certification Requirements

Of the 26 leaders who indicated in question four that they had certification requirements in effect, 25 responded to question nine: "If your state has a requirement for certification of coaches, would you rate the overall program as effective in meeting the needs of your state?" Seventeen or 68% felt it was effective and eight or 32% felt it was not effective in meeting the needs of their state. In only one state, Iowa, did all four leaders take a positive position on their certification program.

There were several comments by leaders in regard to the effectiveness of the certification program in their state or in another state. These comments were included in Appendix E.

Leaders from each of the four groups gave similar evaluations of question nine. Seventy-five percent of the presidents of the coaches association rated their certification program effective, as did 70% of the directors of certification, 66% of the executive secretaries of the activities association, and 60% of the presidents of the state AHPER.

Regionally there was a similar range in the percentage of positive responses. The Midwest, with just over half of the respondents on this question, had 69% rating their certification program as effective. With fewer responses that would tend to detract from statistical inferences,

the West region gave a 80%, the East region a 75%, and the South region a 66% positive indication of the effectiveness of their program.

Those with and without coaching experience gave similar evaluations of their programs. Seventy percent of those with coaching experience felt their certification program was effective as compared to 60% of those without coaching experience. There was not a significant difference in how the effectiveness was rated by groups, by regions, or by coaching experiences.

#### Organization Responsible for Certification

In order to determine what organization should administer certification requirements, leaders were requested to respond to question 12:

A number of organizations or bodies are concerned with the professional standards of coaches. Ideally, who should be responsible for the certification of coaches? Please rank in order of preference, 1 through 6.

- \_\_\_\_\_ Certification Office, State Department of Education
- \_\_\_\_\_ National Certifying Body
- \_\_\_\_\_ Higher Educational Institutions
- \_\_\_\_\_ State AHPER
- \_\_\_\_\_ State Coaches Association
- \_\_\_\_\_ State High School Activities/Athletic Association

Over 72% of all respondents felt the certification office of the state department of education was the ideal organization to certify coaches. A very distant second in first place rankings was the state high school activities association with 14%. The other four choices received from 2% to 7% of the first place rankings. Three of the groups of leaders gave the certification office their first ranking by over 75%. However, the presidents of the coaches association gave that office only 50% of their first rankings. This group gave 28% to the activities association and 20% to the state coaches association.

There were only small differences in the rankings by regions with no regional ranking differing by 10% from the ranking of all respondents. Those with no coaching experience gave the certification office the highest percentage ranking of any of the studied groups with 85% ranking it as their first choice. Table V has shown the percentage of first place rankings for each choice by groups, regions and experience.

The certification office received a mean ranking of 1.64 by all leaders. The other five choices had mean rankings ranging from 3.02 for the activities association to 4.52 for a national certifying body. Few of the leader classifications had mean rankings as great as .50 from that of all respondents. Most notable were the presidents of the coaches associations, who gave the certification office a mean rank rating of 2.28 compared to 1.64 for the total. Also, that group gave mean rankings of 2.85 to the state coaches association and 2.51 to the state activities association compared to 3.81 and 3.02 respectively by all respondents. There were very small differences in mean rankings by regional and experience backgrounds. The means of rank responses for question 12 have been shown in Table VI.

Not only did all respondents give the certification office a wide preference as their preferred choice to administer certification requirements, but it was the clear choice by groups, regions and coaching experience. The state high school activities association was the second choice by respondents as a whole and every division studied except the presidents of the state AHPER.

TABLE V  
 THE ORGANIZATION IDEALLY RESPONSIBLE FOR  
 COACHING CERTIFICATION INDICATED  
 IN FIRST CHOICE RESPONSES  
 BY PERCENTAGES

	* a	b	c	d	e	f
ALL RESPONDENTS	72	2	3	2	7	14
GROUP						
Director of Certification	82	0	0	0	9	9
Executive Secretary	77	2	9	0	0	12
President - AHPER	79	8	3	5	0	5
President - Coaches	50	0	0	2	20	28
REGION						
East	67	9	6	0	6	12
South	80	0	4	0	7	9
Midwest	73	2	2	0	8	15
West	67	2	0	6	8	17
EXPERIENCE						
With Coaching Experience	69	4	3	2	8	14
No Coaching Experience	85	0	3	0	3	9

- \* a - Certification Office - State Department of Education  
 b - National Certifying Body  
 c - Higher Education Institutions  
 d - State AHPER  
 e - State Coaches Association  
 f - State High School Activities Association

TABLE VI  
 THE ORGANIZATION IDEALLY RESPONSIBLE FOR  
 COACHING CERTIFICATION INDICATED BY  
 THE MEANS OF RANKED RESPONSES

	* a	b	c	d	e	f
ALL RESPONDENTS	1.64	4.52	3.71	4.25	3.81	3.02
GROUP						
Director of Certification	1.55	4.71	3.76	3.93	3.69	3.11
Executive Secretary	1.26	4.98	3.36	4.56	4.22	2.66
President - AHPER	1.53	3.78	3.57	3.86	4.51	3.84
President - Coaches	2.28	4.51	4.18	4.67	2.85	2.51
REGION						
East	1.67	4.52	3.91	4.21	3.79	3.00
South	1.55	4.30	3.55	4.51	3.81	3.26
Midwest	1.56	4.56	3.56	4.10	4.02	3.15
West	1.79	4.55	3.85	4.21	3.70	2.74
EXPERIENCE						
With Coaching Experience	1.69	4.46	3.75	4.32	3.82	2.94
No Coaching Experience	1.45	4.56	3.56	4.03	3.85	3.38

- \* a - Certification Office, State Department of Education  
 b - National Certifying Body  
 c - Higher Education Institutions  
 d - State AHPER  
 e - State Coaches Association  
 f - State High School Activities Association

## Implementing Coaching Certification Standards

In order to determine the preference of the leaders in the method of implementing certification for coaches, question 13 was used:

There are several methods of enacting certification standards for coaches. Please rank in order of preference (1 to 6) the following procedures.

- \_\_\_\_\_ All coaches will meet the requirements by a given date.
- \_\_\_\_\_ New coaches will meet the requirements by a given date, with an extension or grace period for coaches already under contract to comply.
- \_\_\_\_\_ New coaches will meet the requirement but coaches under contract would be exempted (grandfather clause).
- \_\_\_\_\_ New coaches will meet the requirement, but coaches under contract would have reduced academic requirements based on amount of experience.
- \_\_\_\_\_ New coaches will meet the requirements, with coaches under contract being able to fulfill requirement by attending approved workshops or clinics.
- \_\_\_\_\_ New coaches will meet the requirement by a given date, with certain categories of contracted coaches (such as minor sports, assistants) given an extension.

There was no single method that approached a majority selection as the first choice procedure in enacting certification standards. However, the grandfather clause method of exempting coaches already under contract received the first choice ranking as the preference of 34% of all respondents (Table VII). This method was the clear first choice selection by all leadership groups except the presidents of the state AHPER. It was the selection of both coaching experience categories and the East and South regional areas. Both the West region and the presidents of the state AHPER showed a preference for granting an extension period to coaches already under contract. The Midwest regional area indicated a preference toward using workshops and clinics to enable contracted coaches to meet certification requirements. Three methods received very little first choice support. Only 3% indicated a preference for giving an extension to certain categories of contracted coaches. Ten percent

TABLE VII  
 THE PREFERRED PROCEDURE OF ENACTING COACHING  
 CERTIFICATION STANDARDS INDICATED IN FIRST  
 CHOICE RESPONSES BY PERCENTAGES

	* a	b	c	d	e	f
ALL RESPONDENTS	11	20	34	10	22	3
GROUP						
Director of Certification	23	20	40	2	13	2
Executive Secretary	5	17	34	12	27	5
President - AHPER	13	32	18	16	18	3
President - Coaches	3	13	46	8	30	0
REGION						
East	6	18	46	6	21	3
South	12	17	50	4	17	0
Midwest	13	15	26	8	35	3
West	11	30	18	18	18	5
EXPERIENCE						
With Coaching Experience	10	18	33	11	25	3
No Coaching Experience	12	31	38	3	16	0

- \* a - All coaches meet requirements by a given date.
- b - New coaches meet requirements by a given date with extension for contracted coaches.
- c - New coaches meet requirements with grandfather clause.
- d - New coaches meet requirements but contracted coaches have reduced academic requirements.
- e - New coaches meet requirements with clinics or workshops to fulfill requirements for contracted coaches.
- f - New coaches meet requirements with certain categories of coaches given an extension.



showed a preference for reducing the academic requirements for contracted coaches. There were 11% who favored all coaches meeting the same requirements by a given date.

The means of the ranked responses indicated a different preference pattern than the first choice selections. Clearly the top selection when all ranking levels were included was the method of using clinics and workshops for coaches under contract. The mean ranking for this method by all respondents was 2.51 as compared to 3.11, 3.25, 3.29, 4.17, and 4.64 for the other five procedures as shown in Table VIII. That method also received the top mean ranking of all categories studied except two. The presidents of the state coaches association and the South region indicated a slight preference for the grandfather clause method. Three methods were closely grouped in their mean rankings of 3.11, 3.25, and 3.29. They were the time extension, grandfather clause, and reduced academic requirements procedures for contracted coaches, respectively. Two methods had low preference ratings with means of 4.17 and 4.64. These were the extension for certain coaches and all coaches meeting the standard by a given date, respectively.

While the grandfather clause approach received the greatest number of first choice rankings, its lower mean ranking indicated that method was much less desirable to some respondents. The workshop and clinic approach for coaches under contract was the first choice of only 22% of the respondents but tended to be consistently rated high.

#### Preferred Professional Preparation

The selected professional leaders were asked to rank four professional preparation backgrounds for coaches in question 14, which stated:

TABLE VIII  
 THE PREFERRED PROCEDURE OF ENACTING COACHING  
 CERTIFICATION STANDARDS INDICATED BY THE  
 MEANS OF THE RANKED RESPONSES

	* a	b	c	d	e	f
ALL RESPONDENTS	4.64	3.11	3.25	3.29	2.51	4.17
GROUP						
Director of Certification	4.22	2.95	3.10	3.41	2.93	4.24
Executive Secretary	5.24	3.49	3.29	3.02	2.10	3.88
President - AHPER	4.03	2.47	4.18	3.53	2.45	4.34
President - Coaches	5.05	3.54	2.43	3.19	2.57	4.22
REGION						
East	5.18	3.48	2.88	3.06	2.39	3.97
South	4.60	3.12	2.69	3.52	2.71	4.36
Midwest	4.55	3.13	3.30	3.35	2.40	4.28
West	4.27	2.86	4.16	3.18	2.43	4.00
EXPERIENCE						
With Coaching Experience	4.67	3.22	3.25	3.27	2.42	4.16
No Coaching Experience	4.39	2.76	3.42	3.36	2.76	4.15

- \* a - All coaches meet requirements by a given date.
- b - New coaches meet requirements by a given date with extension for contracted coaches.
- c - New coaches meet requirements with grandfather clause.
- d - New coaches meet requirements but contracted coaches have reduced academic requirements.
- e - New coaches meet requirements with clinics or workshops to fulfill requirements for contracted coaches.
- f - New coaches meet requirements with certain categories of coaches given an extension.

What is the most desirable college or university professional preparation/background for coaches in your state? Please list in order of preference (1 through 4).

- \_\_\_\_\_ Physical education major
- \_\_\_\_\_ Physical education minor
- \_\_\_\_\_ Coaching minor
- \_\_\_\_\_ Varsity experience with no major or minor in above areas

The results indicated that the physical education major was the first choice of 64% of all respondents. The coaching minor received 25% of the first choices with the college varsity experience only and the physical education minor receiving only 7% and 4% of the top rankings as shown in Table IX. The physical education major received the most first choice ratings by all professional groups, regions, and coaching experience categories. However, it had only a very small margin over the coaching minor by the executive secretaries of the activities associations and the presidents of the coaching associations. In every category of leaders, the coaching minor received the next highest percentage of first place rankings.

The means of the rankings indicated a common evaluation of the four proposed preparation backgrounds. All respondents gave the physical education major a 1.56 mean ranking, the coaching minor a 2.23 mean ranking, the physical education minor a 2.67 mean ranking, and the college varsity experience only a 3.51 mean ranking. These results have been shown in Table X. This order of mean rankings was true for all the categories of leaders studied except the executive secretaries who gave the coaching minor their highest mean ranking. With this one exception, there were only small differences in the mean rankings.

TABLE IX  
 THE MOST DESIRABLE PROFESSIONAL PREPARATION  
 FOR COACHES INDICATED IN FIRST CHOICE  
 RESPONSES BY PERCENTAGES

	* a	b	c	d
ALL RESPONDENTS	64	4	25	7
GROUP				
Director of Certification	65	2	24	9
Executive Secretary	41	5	37	17
President - AHPER	76	5	19	0
President - Coaches	42	5	40	13
REGION				
East	70	3	18	9
South	69	7	13	11
Midwest	62	3	30	5
West	57	4	37	2
EXPERIENCE				
With Coaching Experience	63	4	26	7
No Coaching Experience	67	6	21	6

\* a - Physical education major

b - Physical education minor

c - Coaching minor

d - Varsity experience with no major or minor in above areas

TABLE X  
 THE MOST DESIRABLE PROFESSIONAL PREPARATION  
 FOR COACHES INDICATED BY THE  
 MEANS OF RANKED RESPONSES

	* a	b	c	d
ALL RESPONDENTS	1.56	2.67	2.23	3.51
GROUP				
Director of Certification	1.53	2.73	2.29	3.40
Executive Secretary	2.32	2.63	2.10	2.93
President - AHPER	1.29	2.66	2.16	3.89
President - Coaches	1.87	2.82	2.00	3.32
REGION				
East	1.55	2.76	2.27	3.39
South	1.49	2.60	2.62	3.29
Midwest	1.50	2.73	2.00	3.78
West	1.70	2.67	2.02	3.57
EXPERIENCE				
With Coaching Experience	1.56	2.71	2.21	3.51
No Coaching Experience	1.56	2.59	2.32	3.50

\* a - Physical education major

b - Physical education minor

c - Coaching minor

d - Varsity experience with no major or minor in above areas

### Professional Preparation Meeting Staffing Needs

The respondents were requested to rank the professional preparation of coaches that would best meet staffing needs in question 15. It stated:

Recognizing that many secondary schools have difficulty in staffing their coaching positions, what college or university professional preparation/background will best meet the needs of staffing qualified coaches in your state? Please list in order of preference (1 through 4).

- \_\_\_\_\_ Physical education major
- \_\_\_\_\_ Physical education minor
- \_\_\_\_\_ Coaching minor
- \_\_\_\_\_ Varsity experience with no major or minor in above areas

The first choice responses showed 43% favored the physical education major and 36% favored the coaching minor background. The other two choices received a combined 21% of the top choices. The executive secretaries and the presidents of the state AHPER both gave a slight margin to the physical education major over the coaching minor as was shown in Table XI. The directors of certification gave a 56% to 18% margin to the physical education major, but the presidents of the coaches association gave a 46% to 26% margin to the coaching minor as their first choice. The East and South regions strongly favored the physical education major while the Midwest and West showed a strong preference for the coaching minor background. Those with and without coaching experience tended to differentiate between those two choices similarly. Those with no coaching experience did give the physical education minor a higher percentage of first choice rankings than any other category of leaders.

The coaching minor and physical education major received nearly identical mean rankings of 2.12 and 2.13 respectively from all

TABLE XI  
 THE PROFESSIONAL PREPARATION THAT BEST MEETS  
 STAFFING NEEDS INDICATED IN FIRST CHOICE  
 RESPONSES BY PERCENTAGES

	* a	b	c	d
ALL RESPONDENTS	43	8	36	13
GROUP				
Director of Certification	56	16	18	11
Executive Secretary	41	5	37	17
President - AHPER	47	5	45	3
President - Coaches	26	8	46	20
REGION				
East	47	3	29	21
South	60	11	18	11
Midwest	35	5	55	5
West	31	13	41	15
EXPERIENCE				
With Coaching Experience	44	5	37	14
No Coaching Experience	38	21	32	9

\* a - Physical education major

b - Physical education minor

c - Coaching minor

d - Varsity experience with no major or minor in above areas

respondents. The physical education minor and college varsity experience only backgrounds were distinct third and fourth in the rankings with means of 2.61 and 3.13 as shown in Table XII.

The only leadership group to give the physical education major its top mean ranking was the directors of certification. The mean ranking of the other three professional groups showed a preference for the coaching minor background. The West region gave the coaching minor a 1.96 to 2.43 mean ranking advantage, while the South region gave the physical education major a 1.80 to 2.56 mean ranking advantage. The East and Midwest regions and the coaching experience categories showed smaller variations from the mean rankings of all respondents.

#### Importance of Professional Preparation Areas

The AAHPER Task Force recommended a program of essential preparation that every secondary school coach should have. The group proposed five general areas and assigned semester hour requirements to each. The importance of each of the areas to the surveyed leaders was determined by questions 16, 17, 18, 19, and 20.

In adopting a certification program, please evaluate and rate the importance of each of these five areas listed below by indicating the desired response.

- E Essential: It must be included in an acceptable certification requirement.
- I Important: It would be desirable to include in an acceptable certification requirement.
- U Useful: It is desirable but not important.
- N Not Useful: Not sufficiently important to be required.

<u>General Areas</u>	<u>Requirement</u>
_____ 16. Medical Aspects of Athletic Coaching	3 sem. hrs.
_____ 17. Principles and Problems of Coaching	3 sem. hrs.
_____ 18. Theory and Techniques of Coaching	6 sem. hrs.
_____ 19. Kinesiological Foundations of Coaching	2 sem. hrs.
_____ 20. Physiological Foundations of Coaching	2 sem. hrs.



TABLE XII  
 THE PROFESSIONAL PREPARATION THAT BEST MEETS  
 STAFFING NEEDS INDICATED BY THE  
 MEANS OF RANKED RESPONSES

	* a	b	c	d
ALL RESPONDENTS	2.13	2.61	2.12	3.13
GROUP				
Director of Certification	1.80	2.51	2.51	3.16
Executive Secretary	2.32	2.63	2.10	2.93
President - AHPER	2.00	2.45	1.89	3.66
President - Coaches	2.44	2.85	1.90	2.82
REGION				
East	2.03	2.68	2.12	3.15
South	1.80	2.60	2.56	3.04
Midwest	2.20	2.58	1.80	3.43
West	2.43	2.63	1.96	2.96
EXPERIENCE				
With Coaching Experience	2.10	2.69	2.08	3.11
No Coaching Experience	2.21	2.32	2.24	3.24

\* a - Physical education major

b - Physical education minor

c - Coaching minor

d - Varsity experience with no major or minor in above areas

The medical aspects of athletic coaching area was rated essential by 79%, important by 19%, and useful by 2% of all respondents. All categories of leaders rated it essential by a considerable margin. The East region with 91% and the presidents of the state AHPER with 87% rating it essential were the strongest advocates of the medical aspects area. The categories of no coaching experience and the South region who gave 69% and 71% essential ratings were the lowest. Every category rated this area either essential or important by at least 97%. These results have been shown in Table XIII.

Using a 1, 2, 3, and 4 scale for the ratings the mean of the responses of all respondents was 1.23 with a range from 1.09 to 1.31 for all categories studied.

The area of principles and problems of coaching had the largest number rating it as important. Of all respondents, 39% rated it essential, 49% rated it important, 11% as useful, and 1% as not useful as shown in Table XIV. Fifty-four percent of the presidents of the coaches association rated this area essential as opposed to 35% of the executive secretaries and 32% of the presidents of the state AHPER. The West region gave it the highest essential rating of the four geographical categories. Those with no coaching experience had just 25% rate it as essential, the lowest of any category.

Using the mean ratings of the responses as a measure, the presidents of the coaches association rated problems and principles of coaching higher than all respondents, 1.59 to 1.74. Regionally the mean rating ranged from 1.50 for the West to 1.91 for the South. Those with coaching experience gave the area a 1.69 mean ranking as opposed to a 2.00 by those who had not coached.

TABLE XIII

THE IMPORTANCE OF THE MEDICAL ASPECTS OF ATHLETIC  
COACHING AREA IN A CERTIFICATION PROGRAM

	% Essential	% Important	% Useful	% Not Useful	Means of Responses
ALL RESPONDENTS	79	19	2	0	1.23
GROUPS					
Executive Secretary	77	21	2	0	1.26
President - AHPER	87	13	0	0	1.14
President - Coaches	74	23	3	0	1.28
REGION					
East	91	9	0	0	1.09
South	71	29	0	0	1.29
Midwest	79	18	3	0	1.24
West	79	18	3	0	1.24
EXPERIENCE					
With Coaching Experience	81	17	2	0	1.21
No Coaching Experience	69	31	0	0	1.31

TABLE XIV  
 THE IMPORTANCE OF THE PRINCIPLES AND PROBLEMS OF  
 COACHING AREA IN A CERTIFICATION PROGRAM

	%	%	%	% Not	Means of
	Essential	Important	Useful	Useful	Responses
ALL RESPONDENTS	39	49	11	1	1.74
GROUP					
Executive Secretary	35	51	14	0	1.79
President - AHPER	32	60	5	3	1.78
President - Coaches	54	33	13	0	1.59
REGION					
East	35	48	17	0	1.83
South	32	47	18	3	1.91
Midwest	41	47	12	0	1.71
West	50	50	0	0	1.50
EXPERIENCE					
With Coaching Experience	42	47	11	0	1.69
No Coaching Experience	25	56	13	6	2.00

Theory and techniques of coaching were rated essential by 46%, important by 38%, and useful by 16% of all those responding (Table XV). Only 35% of the executive secretaries rated that area essential as compared to 51% by the other two leadership groups. Regionally there was an even wider range in ranking as 29% from the South and 65% from the West considered it essential. Former coaches gave it a stronger essential rating than those who had not coached by a 48% to 31% margin.

A mean ranking of 1.71 by all respondents on the theory and techniques area was obtained. By groups, the presidents of the state AHPER gave the highest rating of 1.57 while the executive secretaries gave the lowest rating of 1.86. Regionally the means ranged from the West's 1.41 to the South's 1.94. Those with coaching experience rated the area higher than non-coaches, 1.66 to 1.94.

The area of kinesiological foundation of coaching had the widest distribution of ratings of the five areas. It has been indicated in Table XVI that of all respondents, 33% rated it essential, 37% important, 27% useful, and 3% as not useful. Forty-nine percent of the executive secretaries rated it important, more than the other groups. Forty-six percent of the presidents of the state AHPER gave it an essential rating, while 36% of the presidents of the coaches association gave it a useful rating. Regionally the South, Midwest, and West had more rankings of important than of essential and useful. However, the East region had an unusual distribution with 43%, 13%, 35%, and 9% for the respective essential, important, useful, and not useful ratings. Those without coaching experience gave a 62% essential ranking compared to 30% by those with coaching experience.

TABLE XV

THE IMPORTANCE OF THE THEORY AND TECHNIQUES OF  
COACHING AREA IN A CERTIFICATION PROGRAM

	%	%	%	% Not	Means of
	Essential	Important	Useful	Useful	Responses
ALL RESPONDENTS	46	38	16	0	1.71
GROUP					
Executive Secretary	35	44	21	0	1.86
President - AHPER	51	41	8	0	1.57
President - Coaches	51	31	18	0	1.67
REGION					
East	52	30	17	0	1.65
South	29	47	24	0	1.94
Midwest	41	41	18	0	1.76
West	65	29	6	0	1.41
EXPERIENCE					
With Coaching Experience	48	37	15	0	1.66
No Coaching Experience	31	44	25	0	1.94

TABLE XVI  
 THE IMPORTANCE OF THE KINESIOLOGICAL FOUNDATIONS OF  
 COACHING AREA IN A CERTIFICATION PROGRAM

	%	%	%	% Not	Means of
	Essential	Important	Useful	Useful	Responses
ALL RESPONDENTS	33	37	27	3	2.00
GROUP					
Executive Secretary	26	49	21	5	2.05
President - AHPER	46	30	24	0	1.78
President - Coaches	31	28	36	5	2.15
REGION					
East	43	13	35	9	2.09
South	41	47	12	0	1.71
Midwest	24	41	29	6	2.18
West	32	35	32	0	2.00
EXPERIENCE					
With Coaching Experience	30	39	28	3	2.04
No Coaching Experience	62	19	13	6	1.63

The mean of the responses for all respondents was 2.00. High mean rankings by categories were the state AHPER presidents with 1.78, the South region with 1.71, and no coaching experience with 1.63. Lowest rankings were from the coaches association presidents with 2.15 and the Midwest region with 2.18.

The distribution of percents for the ratings of the physiological foundations of coaching area was shown in Table XVII. That area was rated essential by 39%, important by 42%, useful by 18%, and not useful by 1% of all respondents. A majority of the leaders in three categories preferred the essential rating, 59% of the state AHPER presidents, 52% of the East region, and 63% of the no coaching experience category. By the other categories, the important rating was the first choice.

A mean ranking of 1.80 for the physiological area by all respondents was obtained. The categories that rated it higher were the state AHPER presidents at 1.51, the South region at 1.59, and no coaching experience at 1.56. Only the Midwest region with a 2.06 mean rated the area below important.

The differences in the mean responses for the five Task Force areas were shown in Table XVIII. The medical aspects area was clearly rated the most essential area by all respondents and by every category studied. The 1.23 mean ranking for the medical aspects was well above the 1.74, 1.71, 2.00, and 1.80 means found for the other four areas. The range of mean rankings for the nine categories of leaders was much smaller for the medical aspects area than for the other four. The .22 difference between the high and low means for the medical aspects was less than the .50 to .55 range of means by categories for the other areas. The areas of principles and problems, theory and techniques,



TABLE XVII  
 THE IMPORTANCE OF THE PHYSIOLOGICAL FOUNDATIONS OF  
 COACHING AREA IN A CERTIFICATION PROGRAM

	%	%	%	% Not	Means of
	Essential	Important	Useful	Useful	Responses
ALL RESPONDENTS	39	42	18	1	1.80
GROUP					
Executive Secretary	28	51	19	2	1.95
President - AHPER	59	30	11	0	1.51
President - Coaches	33	44	23	0	1.90
REGION					
East	52	26	22	0	1.70
South	47	47	6	0	1.59
Midwest	27	44	27	3	2.06
West	38	44	18	0	1.79
EXPERIENCE					
With Coaching Experience	37	44	19	0	1.83
No Coaching Experience	63	25	6	6	1.56

TABLE XVIII  
 MEAN RESPONSES ON THE IMPORTANCE OF EACH  
 OF THE AAHPER TASK FORCE AREAS

	* a	b	c	d	e
ALL RESPONDENTS	1.23	1.74	1.71	2.00	1.80
GROUP					
Executive Secretary	1.26	1.79	1.86	2.05	1.95
President - AHPER	1.14	1.78	1.57	1.78	1.51
President - Coaches	1.28	1.59	1.67	2.15	1.90
REGION					
East	1.09	1.83	1.65	2.09	1.70
South	1.29	1.91	1.94	1.71	1.59
Midwest	1.24	1.71	1.76	2.18	2.06
West	1.24	1.50	1.41	2.00	1.79
EXPERIENCE					
With Coaching Experience	1.21	1.69	1.66	2.04	1.83
No Coaching Experience	1.31	2.00	1.94	1.63	1.56

- \* a - Medical aspects of athletic coaching
- b - Principles and problems of coaching
- c - Theory and techniques of coaching
- d - Kinesiological foundations of coaching
- e - Physiological foundations of coaching

and physiological foundations received mean responses of 1.74, 1.71, and 1.80 that were similar. The 2.00 mean response for the kinesiological foundation placed it as the least essential according to all respondents. The executive secretaries and coaches association presidents had the same priority ranking of areas in terms of mean responses: (1) medical aspects, (2) principles and problems, (3) theory and techniques, (4) physiological foundations, and (5) kinesiological foundations. The state AHPER presidents had physiological foundations second, theory and techniques third, with principles and problems and kinesiological foundations tied for fourth.

A noticeable difference was evident in the ratings according to coaching experience. Those with coaching experience gave the principles and problems area and the theory and techniques area higher ratings and kinesiological and physiological foundations lower ratings than those with no coaching experience. This was also true of the Midwest and West compared to the South region.

Using the chi square method, there were no significant differences at the .05 level in the ratings of the three leadership groups being studied. In fact only the physiological foundation area with a .08 probability of significant difference approached the .05 level as shown in Table XIX.

#### Amount of Professional Preparation Needed

The AAHPER Task Force recommended minimum semester hour requirements for the five essential areas of professional preparation. The leaders in this study were requested to evaluate the amount of preparation for each area in questions 21, 22, 23, 24, and 25.

TABLE XIX  
SIGNIFICANT DIFFERENCES IN RESPONSES BY GROUPS  
ON THE IMPORTANCE OF EACH OF THE  
AAHPER TASK FORCE AREAS

	* a	b	c	d	e
ALL RESPONDENTS	1.23	1.74	1.71	2.00	1.80
GROUP					
Executive Secretary	1.26	1.79	1.86	2.05	1.95
President - AHPER	1.14	1.78	1.57	1.78	1.51
President - Coaches	1.28	1.59	1.67	2.15	1.90
CHI SQUARE VALUE	2.29	9.25	4.83	9.27	11.20
PROBABILITY OF DIFFERENCE	.68	.16	.31	.16	.08
SIGNIFICANT AT .05	No	No	No	No	No

- \* a - Medical aspects of athletic coaching
- b - Principles and problems of coaching
- c - Theory and techniques of coaching
- d - Kinesiological foundations of coaching
- e - Physiological foundations of coaching

Please rate the amount of professional preparation that you feel is needed in each of these five areas.

- G The area should have a greater requirement.
- S The requirement is satisfactory.
- L The area should have a lesser requirement.
- N No requirement is needed.

<u>General Areas</u>	<u>Requirement</u>
_____ 21. Medical Aspects of Athletic Coaching	3 sem. hrs.
_____ 22. Principles and Problems of Coaching	3 sem. hrs.
_____ 23. Theory and Techniques of Coaching	6 sem. hrs.
_____ 24. Kinesiological Foundations of Coaching	2 sem. hrs.
_____ 25. Physiological Foundations of Coaching	2 sem. hrs.

The three semester hour requirement for the medical aspects of coaching was rated as satisfactory by 72% of all respondents. A greater requirement need was expressed by 21%, while 4% felt a lesser requirement, and 3% felt no requirement was needed (Table XX). The various categories of leaders gave similar satisfactory ratings to the three hour preparation requirements. Also, greater requirements received more support than lesser or no requirements from leaders of all categories. Twenty-six percent of the coaches association presidents and 30% of the East region leaders preferred a greater requirement.

The mean of the responses based on a 1, 2, 3, 4 point scale was 1.90 for all respondents. The only group to have a mean response less than the 2.00 satisfactory rating was the executive secretaries with a 2.02. The highest mean ranking was that of the East region with a 1.74.

Three semester hours of preparation in principles and problems of coaching was considered satisfactory by 66% of all respondents. Twenty-four percent urged a greater requirement while 7% advocated a lesser amount and 2% no requirement (Table XXI). The only categories that had more than a 3% variation from all respondents in the satisfactory rating were the state AHPER presidents with 76% and the coaches

TABLE XX  
 THE AMOUNT OF PREPARATION NEEDED IN  
 THE MEDICAL ASPECTS  
 OF COACHING AREA

Recommended Minimum of 3 Semester Hours	Requirement By Percent				Means of Responses
	Greater	Satis- factory	Lesser	No	
ALL RESPONDENTS	21	72	4	3	1.90
GROUP					
Executive Secretary	14	76	3	7	2.02
President - AHPER	24	70	5	0	1.81
President - Coaches	26	71	0	3	1.79
REGION					
East	30	65	4	0	1.74
South	24	67	3	6	1.91
Midwest	21	68	9	3	1.94
West	12	85	0	3	1.94
EXPERIENCE					
With Coaching Experience	22	70	4	4	1.89
No Coaching Experience	13	81	6	0	1.94

TABLE XXI

THE AMOUNT OF PREPARATION NEEDED IN  
THE PRINCIPLES AND PROBLEMS  
OF COACHING AREA

Recommended Minimum of 3 Semester Hours	Requirement By Percent				Means of Responses
	Greater	Satis- factory	Lesser	No	
ALL RESPONDENTS	24	66	7	2	1.88
GROUP					
Executive Secretary	23	67	5	5	1.91
President - AHPER	13	76	11	0	1.97
President - Coaches	38	54	5	3	1.72
REGION					
East	26	65	9	0	1.83
South	18	65	12	6	2.06
Midwest	23	65	9	3	1.91
West	32	68	0	0	1.68
EXPERIENCE					
With Coaching Experience	26	65	6	3	1.86
No Coaching Experience	19	69	12	0	1.94

association presidents with 54%. Those two groups, with 38% of the coaches association presidents and 13% of the state AHPER presidents, had the widest range in urging a greater requirement.

The mean response of all respondents for the principles and problems area was 1.88. The only category failing to have a 2.00 mean or satisfactory rating was the South region with 2.06. The West region had the highest mean response with 1.68. The coaches association presidents also gave this area a high rating with a mean response of 1.72.

Six semester hours of preparation in the theory and techniques of coaching was rated satisfactory by 55% of all respondents. Both greater and lesser requirements received 21% of the ratings with 3% advocating no requirement for this area (Table XXII). The satisfactory rating received the largest response from every category of leaders with only the South region at 42% failing to give a majority of its votes for the requirement being satisfactory. Those who had no coaching experience did not have a single vote for a higher requirement. All other categories had between 14% and 31% urging a greater requirement. The coaches association presidents had the fewest (10%) who felt less requirements were needed. The executive secretaries, South region, and no coaching experience voiced the greatest response for lesser requirements at 29%, 33%, and 31% respectively.

The mean of all responses on the theory and techniques area was 2.05, slightly below the satisfactory (2.00) rating. Three categories, the presidents of the coaches association, East region, and West region, gave mean rankings above the satisfactory requirement while all other categories were somewhat below that level.



TABLE XXII  
 THE AMOUNT OF PREPARATION NEEDED IN  
 THE THEORY AND TECHNIQUES  
 OF COACHING AREA

Recommended Minimum of 6 Semester Hours	Requirement By Percent				Means of Responses
	Greater	Satis- factory	Lesser	No	
ALL RESPONDENTS	21	55	21	3	2.05
GROUP					
Executive Secretary	14	52	29	5	2.24
President - AHPER	19	60	21	0	2.03
President - Coaches	31	56	10	3	1.85
REGION					
East	26	61	13	0	1.87
South	18	42	33	6	2.27
Midwest	18	56	23	3	2.12
West	23	65	12	0	1.88
EXPERIENCE					
With Coaching Experience	24	54	19	3	2.01
No Coaching Experience	0	69	31	0	2.31

Two semester hours of preparation in kinesiological foundations was rated satisfactory by 55% of all respondents. Greater requirements were advocated by 31%, lesser by 11%, and no requirements in the area by 3% as shown in Table XXIII. Two categories, the executive secretaries with 70% and the Midwest region with 68%, gave the greatest support to the satisfactory rating. The state AHPER presidents with 38% and the no coaching experience group with 31% gave the least support to the satisfactory rating. Three categories expressed considerable support for an increased requirement in kinesiological foundations. Approximately 50% of the state AHPER presidents, the South region, and the no coaching experience category preferred greater requirements. The mean responses also showed those same three categories gave the highest ranking with mean rankings of 1.65, 1.53 and 1.56 respectively. The mean response of all respondents for the kinesiological area was 1.86. Only the East region at 2.09 had a mean indicating strong support for a lesser requirement.

Two semester hours of preparation in the physiological foundations of coaching was rated satisfactory by 58% of all respondents. Greater requirements were needed according to 36% with just 7% suggesting either less or no requirements (Table XXIV). Eighty-eight percent or more in each category rated this standard as being satisfactory or needing a greater requirement. The presidents of the state AHPER showed the greatest response (60%) for an increased requirement. Just 24% of the executive secretaries favored a greater requirement.

The mean of all responses on the physiological area was 1.72. The greatest differences were in the leadership groups as the state AHPER presidents had a mean rating of 1.46 compared to 1.82 and 1.84 for the

TABLE XXIII  
 THE AMOUNT OF PREPARATION NEEDED IN  
 THE KINESIOLOGICAL FOUNDATIONS  
 OF COACHING AREA

Recommended Minimum of 2 Semester Hours	Requirement By Percent				Means of Responses
	Greater	Satis- factory	Lesser	No	
ALL RESPONDENTS	31	55	11	3	1.86
GROUP					
Executive Secretary	18	70	5	7	2.00
President - AHPER	49	38	13	0	1.65
President - Coaches	28	54	15	3	1.92
REGION					
East	26	48	17	9	2.09
South	50	44	6	0	1.53
Midwest	18	68	12	3	2.00
West	29	59	9	3	1.85
EXPERIENCE					
With Coaching Experience	27	54	20	4	1.90
No Coaching Experience	56	31	13	0	1.56

TABLE XXIV  
 THE AMOUNT OF PREPARATION NEEDED IN  
 THE PHYSIOLOGICAL FOUNDATIONS  
 OF COACHING AREA

Recommended Minimum of 2 Semester Hours	Requirement By Percent				Means of Responses
	Greater	Satis- factory	Lesser	No	
ALL RESPONDENTS	36	58	6	1	1.72
GROUP					
Executive Secretary	24	72	2	2	1.84
President - AHPER	60	35	5	0	1.46
President - Coaches	28	62	10	0	1.82
REGION					
East	39	52	9	0	1.43
South	47	53	0	0	1.81
Midwest	23	65	9	3	1.91
West	35	59	6	0	1.71
EXPERIENCE					
With Coaching Experience	34	60	5	1	1.73
No Coaching Experience	50	38	12	0	1.63

coaches association presidents and executive secretaries. The East region with a 1.43 mean rating advocated more requirements.

The differences in the mean responses on the amount of preparation needed for the five Task Force areas have been shown in Table XXV. All five areas were rated by all respondents near the satisfactory (2.00) rating for their suggested semester hour requirement. The physiological area received the most support for a greater requirement with a 1.72 mean, while the theory and techniques area was the only area to have a mean from all respondents below 2.00.

The coaches association presidents were very consistent in rating the amount of preparation for the five areas ranging from a high mean of 1.72 for the principles and problems area to a low mean of 1.92 for the kinesiological area. By their mean responses, the executive secretaries advocated less preparation in every area than the coaches representatives. These varied from a 1.84 high mean for the physiological area and a 2.24 low mean for the theory and techniques area. The state AHPER presidents exhibited the widest range with means of 1.46 for the physiological area and 2.03 for the area of theory and techniques. There was no consistent pattern among the three groups in the priority ranking of each preparation area.

Those who had no coaching experience supported a greater amount of preparation in the kinesiological area than those with coaching experience (1.56 to 1.90) but less in the theory and techniques areas (2.31 to 2.01).

Regionally the leaders from the East favored greater preparation in the physiological area than the other regions with a mean response of 1.43. The South gave stronger approval to the kinesiological area

TABLE XXV  
 MEAN RESPONSES ON THE AMOUNT OF PREPARATION  
 NEEDED IN EACH OF AAHPER TASK FORCE AREAS

	* a	b	c	d	e
ALL RESPONDENTS	1.90	1.88	2.05	1.86	1.72
GROUP					
Executive Secretary	2.02	1.91	2.24	2.00	1.84
President - AHPER	1.81	1.97	2.03	1.65	1.46
President - Coaches	1.79	1.72	1.85	1.92	1.82
REGION					
East	1.74	1.83	1.87	2.09	1.43
South	1.91	2.06	2.27	1.53	1.81
Midwest	1.94	1.91	2.12	2.00	1.91
West	1.94	1.68	1.88	1.85	1.71
EXPERIENCE					
With Coaching Experience	1.89	1.86	2.01	1.90	1.72
No Coaching Experience	1.94	1.94	2.31	1.56	1.63

- \* a - Medical aspects of athletic coaching
- b - Principles and problems of coaching
- c - Theory and techniques of coaching
- d - Kinesiological foundations of coaching
- e - Physiological foundations of coaching

with a 1.53 mean being .42 greater than any other region. By region and experience there was no consistent pattern in rating the amount of preparation needed.

Two areas of preparation were found to have significant differences in responses from the leadership groups as shown in Table XXVI. Using the chi square and .05 level of significance, both the areas of kinesiological and physiological foundations of coaching were rated differently by the state AHPER presidents than the other two groups of leaders. The difference was at the .02 and .01 level for the two areas while the other three areas did not show a significant difference in responses by the leader groups.

#### Need for Certification by Coaching Assignments

In order to determine if certification requirements should apply to every coach in the various coaching assignments, questions 26 through 48 were presented to each leader. They were requested to evaluate the importance of certification requirements for each coaching assignment and rate them either essential, important, useful, or not useful.

Question 26 asked for this evaluation for all coaches of all sports. Questions 27 through 42 referred to assignments in specific sports, which included football, soccer, basketball, softball, baseball, track/cross country, wrestling, swimming and diving, gymnastics, volleyball, ice hockey, field hockey, golf, tennis, winter sports such as skiing and skating, and individual sports such as bowling, archery, riflery, and badminton. Questions 43 through 48 asked for the evaluation according to the type of assignment, which included all head coaches, all assistant coaches, coaches of senior high teams, coaches of

TABLE XXVI  
SIGNIFICANT DIFFERENCES IN RESPONSES BY GROUPS ON  
THE AMOUNT OF PREPARATION NEEDED IN EACH  
OF THE AAHPER TASK FORCE AREAS

	* a	b	c	d	e
ALL RESPONDENTS	1.90	1.88	2.05	1.86	1.72
GROUP					
Executive Secretary	2.02	1.91	2.24	2.00	1.84
President - AHPER	1.81	1.97	2.03	1.65	1.46
President - Coaches	1.79	1.72	1.85	1.92	1.82
CHI SQUARE VALUE	6.87	9.26	8.04	15.12	17.15
PROBABILITY OF DIFFERENCE	.33	.16	.24	.02	.01
SIGNIFICANT AT .05	No	No	No	Yes	Yes

- \* a - Medical aspects of athletic coaching
- b - Principles and problems of coaching
- c - Theory and techniques of coaching
- d - Kinesiological foundations of coaching
- e - Physiological foundations of coaching



junior high teams, coaches of men's teams, and coaches of women's teams.

In evaluating the need for certification for all coaches of all sports, 50% of all respondents indicated it was essential. It was rated important by 26%, useful by 16%, and not useful by 8% as shown in Table XXVII. Sixty-nine percent of the presidents of the coaches association and 64% of the state AHPER presidents gave essential ratings while only 22% of the executive secretaries gave an essential rating. Regionally the widest range was in the ratings by leaders in the West and East with 66% and 36% essential votes respectively. Those with coaching experience expressed a greater need for certifying all coaches than those with no coaching experience.

The mean responses by all respondents was 1.82 regarding the need for certifying all coaches of all sports. The coaches association presidents and the state AHPER presidents both rated the need much higher with means of 1.41 and 1.58. Much lower mean ratings were given by the executive secretaries (2.38), the East region (2.09), and the no coaching experience category (2.00).

Table XXVIII was utilized to show how the responding leaders rated the need for certification of coaches by type of assignment and sport. It was considered essential by over 70% of the leaders that the coaches of three sports meet certification requirements. These were football with 74% and both wrestling and gymnastics with 71%. In the 60% to 70% range of essential ratings were the coaches of basketball and ice hockey with 67%, swimming with 64%, soccer with 63%, and track with 61%. Essential ratings by 50% to 59% of the leaders were given to all other sports.

TABLE XXVII  
 THE NEED FOR CERTIFICATION REQUIREMENTS  
 FOR ALL COACHES OF ALL SPORTS

	% Essential	% Important	% Useful	% Not Useful	Means of Responses
ALL RESPONDENTS	50	26	16	8	1.82
GROUP					
Executive Secretary	22	35	27	16	2.38
President - AHPER	64	21	9	6	1.58
President - Coaches	69	21	10	0	1.41
REGION					
East	36	32	18	14	2.09
South	48	29	16	7	1.81
Midwest	50	28	19	3	1.75
West	66	14	10	10	1.66
EXPERIENCE					
With Coaching Experience	53	23	16	8	1.78
No Coaching Experience	31	46	15	8	2.00

TABLE XXVIII  
THE NEED FOR CERTIFICATION REQUIREMENTS  
FOR COACHING STAFF ASSIGNMENTS

	%	%	%	% Not	Means of
	Essential	Important	Useful	Useful	Responses
ALL COACHES	50	26	16	8	1.82
SPORT ASSIGNMENT					
Football	74	14	4	8	1.45
Soccer	63	17	12	8	1.65
Basketball	67	19	6	8	1.54
Softball	54	20	17	9	1.82
Baseball	59	23	10	8	1.66
Track	61	25	5	9	1.62
Wrestling	71	17	5	7	1.50
Swimming	64	19	9	8	1.61
Gymnastics	71	15	6	8	1.50
Volleyball	52	21	19	8	1.82
Ice Hockey	67	16	8	9	1.60
Field Hockey	56	21	15	8	1.74
Golf	50	15	23	12	1.96
Tennis	52	19	19	10	1.87
Winter Sports	59	19	13	9	1.72
Individual Sports	50	15	20	15	1.99
TYPE ASSIGNMENT					
All Head Coaches	65	19	8	8	1.60
Assistant Coaches	49	23	18	10	1.89
Senior High Coaches	59	25	8	8	1.65
Junior High Coaches	56	23	13	8	1.73
Men's Team Coaches	56	26	9	9	1.70
Women's Team Coaches	56	25	10	9	1.71

The means of the need for certification ratings for the various sports assignments ranged from highs of 1.45 for football coaches and 1.50 for wrestling and gymnastics coaches to lows of 1.96 and 1.99 for golf and individual sports.

In terms of type of assigned coaching duties, the need for certifying all head coaches was rated essential by 65% compared to 49% for all assistant coaches. There was only a slight difference in the amount of essential ratings received by assignments to coach senior high, junior high, men's and women's teams. The mean responses on the type of assignments showed that leaders rated the need for certification greatest for all head coaches, followed by senior high coaches, coaches of men's teams, coaches of women's teams, junior high coaches, and all assistant coaches.

The need for certification requirements by coaching assignment expressed in terms of the mean responses of the three leadership groups studied was shown in Table XXIX. This table also indicated the chi square value and probability of difference to show if there were significant differences in the responses of the three groups.

For all coaching assignments, the executive secretaries did not indicate as great a need for certification as did the presidents of the state AHPER and coaches association. The executive secretary group gave only three assignments means above a 2.00 mean rating. They were football at 1.88, wrestling at 1.90 and gymnastics at 1.95. All other sports and the six types of coaching assignments had mean ratings ranging from 2.02 to 2.60. The mean ratings given by the state AHPER presidents ranged from 1.20 to 1.69 while the mean ratings of the coaches association presidents ranged from 1.15 to 1.55.

TABLE XXIX

MEAN RESPONSES AND SIGNIFICANT DIFFERENCES BY LEADERSHIP  
GROUPS ON THE NEED FOR CERTIFICATION REQUIREMENTS  
BY COACHING ASSIGNMENTS

	Executive Secretary	President AHPER	President Coaches	Chi Square Value	Probability of Difference
ALL COACHES	2.38	1.50	1.41	27.33	.0007 *
SPORTS ASSIGNMENT					
Football	1.88	1.20	1.15	24.27	.0005 *
Soccer	2.21	1.31	1.33	27.69	.0001 *
Basketball	2.02	1.23	1.23	28.22	.0001 *
Softball	2.33	1.51	1.49	22.32	.0001 *
Baseball	2.18	1.40	1.31	24.93	.001 *
Track	2.12	1.26	1.36	29.13	.0001 *
Wrestling	1.90	1.26	1.21	22.21	.001 *
Swimming	2.21	1.29	1.23	33.77	.0000 *
Gymnastics	1.95	1.26	1.15	26.98	.0001 *
Volleyball	2.41	1.46	1.44	28.88	.0001 *
Ice Hockey	2.13	1.29	1.28	24.65	.0004 *
Field Hockey	2.26	1.40	1.44	28.52	.0001 *
Golf	2.56	1.69	1.46	26.13	.0002 *
Tennis	2.54	1.51	1.44	29.11	.0001 *
Winter Sports	2.32	1.49	1.22	31.55	.0000 *
Individual Sports	2.60	1.66	1.55	29.35	.0001 *
TYPE ASSIGNMENT					
All Head Coaches	2.05	1.40	1.23	19.15	.004 *
Assistant Coaches	2.46	1.63	1.38	26.48	.0002 *
Senior High Coaches	2.18	1.37	1.31	24.41	.0004 *
Junior High Coaches	2.27	1.46	1.36	23.09	.0008 *
Men's Team Coaches	2.24	1.40	1.31	27.20	.0001 *
Women's Team Coaches	2.24	1.40	1.33	25.49	.0003 *

\* Significant at the .05 level

The state AHPER presidents and coaches association presidents gave similar mean ratings to all the sports assignments. However, in rating the need to certify all types of coaching assignments the coaches association rated that need higher than did the state AHPER group. The comparison of mean responses for all head coaches (1.23 to 1.40) and all assistant coaches (1.38 to 1.63) were the most evident differences.

The differences between the executive secretaries and the other two groups in rating the need for certification requirements was so great in all assignment areas that all exceeded both the .05 and .01 level of significance. In fact the head coaching assignment was the only one to have a probability of difference exceeding .001.

#### Amount of Requirements by Coaching Assignments

Questions 49 through 71 attempted to determine the amount of certifications requirements that should apply to the various coaching assignments. These questions asked the leaders to assume that a coaching certification program had been adopted and to indicate whether they favored the coaches meeting full, reduced or no certification requirement based on their assignment.

Question 49 asked for this evaluation for all coaches of all sports. Questions 50 through 65 requested the leaders to rate the amount of certification for coaches assigned to the specific sports of football, soccer, basketball, softball, baseball, track/cross country, wrestling, swimming and diving, gymnastics, volleyball, ice hockey, field hockey, golf, tennis, winter sports such as skiing and skating, and individual sports such as bowling, badminton, archery, and riflery. Questions 66 through 71 asked for the evaluation according to the type of coaching

assignment which included all head coaches, all assistant coaches, senior high coaches, junior high coaches, men's team coaches and women's team coaches.

Sixty-four percent of the leaders indicated that all coaches of all sports should meet the full requirements as shown in Table XXX. Only 40% of the executive secretaries advocated full requirements for all coaches as opposed to 75% and 77% by the presidents of the state AHPER and coaches association respectively. The leaders of the East and West regions also had a wide variation (44% to 88%) in endorsing full requirements for all coaches. The two coaching experience categories were similar in their evaluation of the need for certification requirement for all coaches.

The mean response of all respondents was 1.44 to question 49, but there was considerable variation in the various categories studied. Endorsing full certification requirements for all coaches were the West region with a mean response of 1.16, the coaches association presidents with 1.27, and the state AHPER presidents with 1.29. Two categories, the executive secretary group and the East region, showed the least support for full certification of all coaches with mean responses of 1.72 and 1.69.

Table XXXI has shown how the responding leaders indicated full, reduced, or no requirements should be made for coaching duties by sport coached and the type of assignment. By sport, full certification requirements for coaches of football received the greatest support with 91%, followed by wrestling coaches with 87% and basketball coaches with 86%. Receiving the least support were coaches of volleyball, golf, tennis, and similar individual sports which had 61% to 67% for full

TABLE XXX  
 THE AMOUNT OF CERTIFICATION REQUIREMENT  
 FOR COACHES OF ALL SPORTS

	Requirement By Percent			Means of Responses
	Full	Reduced	No	
ALL RESPONDENTS	64	29	7	1.44
GROUP				
Executive Secretary	40	48	12	1.72
President - AHPER	75	21	4	1.29
President - Coaches	77	20	3	1.27
REGION				
East	44	44	12	1.69
South	67	28	5	1.39
Midwest	54	39	7	1.54
West	88	8	4	1.16
EXPERIENCE				
With Coaching Experience	65	29	6	1.42
No Coaching Experience	60	30	10	1.50



TABLE XXXI  
 THE AMOUNT OF CERTIFICATION REQUIREMENT  
 FOR COACHES BY ASSIGNMENT

	Requirement By Percent			Means of Responses
	Full	Reduced	No	
ALL COACHES	64	29	7	1.44
SPORTS ASSIGNMENT				
Football	91	3	6	1.16
Soccer	80	12	8	1.27
Basketball	86	8	6	1.20
Softball	71	17	12	1.41
Baseball	76	17	7	1.30
Track	82	12	6	1.24
Wrestling	87	6	6	1.19
Swimming	79	13	8	1.28
Gymnastics	81	13	6	1.26
Volleyball	67	22	11	1.44
Ice Hockey	82	9	9	1.27
Field Hockey	75	17	8	1.33
Golf	63	20	17	1.54
Tennis	64	20	16	1.52
Winter Sports	71	18	11	1.40
Individual Sports	61	19	20	1.58
TYPE ASSIGNMENT				
All Head Coaches	79	13	8	1.28
Assistant Coaches	61	28	11	1.50
Senior High Coaches	77	15	8	1.31
Junior High Coaches	72	18	10	1.38
Men's Team Coaches	76	16	8	1.32
Women's Team Coaches	76	15	9	1.33

certification. The coaches of all other sports needed full certification requirements according to 71% to 82% of the leaders. The means of the responses ranged from a 1.16 for football to 1.58 for the less rigorous individual sports.

The head coaches needed to meet full requirements according to 79% of the respondents, while 61% felt that standard was needed by assistant coaches. Senior high, men's team, and women's team coaches received almost identical results on the amount of requirements needed, with junior high coaches slightly lower. The mean responses by type of assignment ranged from 1.28 for all head coaches to 1.50 for assistant coaches.

The mean responses of the three leadership groups studied on the need for full, reduced, or no requirements by coaching assignment were shown in Table XXXII. The chi square value and the probability of difference were also included to show where there were significant differences in the responses of the three groups.

Of the coaching assignments by sports, football received the highest mean ranking in the amount of certification needed by all three groups. Wrestling and basketball were either second or third by each group. Individual sports, golf, tennis, volleyball, and softball had low mean ratings by all groups. The presidents of state AHPER and coaches association were closely aligned in the mean ratings they gave the assignments by sports. The executive secretaries had consistently lower mean responses and had a much wider range of means than the other two groups. With football as the high and individual sports as the low mean response for all three groups, the ranges were 1.22 to 1.97

TABLE XXXII

MEAN RESPONSES AND SIGNIFICANT DIFFERENCES BY LEADERSHIP  
GROUPS ON THE AMOUNT OF CERTIFICATION REQUIREMENT  
BY COACHING ASSIGNMENTS

	Executive Secretary	President AHPER	President Coaches	Chi Square Value	Probability of Difference
ALL COACHES	1.72	1.29	1.27	10.10	.04 *
SPORTS ASSIGNMENT					
Football	1.22	1.10	1.10	1.49	.83
Soccer	1.41	1.16	1.22	4.40	.35
Basketball	1.31	1.10	1.14	3.68	.45
Softball	1.60	1.29	1.24	5.85	.21
Baseball	1.48	1.23	1.14	7.38	.11
Track	1.38	1.13	1.17	4.20	.38
Wrestling	1.25	1.13	1.14	1.49	.83
Swimming	1.53	1.13	1.14	11.25	.02 *
Gymnastics	1.41	1.16	1.14	5.42	.25
Volleyball	1.63	1.35	1.24	6.78	.15
Ice Hockey	1.37	1.16	1.21	3.42	.49
Field Hockey	1.52	1.19	1.21	7.71	.10
Golf	1.91	1.39	1.24	13.81	.008 *
Tennis	1.88	1.39	1.21	15.15	.004 *
Winter Sports	1.74	1.29	1.17	15.51	.004 *
Individual Sports	1.97	1.39	1.34	13.40	.01 *
TYPE ASSIGNMENT					
All Head Coaches	1.47	1.20	1.13	6.08	.19
Assistant Coaches	1.87	1.33	1.27	16.44	.003 *
Senior High Coaches	1.50	1.17	1.20	5.86	.21
Junior High Coaches	1.58	1.28	1.23	7.46	.11
Men's Team Coaches	1.50	1.17	1.20	5.86	.21
Women's Team Coaches	1.50	1.17	1.23	5.47	.24

\* Significant at the .05 level

for the executive secretaries, 1.10 to 1.39 for the state AHPER presidents, and 1.10 to 1.34 for the coaches association presidents.

The mean responses by types of coaching assignment also showed the executive secretaries having lower ratings for the requirements needed than the other two categories. By type of assignments assistant coaches received the lowest mean rating by all three groups. This was especially true with the mean response of 1.87 by the executive secretaries.

In most cases the differences were not significantly different at the .05 level for specific sports or types of coaching assignments. However, there was a significant difference in the rating of the amount of requirement needed for all coaches of all sports and coaches of swimming, golf, tennis, winter sports such as skiing and skating, and individual sports such as bowling, badminton, archery and riflery. There was also a significant difference in the amount of requirements for assistant coaches as indicated by the three groups of leaders.

#### Summation of Data Analysis

Of the 200 leaders who were contacted, 86.5% returned usable questionnaires. The responses to the questionnaire items were compiled to determine the positions of the leaders on the ten general questions listed in the statement of the problem of this study. The results were analyzed in terms of all respondents, each of four groups of professional leaders, each of four geographical regions, and two categories based on coaching experience. Comparisons of percentages of responses and means of ranked responses were made to determine where groups were similar or dissimilar in their positions. Significant differences among the leadership groups were obtained by the chi square test.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study sought (1) to determine the positions taken by selected leaders in the fifty states toward the certification and professional preparation of coaches and (2) to establish areas of agreement among the leadership groups. To accomplish this twofold purpose, the problem was to determine and to compare the positions taken by those leaders.

The coaching certification subjects that were studied dealt with the perceived need, effectiveness, administration, and implementation of specific requirements for coaches, as well as existing and pending certification criteria. The professional preparation topics investigated dealt with (1) evaluating how specific types of higher education programs met professional and staffing needs; (2) identifying the most important professional preparation areas; (3) ascertaining the amount of preparation needed in a certification requirement; and (4) determining if those certification requirements should apply equally to all coaching assignments.

#### Procedure

Four leaders in every state, the director of certification, the executive secretary of the activities association, the president of the state AHPER, and the president of the coaches association, were surveyed. A questionnaire was developed and then administered by mail. The

responses were computer processed to obtain the data needed. Percentiles, mean rankings, and the chi square test were used in comparing the positions of leaders by professional group, geographical region, and coaching experience.

### Summary of Findings

The analysis of data revealed the leaders who responded represented (1) 86.5% of the total contacted, (2) at least 80% of each of the four leader groups, (3) at least 77% of each of the four regional categories, and (4) at least two leaders from every state, with all four leaders from 27 of the states. It also revealed that 78% of all respondents had some coaching experience.

In the statement of the problem, ten questions were presented. Those questions have been listed and the responses of the leaders have been summarized as follows:

1. Is there a need for athletic coaching certification?

Seventy-one percent of the leaders favored certification of coaches. There was a significant difference in how the leadership groups regarded the need. While only 49% of the directors of certification expressed a need for coaching certification, 68% to 93% of the other three groups favored it. Seventy-eight percent of those with coaching experience agreed this need existed compared to 49% of those without coaching experience.

2. What are the certification requirements, if any, for athletic coaches in each state?

Fifteen percent of the leaders indicated they had a functioning certification program for coaches, although there was some disagreement

by leaders in some states on this issue. The most common requirement was in the 11-15 semester hour range. Leaders in ten states responded that their state had a certification program awaiting implementation. Some leaders in 25 states indicated that either changes or new proposals for certification of coaches were pending. Several leaders referred to the severe shortage of coaches as a deterrent to coaching certification.

3. If a certification requirement existed in a state, is it considered effective in meeting the needs of that state?

The existing certification program was rated effective by 68% of the leaders. The leadership groups, regional groups, and coaching experience categories concurred by a 60% to 75% rating that their certification programs were effective.

4. What organization should be responsible, ideally, for the certification standards of coaches?

Given six choices, 72% of all leaders felt the certification office in the state department of education was the ideal organization to administer certification. Every category showed a clear preference for the certification office. The state high school activities association was the second choice of three of the four leadership groups.

5. What are the more desirable methods of implementing certification of coaches?

With six procedures of enacting certification standards as choices, the leaders did not express a clearly favored method. The grandfather clause method of exempting those coaches already under contract received the most first choice votes. However, the means of the ranked responses definitely indicated the highest rated procedure was to allow coaches under contract to meet the certification standards by attending clinics

and workshops. This method received the top mean ranking of seven of the nine categories being studied.

6. What professional preparation program, physical education major, physical education minor, coaching minor, or varsity coaching experience only, will best meet professional and employment needs of coaches?

The physical education major was the first choice of 64% of all respondents to best meet the professional needs of coaches. The mean rankings indicated that every leadership group, region, and coaching experience category preferred the major in physical education as the desired professional background. The coaching minor was the consensus second choice followed by the physical education minor and only college varsity experience.

The staffing or employment needs were felt to be best served by the coaching minor. However, there was considerable disagreement among professional groups and regions whether the coaching minor or the physical education major would best meet the staffing needs.

7. What AAHPER Task Force areas of professional preparation are most important for certification requirements?

Using the five general areas proposed by the AAHPER Task Force as the reference, with possible ratings of essential, important, useful, and not useful, the leaders clearly gave the most essential rating to the medical aspects of coaching area. This area was rated essential by 79% of all respondents and either essential or important by 97% of every group and category studied. Three areas, principles and problems of coaching, theory and techniques of coaching, and physiological foundations of coaching, received mean ratings that were quite similar and were rated above the important level by all groups. The kinesiological



foundations of coaching received a mean rating of important from all respondents but was rated below that by several categories of leaders. There were no significant differences among the three professional leadership groups in rating the importance of the five areas.

8. How much professional preparation is needed in the AAHPER Task Force areas?

The Task Force recommendation of three semester hours in the medical aspects of coaching area was rated satisfactory by 72% of all respondents. Respondents were given four choices, greater requirement needed, requirement is satisfactory, lesser requirement needed, or no requirement needed. Although more leaders urged a greater requirement than a lesser one, the rating of satisfactory was given by at least 65% of every category.

The minimum requirements of three semester hours in principles and problems and two semester hours in kinesiological foundations received similar mean rankings to the medical aspects area. The greatest demand was for an increased amount of preparation in physiological foundations (two semester hour requirement), particularly by the state AHPER presidents. The six semester hours in theory and techniques of coaching received the least support of any of the five areas. The mean ranking for that requirement indicated it was slightly less than satisfactory. The need for a greater amount of preparation in both kinesiological and physiological foundations was rated significantly higher by the state AHPER presidents than by other professional leaders.

9. Should certification requirements apply to all coaches?

Respondents were asked to evaluate the importance of certification requirements for (1) all coaches of all sports, (2) coaches of 16

sports, and (3) six types of coaching assignments. The response choices were either essential, important, useful, or not useful.

The leaders indicated a need for all coaches to meet certification requirements, regardless of sport coached or type of coaching assignment. The leaders' ratings expressed the greatest certification need for coaches of football, wrestling, and gymnastics and the least need for coaches of golf, tennis, bowling, and archery. There was a greater expressed need for all head coaches meeting certification requirements than assistant coaches. Coaches of men's, women's, senior high, and junior high teams received similar ratings on the need for certification. There was a distinct difference in ratings of the state association executive secretaries compared to the presidents of the coaches association and state AHPER on the need for certification. In every sport and type of coaching assignment, the executive secretaries rated the need for requirements significantly lower.

10. Should different amounts of certification requirements be applied to specific coaching assignments?

The questionnaire asked the respondents whether they favored full, reduced, or no certification requirements for listed coaching duties. All coaches of all sports, coaches of 16 sports, and six types of coaching responsibilities were the assignments evaluated.

Sixty-four percent of all respondents felt full requirements should apply to all coaches. Ninety-one percent, 87%, and 86% of the leaders felt that football, wrestling, and basketball coaches, respectively should meet full certification requirements. Other coaching assignments by sports varied from 82% to 61% of the leaders in favor of meeting full requirement for the sport. The coaching assignment

categories of head coach, senior high coach, men's team coach, women's team coach, and junior high coach were seen to have a greater requirement need than assistant coaches. The executive secretaries group did not rate the requirement need as high as either of the other leader groups. The difference was significant for assistant coaches, swimming coaches, coaches of several individual sports, and for all coaches of all sports.

### Conclusions

Based on the findings of this study, the following conclusions seem justified regarding the positions taken by state professional leaders concerning the certification and professional preparation of secondary school athletic coaches.

1. The leaders favored a certification program specifically for coaches.
2. Leaders with coaching experience or more directly involved with coaches expressed a greater need for coaching certification.
3. Few states had a coaching certification program in operation.
4. In existing coaching certification programs, an 11 to 15 semester hour standard was most common.
5. Nearly half the states had coaching certification programs awaiting implementation or proposals under study.
6. There was general approval of the effectiveness of existing state coaching certification programs.
7. There was strong agreement that the certification office in the state department of education was the ideal agency to administer the certification standards of coaches.

8. No single method of implementing a coaching certification program received strong first choice support from the leaders.

9. Requiring new coaches to meet certification standards by an effective date and allowing coaches under contract to meet certification standards by attending workshops and clinics received the strongest support of the proposed implementation methods.

10. The professional needs of coaches were best met by a major in physical education followed by the coaching minor, physical education minor, and varsity athletic experience only.

11. The coaching minor was slightly preferred to the physical education major as the preparation that would best serve staffing needs. Leadership groups did not agree as to the best professional preparation to meet the employment needs of coaches.

12. The medical aspects of coaching was clearly ranked the most essential of the five AAHPER Task Force professional preparation areas.

13. Kinesiological foundations was rated the least essential area.

14. There were no significant differences among leadership groups in rating the importance of the five areas.

15. The AAHPER Task Force suggested preparation requirements for all five areas were considered satisfactory by most leaders.

16. The physiological foundations requirement of two semester hours received the greatest support for an increased standard. The state AHPER presidents indicated the greatest concern for increased emphasis in this area.

17. The state AHPER presidents rated the need for greater requirements in both the physiological and kinesiological foundations significantly higher than other leaders.

18. Leaders considered the need for certification requirements greatest for football, wrestling, and gymnastics and lowest for several non-contact individual sports. It was felt more essential that head coaches meet certification requirements than assistant coaches. Coaches of senior high, junior high, men's, and women's teams had similar ratings on the importance of meeting certification requirements.

19. The executive secretaries of activities associations rated the need for certification of all types of coaching assignments significantly lower than did the state AHPER and coaches association presidents.

20. Leaders felt that all coaches should be required to meet full certification standards.

21. There were no consistent or outstanding differences expressed by leaders from the four geographical regions.

22. Leaders who had no coaching experience expressed less need for coaching certification, placed less importance on the medical aspects, principles and problems, and theory and techniques preparation areas, and assigned more importance to the kinesiological and physiological preparation areas than leaders who had coaching experience.

#### Recommendations

On the basis of the findings of this study and evidence from the related literature, the following recommendations seemed to be justified:

1. Professionals from various concerned organizations should combine their efforts to effect certification standards for coaches.
2. The state department of education and its certification officer should be involved in all phases of a certification program for coaches.

3. A model professional preparation program that would also serve as a certification standard for secondary school coaches should be developed. The following is proposed:

Coaching Professional Preparation Model		<u>Semester Hours</u>
<u>Area</u>		
A - Medical Aspects		3
	Required: Care and Prevention of Athletic Injuries (3)	
B - Scientific Basis of Coaching		5
	Recommended: Single Course combining key areas of physiology of exercise, physiology, kinesiology, and anatomy (5)	
C - Coaching Theory and Techniques		6
	Required: At least two sports	
D - Behavioral Sciences in Coaching		3
	Recommended: Single Course combining psychological and sociological aspects of athletics (3)	
E - Principles of Coaching		3
	Recommended: Single Course combining philosophical, ethical, educational, and legal aspects of coaching (3)	
F - Practicum in Coaching		3
	Student teaching in coaching experience	
G - Optional (First aid, organization and administration of high school athletics, officiating theory of coaching, public relations, motor learning, etc.)		2

The model program would meet probationary coaching certification standards. The successful completion of coaching one year under probationary status would qualify the coach for full certification in coaching.

4. Prospective coaches should be advised the physical education major is considered the best professional coaching preparation by professional leaders.

5. Higher educational institutions should adopt a coaching minor to meet the combined problems of inadequate preparation and shortage of athletic coaches.

6. Minimum certification or credential requirements should apply to all coaches. Certain assignments such as head coaching, football, and wrestling could have additional requirements.

7. The AAHPER Task Force recommendations should continue to serve as a minimum guideline for certification standards.

8. Professional leaders should actively support programs that attract desirable prospects to the coaching profession and retain experienced coaches.

#### Future Studies

The pursuit of this study suggested the following investigations:

1. A study to determine the retention rate of coaches in states with certification requirements.

2. An investigation to determine if the leaders' positions in this study reflect the views of the membership.

3. A study to discover if a coaching minor is effective in meeting the increased demand for coaches.

4. A study to determine how professionals rate the importance of various academic courses.

5. A study to determine why coaching certification proposals have not been accepted and implemented.

## A SELECTED BIBLIOGRAPHY

- (1) Adams, Samuel H. "A Practical Approach to Preparing Coaches." JOHPER, 45, 5 (May, 1974), p. 65.
- (2) Adams, Samuel H. "Certification in Coaching: A Sorely Needed Aspect of Education." Athletic Purchasing and Facilities, 2, 6 (November, 1978), pp. 20-22.
- (3) Adams, Samuel H. "Coaching Certification: The Time is Now." U.S.S.A. News, 3, 4 (September, 1979), pp. 1-3.
- (4) Adams, Samuel H. "The Athletic Administrator's Dilemma." Athletic Purchasing and Facilities, 4, 1 (January, 1980), pp. 26-30.
- (5) Adams, Samuel H. "Use of Paraprofessionals in High School Athletic Programs." Athletic Purchasing and Facilities, 2, 7 (December, 1978), pp. 48-49.
- (6) Adee, Don. "Should Coaches Be Certified in Physical Education?" Kansas Teacher, 65 (November, 1956), p. 18.
- (7) Adrian, Marlene. "The Program for Girls and Women." Sports Safety II, Proceedings, Second National Conference on Sports Safety, Washington: AAHPER, 1977, p. 76.
- (8) Anderson, Harold. "A Survey of the Teaching-Coaching Combinations in the High Schools of Ohio." (Unpub. Masters thesis, University of Michigan, 1939.)
- (9) Annarino, Anthony A. "Professional Preparation: Riding a Pendulum." JOPER, 50, 8 (October, 1979), pp. 18-20.
- (10) Arason, Larry S. "Solving the Walk-on Coach Problem." Inter-scholastic Athletic Administration, 6, 2 (Winter, 1979), pp. 10-11.
- (11) Arnold, Don E. "Staffing the Interscholastic Athletic Program." NASSP Bulletin, 62, 419 (September, 1978), pp. 75-87.
- (12) "Athletics in Education." JOHPER, 33, 7 (September, 1962), p. 57.
- (13) Avedisian, Charles T. "Problems in Hiring Athletic Coaches." Certification of High School Coaches, Washington: AAHPER, 1971.



- (14) Baker, Boyd B. "A Course for the Professional Preparation of Physical Educators." Physical Educator, 29, 2 (May, 1972), pp1 63-65.
- (15) Bates, A. A. "A Criteria for the Selection of Men Teachers for Positions in High School Physical Education." (Unpub. Ph.D. dissertation, University of California, Los Angeles, 1952.)
- (16) Bates, A. A. "Selection of Men Teachers for Positions in High School Physical Education." Research Quarterly, 25 (May, 1954), pp. 124-133.
- (17) Bolton, Wilbert R. "The Personal, Educational and Professional Background and Experiences Which Characterize Head Football Coaches in Selected High Schools of Pennsylvania." (Unpub. Ed.D. dissertation, Pennsylvania State University, 1956.)
- (18) Boydston, Donald and Roswell Merrick. "Basic Issues." JOHPER, 28, 9 (November, 1957), p. 49.
- (19) Breyfogle, Newell D. "A New Dimension in Training Athletic Coaches." Coach and Athlete, 32, 1 (August, 1969), pp. 20-37.
- (20) Bucher, Charles A. Administration Of School Health And Physical Education. St. Louis: C. V. Mosby Co., 1963.
- (21) Bucher, Charles A. Foundations Of Physical Education. St. Louis: C. V. Mosby Co., 1963.
- (22) Bucher, Charles A. "Professional Preparation of the Athletic Coach." JOHPER, 30, 7 (September, 1959), pp. 27-28.
- (23) Caputo, Richard. "An Analysis of the Professional Preparation of Interscholastic Athletic Coaches in Pennsylvania." (Unpub. Ed.D. dissertation, Temple University, 1978.)
- (24) Caulkins, Keith D. "A Survey of Employment Tendencies of Physical Education Graduates from Five Selected Northern California State Colleges." (Unpub. Ed.D. dissertation, University of Utah, 1968.)
- (25) Chambers, David L. "An Analysis of the Professional Preparation and Attitudes of Male Secondary School Coaches in Selected Sports in the Province of Ontario." (Unpub. Ph.D. dissertation, Ohio State University, 1972.)
- (26) Chellman, John. "An Evaluation of the Two Year Program of Physical Education for Men at Emory University." (Unpub. Ed.D. dissertation, George Peabody College, 1956.)
- (27) Coaches Manual, A Guide to Athletic Coaching in Florida Schools. Washington: AAHPER, Bulletin 741, 1959.

- (28) Conant, James B. The Education Of American Teachers. New York: McGraw-Hill, 1963.
- (29) Cook, Norma L. "Criteria for Professional Preparation of Women Coaches." (Unpub. Ed.D. dissertation, University of California, Berkeley, 1972.)
- (30) Current Administrative Problems. Ed. E. L. Vermier. Washington: AAHPER, 1960.
- (31) Daniels, Arthur S. "Growth and Development of a Profession." JOHPER, 34, 1 (January, 1963), p. 23.
- (32) Deach, Dorothy F. "Preparation of Women Coaches." Proceedings, 78th Annual Meeting, National College Physical Education Association for Men, 1975, p. 191.
- (33) DeGroot, Dudley S. "Have We Ignored Coaching as a Profession?" JOHPER, 21, 9 (December, 1950), pp. 30-31.
- (34) Deklotz, George A. "A Survey of the Coaches of the Public High Schools of South Dakota for the Year 1950-51." (Unpub. Masters thesis, University of South Dakota, 1952.)
- (35) DeShaw, Charles G. "More Protection for High School Athletes." JOHPER, 21, 7 (September, 1950), pp. 34-35.
- (36) Donlan, Robert E. "A Survey of Selected Factors Influencing High School Athletic Coaches." (Unpub. Ph.D. dissertation, University of Utah, 1973.)
- (37) Dotson, Charles O. and Don R. Kirkendall. Statistics For Physical Education, Health And Recreation. New York: Harper & Row, 1974.
- (38) Duke, Derwood N. "A Survey of Selected Needs and Problems of Interscholastic Programs for Boys in Senior High Schools in Louisiana." (Unpub. Ed.D. dissertation, Northwestern State University of Louisiana, 1974.)
- (39) Duncan, Ray O. and Winnie Carruth. "Basic Issues." JOHPER, 33, 1 (January, 1962), pp. 6-10.
- (40) Durbin, Brice. "The Other Half of Education has a Strong, Forward Looking Stance." Athletic Purchasing and Facilities, 3, 1 (January, 1979), pp. 14-16.
- (41) Esslinger, Arthur A. "A Proposed Plan for Certification of High School Coaches." Certification of High School Coaches. Washington: AAHPER, 1971, pp. 27-28.
- (42) Esslinger, Arthur A. "Certification for High School Coaches." JOHPER, 39, 8 (October, 1968).

- (43) Evans, Virden and Adeline Evans. "Certification of Coaches - A Paradox in Principles." JOPER, 50, 6 (June, 1978), p. 18.
- (44) Ferguson, Ronald G. "The Staffing of Interscholastic Athletic Coaching Positions: A Problem for Public High Schools of Ohio." (Unpub. Ph.D. dissertation, Miami University, 1977.)
- (45) Flatt, Jerry E. "A Study of the Professional Preparation of Football, Basketball, Baseball, and Track Coaches of Tennessee Secondary Schools." (Unpub. D. of Arts dissertation, Middle Tennessee State University, 1975.)
- (46) Flythe, Claud. "A Study of the Professional Preparation of Black Male Head Coaches of the Virginia High School League." (Unpub. D. of Arts dissertation, Middle Tennessee State University, 1976.)
- (47) Fountain, Hayward. "Should Athletic Coaches Teach Academic Subjects?" Coach and Athlete, 32, 7 (February, 1970), pp. 24-25.
- (48) French, Esther and Nelson Lehsten. Administration Of Physical Education For Schools And Colleges. 3rd Ed. New York: Ronald Press Co., 1973.
- (49) Fritz, Harry, et al. "A Survey of Special Certification Requirements for Athletic Coaches of High School Interscholastic Teams." JOHPER, 41, 7 (September, 1970), pp. 14-16.
- (50) Frost, Rueben B. "Professional Preparation of High School Athletic Directors and Coaches." Secondary School Athletic Administration. Washington: AAHPER, 1969, pp. 24-36.
- (51) Frost, Rueben B. "Recent Trends in Certification of Men's Physical Education Teachers and Coaches." Proceedings, Annual Meeting, National College Physical Education Association for Men, December, 1965. Washington: AAHPER, 1966, pp. 47-48.
- (52) Fuller, Link. "Professional Preparation of Interscholastic Football Coaches." JOPER, 50, 9 (November, 1979), p. 81.
- (53) Fyfe, Doyle E. "Professional Preparation of Athletic Coaches in Colorado and the Need for a Coaching Minor." (Unpub. Ed.D. dissertation, University of Utah, 1971.)
- (54) Gallon, Arthur J. "An Effective Coed Athletic Coaching Minor." Presentation at Annual Meeting of AAHPER, March, 1975, Atlantic City.
- (55) Gallon, Arthur J. "The Coaching Minor." JOHPER, 40, 4 (April, 1969), pp. 47-48.

- (56) Garrison, Cecil I. "A Study of Factors Contributing to Success or Failure of Physical Education Teachers and/or Coaches in Selected High Schools of Arkansas." (Unpub. Ed.D. dissertation, University of Wyoming, 1957.)
- (57) George, J. F. and H. A. Lehman. School Athletic Administration. New York: Harper & Row, 1966.
- (58) Gillen, F. G. "The Principal Looks at Coaches and their Qualifications." Certification of High School Coaches. Washington: AAHPER, 1971, pp. 9-11.
- (59) Goddard, James. "A Study of Coaching and Teaching Assignments from Grade One through Twelve in the State of Oregon." State Department of Education, Salem, Oregon, 1971.
- (60) Griffith, John L. "State Requirements for Physical Education Teachers and Coaches." The Athletic Journal, 34 (April, 1954), pp. 17-42.
- (61) Griffith, L. H. "An Overlooked Problem in Girls Interscholastic Basketball." School Activities, 39 (December, 1967), pp. 3-4.
- (62) Guemple, C. E. "New Directions for Professional Preparation at Ball State University." JOHPER, 44, 7 (September, 1973), p. 67.
- (63) Hartman, Betty G. "Training Women to Coach." JOHPER, 39, 1 (January, 1968), p. 25.
- (64) Hartman, Paul E. "Selecting the Right Person to be Coach." NASSP Bulletin, 62, 418 (May, 1978), pp. 23-27.
- (65) Hatlem, Roger B. "Professional Preparation and Experience of the Coaches of the Wisconsin Interscholastic Athletic Association." (Unpub. D. of P.E. dissertation, Springfield College, 1972.)
- (66) Havel, Richard G. "The Professional Status of Head Coaches of Athletics in Colleges and Universities." Research Quarterly, 24 (March, 1953), p. 8.
- (67) Healey, J. H. and W. A. Healey. Administrative Practices In Boys And Girls Interscholastic Athletics. Springfield, Illinois: Charles C. Thomas, 1976.
- (68) Healey, William A. "Are Athletics a Part of Physical Education?" Progressive Education, 32, 4 (July, 1955), pp. 120-121.
- (69) "Here's What's New with the U.S. Sports Academy." Athletic Purchasing and Facilities, 2, 3 (June, 1978), p. 37.

- (70) Hixson, Chalmer G. "The Ohio Conference on Certification." Proceedings of Annual Meeting, National College Physical Education Association for Men, December, 1965. Washington: AAHPER, 1966, pp. 41-44.
- (71) Hohman, William D. "The Status of the Professional Preparation of Athletic Coaches in High Schools in the State of Washington." (Unpub. Masters thesis, Washington State University, 1965.)
- (72) Hughes, William L. "The Place of Athletics in the School Physical Education Program." JOHPER, 21, 9 (December, 1950), pp. 23-27.
- (73) Hughes, William L. "The Professional Preparation of Teachers and Leaders in Health, Physical Education and Recreation." Education, 70 (October, 1949), p. 104.
- (74) Kent, James W. "Preparation for Athletic Coaching: Status and Certification Comparisons for Coaches in Iowa." (Unpub. Ph.D. dissertation, University of Iowa, 1974.)
- (75) Knapp, Clyde and Ann E. Jewett. Physical Education Student And Beginning Teaching. New York: McGraw-Hill, 1957.
- (76) LaPorte, W. R. The Physical Education Curriculum. Los Angeles: University of Southern California Press, 1940.
- (77) Lariza, Francisco T. "Interscholastic Athletics in Oregon Junior High Schools in Relation to Nationally Recommended Programs." (Unpub. Ed.D. dissertation, University of Oregon, 1964.)
- (78) Lawther, John D. Psychology of Coaching. Englewood Cliffs: Prentice Hall, 1955.
- (79) Leibee, Howard C. "School Law and Legal Liability." Administration of Athletics in Colleges and Universities, Washington: AAHPER, 1971, p. 130.
- (80) Leibee, Howard C. Tort Liability For Injuries To Pupils. Ann Arbor: Campus Publishers, 1965.
- (81) Littau, Fred W. "A Survey of the Responsibilities and Qualifications of Varsity Coaches in a Selected Group of Class 'B' South Dakota High Schools." (Unpub. Masters thesis, University of South Dakota, 1957.)
- (82) Mach, Francis G. "The Undergraduate Preparation and Professional Duties of Selected High School Athletic Coaches in Minnesota and Bordering States." (Unpub. Ed.D. dissertation, University of South Dakota, 1969.)

- (83) Maetozo, Matthew G. "An Analysis of the Professional Preparation of Interscholastic Athletic Coaches in Selected Sports." (Unpub. D. of P.E. dissertation, Springfield College, 1965.)
- (84) Maetozo, Matthew G. "Athletic Coaching Certification in Pennsylvania." JOPER, 48, 6 (June, 1977), pp. 40-41.
- (85) Maetozo, Matthew G., Ed. Certification of High School Coaches, Washington: AAHPER, 1971.
- (86) Mann, Constance. "The Lack of Girl's Athletics." Physical Educator, 29 (March, 1972), pp. 9-10.
- (87) Marsh, David B. "A Study of the Professional Preparation and Playing Experience of Selected High School Coaches in Four Eastern States." (Unpub. Masters thesis, Springfield College, 1964.)
- (88) McIntyre, Martin. "Coaching: A Profession in Search of a Solution." Texas Association of Health, Physical Education and Recreation Journal, Spring, 1979, pp. 6-7.
- (89) McKinney, Wayne C. and Robert Taylor. "Certification of Coaches: The Missouri Approach." JOHPER, 41, 8 (October, 1970), pp. 50-56.
- (90) Meinhardt, Thomas. "A Rationale for Certification of High School Coaches in Illinois." JOHPER, 42, 1 (January, 1971), pp. 54-55.
- (91) Metz, Paul R. "A Course to Build Player-Coach Rapport." JOHPER, 42, 4 (April, 1971), pp. 50-51.
- (92) Mueller, Frederick O. and James M. Robey. "Factors Related to the Certification of High School Football Coaches." JOHPER, 42, 2 (February, 1971), pp. 50-51.
- (93) Murray, Robert E. "Working Conditions of Basketball Coaches." School and Community, 49 (April, 1963), p. 22.
- (94) Nanovsky, John. "A Gross Analysis of the General Duties of the Men who Coach High School Athletics in Ohio." (Unpub. D. of P.E. dissertation, University of Indiana, 1952.)
- (95) NASDTEC Directory, 1978-79. National Association of State Directors of Teacher Education and Certification, 1979.
- (96) Nathanson, Stephen J. "Athletic Coaching Competencies." JOPER, 50, 5 (May, 1979), p. 37.
- (97) Neal, J. G. "Professional Preparation of Athletic Coaches in the Public Schools of Minnesota." Research Quarterly, 28 (May, 1957).

- (98) Noble, Larry and Charles B. Corbin. "Certification of Coaches." JOPER, 49, 2 (February, 1978), pp. 69-70.
- (99) Oehrlein, Tommy and Herman B. Segrest. "A Survey of Certification Requirements for High School Athletic Coaches." Coach and Athlete, 32 (April, 1970), p. 32.
- (100) Official Handbook. National Association of State High School Associations, 1977. Elgin, Illinois.
- (101) Paldanius, Ward A. "Analysis of Coaching Competencies Identified by Selected Oregon High School Men Athletic Coaches and School Principals." (Unpub. Ed.D. dissertation, Oregon State University, 1974.)
- (102) Pechar, Stanley F. "Administration and Supervision - Internal Controls." Sports Safety. Washington: AAHPER, 1971, p. 33.
- (103) Perry, Richard H. "Policies Pertaining to Hiring and Teaching Assignments of Coaches of Interscholastic Athletic Teams in Southern California Secondary Schools." (Unpub. Ph.D. dissertation, University of Southern California, 1968.)
- (104) "Personnel, NASSP, Problems in Physical Education." Bulletin of National Association of Secondary School Principals, 1953.
- (105) Pitts, Ervin R. "Professional and Experimental Factors Related to the Status of Head Coaches of Missouri Interscholastic Football." (Unpub. Ed.D. dissertation, University of Missouri, 1964.)
- (106) Plesent, Emanuel. "Relationships between Injuries of High School Athletes Participating in Varsity Athletics and Selected Factors in the Background of their Coaches." (Unpub. Ed.D. dissertation, New York University, 1967.)
- (107) Professional Preparation In Dance, Physical Education, Recreation Education, Safety Education And School Health Education. Washington: AAHPER, 1974.
- (108) Professional Preparation In Health Education, Physical Education And Recreation Education. Washington: AAHPER, 1962.
- (109) "Report of the Green Meadows Conference." JOHPER, 41, 8 (October, 1970), pp. 61-62.
- (110) "Required Specialized Preparation for Coaching." JOHPER, 42, 4 (April, 1971), pp. 12-13.

- (111) Resick, M. C., B. L. Seidel, and J. G. Mason. Modern Administrative Practices In Physical Education And Athletics. 2nd Ed. Reading, Massachusetts: Addison-Wesley, 1975.
- (112) "Revised Regulations Governing Physical Education." The State Education Department of New York, 1974.
- (113) Rice, Harry M. "The Qualities I Look for in a Coach." Journal California Association for Health, Physical Education and Recreation, 19 (September, 1956), pp. 7-10.
- (114) Riley, Bobby E. "The Effect of Title IX of the Educational Amendments of 1972 on the Administration of Girls Competitive Athletic Programs in Selected Public High Schools of Texas." (Unpub. Ed.D. dissertation, East Texas State University, 1976.)
- (115) Rosenstein, Irwin. "Public Relations - A Missing Competency in Professional Preparation." JOPER, 42, 4 (April, 1972), pp. 43-44.
- (116) Rowley, Robert. "The Academic and Professional Training of Athletic Coaches in the Secondary Schools in the State of Washington in Relation to the Subjects They Teach." (Unpub. Masters thesis, University of Washington, 1933.)
- (117) Ryan, Allan J. "What Coaches Should Know about Health and Safety in Sports." Certification Of High School Coaches. Washington, AAHPER, 1971, pp. 23-24.
- (118) School Athletics: Problems And Policies. Education Policies Commission of the National Education Association and the American Association of School Administrators. National Education Association, 1954.
- (119) School Safety Policies With Emphasis On Physical Education, Athletics And Recreation. Washington: AAHPER, 1968.
- (120) Schwankl, Orv. "Finding Qualified Personnel to Fill Staff Assignments." Interscholastic Athletic Administration, 2, 1 (Fall, 1976), p. 25.
- (121) Scott, Harry A. Competitive Sports In Schools And Colleges. New York: Harper & Bros., 1951.
- (122) Seidler, A. H. "A Code for Athletic Coaches." The Physical Educator, 8 (December, 1951), pp. 108-109.
- (123) Sheets, Norman L. "Current Status of Certification of Coaches in Maryland." JOHPER, 42, 6 (June, 1971), p. 11.
- (124) Sisley, Beckley. "Professional Preparation of Women Coaches." Physical Educator, 33, 2 (May, 1976), pp. 87-91.



- (125) Snyder, Raymond A. and Harry A. Scott. Professional Preparation In Health, Physical Education And Recreation. New York: McGraw Hill, 1954.
- (126) Snyder, Raymond A. "Summary of the Meeting on Teacher Education." Fifty-fourth Annual Proceedings, The College Physical Education Association, 1951, p. 63.
- (127) Snyder, Raymond A. "The Future in Professional Preparation." Physical Educator, 25 (March, 1968), pp. 5-8.
- (128) "Sports Participation Survey." The National Federation of State High School Associations, Kansas City, Missouri, 1971, 1973, 1975, 1976, 1978, 1979.
- (129) Stein, Julian U. "Undergraduate Professional Preparation." Physical Educator, 25 (March, 1968), pp. 5-8.
- (130) Steir, William F. "The Coaching Intern." JOHPER, 41, 1 (January, 1970), pp. 27-29.
- (131) Sterner, William S. "Preparing Beginning Teachers to Coach Physical Activities." Research Quarterly, 22 (May, 1951).
- (132) Struck, Raymond. "A Study of the Administrative Procedures, Opinion and References Which Affect the Status of High School Athletic Coaches in Indiana." (Unpub. Masters thesis, University of Indiana, 1956.)
- (133) "Suggested Certification Requirements for the Academic Teacher-Coach." Physical Education Newsletter, 12 (April, 1968), p. 3.
- (134) Theisen, William. "Future Schoolhouse Needs." American School Board Journal, 132 (March, 1956), pp. 39-40.
- (135) Thurmond, Ray C. "Professional Relationships of Physical Educators and Athletic Coaches in Oklahoma." OAHPER Journal, 11, 1 (Winter, 1978).
- (136) Thurmond, Ray C. "The Value of College Courses on Athletic Injuries to High School Coaches." Athletic Training, 12, 4 (Winter, 1977), pp. 212-213.
- (137) Urberger, Robert C. "An Analysis of Coaching in Relation to Teaching Duties in Some High Schools of Missouri." (Unpub. Masters Thesis, Northeast Missouri State Teachers College, 1967.)
- (138) Veller, Don. "New Minor for a Major Profession." JOHPER, 38, 4 (April, 1967), pp. 32-33.

- (139) Veller, Don. "Survey '71." The Athletic Journal, 52, 2 (October, 1971), pp. 58-74.
- (140) Voltmer, Edward F. and Arthur A. Esslinger. The Organization And Administration Of Physical Education. 4th Ed. New York: Appleton-Century-Crafts, 1967.
- (141) Whiddon, Nancy S. "A Model for Undergraduate Professional Preparation Programs for Women Athletic Coaches in Southeastern Senior Colleges and Universities." (Unpub. Ed.D. dissertation, Florida Atlantic University, 1977.)
- (142) Williams, Dorothy E. "Coaching Certification: Bane or Benefit?" Interscholastic Athletic Administration, 6, 2 (Winter, 1979), pp. 5-7.
- (143) Williamson, Warren. "A Study of the Professional Preparation, Coaching and Teaching Experience of Coaches in Fifty High Schools in Northeastern South Dakota." (Unpub. Masters thesis, South Dakota State College, 1954.)
- (144) Youngblood, John. "Providing Quality Coaches." Interscholastic Athletic Administration, 6, 2 (Winter, 1979), pp. 14-15.
- (145) Zeck, Donald. "A Job Analysis of the Professional Preparation of the High School Coaches in the State of Washington with the Regard to their Professional Training." (Unpub. Masters thesis, State College of Washington, 1954.)

APPENDIXES

APPENDIX A

OKLAHOMA COACHING CERTIFICATION  
STANDARDS PROPOSED IN 1970-73

## CERTIFICATION FOR COACHES COMMITTEE

4545 Lincoln Blvd.  
Room 100  
November 23, 1971

Present

Dr. Homer Coker ✓  
Dr. John Bayless ✓  
Mr. Virgil Francis  
Mr. Tony Risinger  
Mr. Bill Cochran  
Dr. Joe Record ✓  
Mr. Henry Vaughn  
Mr. Ronald Carpenter

Absent

Mr. Gerald Daugherty

Dr. Coker, Chairman, opened the meeting at 10:00 a.m. He gave a brief history of the writing of the proposal for certification for coaches and how the committee was formed. A discussion of several of the problems involved in certification of coaches followed. The following points were discussed:

1. Should the credential be required for elementary coaches as well as those on the secondary level?
2. Should assistant coaches be required to have this credential as well as head coaches?
3. Should the grandfather clause be included in the proposal?
4. Will the coaches who have completed the requirements be employable in a field with experienced coaches who do not have the requirements?
5. What kind of controls should be set, for instance should coaches coming to Oklahoma from other states be required to have the credential?

The committee agreed that certain courses with specific course content should be required rather than just a set number of hours. The proposal calls for a program of eighteen hours. It was also agreed that the certification should be for an approval credential rather than a full certificate.

The committee agreed to add Jerry Potter and L. D. Bains to the membership of the committee.

The next meeting date was set for January 26, 10:00 a.m., Mr. Vaughn's office.

The meeting adjourned at 12:45 p.m.

RC:fk

## CERTIFICATION FOR COACHES COMMITTEE

Lincoln Plaza Building, Room 160  
 January 26, 1972  
 10:00 a.m.

Present

Mr. Jerry Potter  
 Mr. Gerald Daugherty  
 Mr. L. D. Bains  
 Mr. Bill Cochran  
 Dr. Homer Coker  
 Mr. Henry Vaughn  
 Dr. Joe Record  
 Mr. Harvey Tedford  
 Mr. Virgil Francis  
 Mr. John Bayless  
 Mr. Thomas F. Hodges  
 Mr. Ronald Carpenter

After much discussion about the grandfather clause, it was determined that the majority of the committee was in favor of a grandfather clause of some kind. A small committee consisting of Mr. Bayless, Mr. Potter, Chairman, Mr. Tedford, and Mr. Carpenter was appointed by Dr. Coker to write a grandfather clause which could be implemented.

A vote was taken and the committee agreed that the certification should be for an approval credential rather than for a full certificate.

The committee recommended that out-of-state applicants must meet the same requirements as Oklahoma applicants. If the grandfather clause applies to an out-of-state applicant, then he may qualify under it. If he does not qualify under the grandfather clause, then he must meet the same hour requirements that the Oklahoma applicant must meet. The committee agreed that the credential could be applied at the elementary level as well as at the secondary level and elementary-secondary level. The committee further agreed that all coaches, head and assistant coaches, must have the credential.

The committee decided a definition for coaches was needed. Dr. Coker asked the small committee to write the definition of coaches. The committee recommended to the subcommittee that included in the grandfather clause should be the requirement that one year of experience as a coach must have been within the past five years.

The committee looked at the written program which had been presented to the Professional Standards Board and discussed the requirements listed. Mr. Bayless moved and Mr. Francis seconded the motion that Category 2, Kinesiology or Human Physiology or Physiology of Exercise, be changed from 3-5 hours to 2-5 hours. The motion carried. By common consensus of the committee the second category was changed to the broad category of "Medical Aspects of Coaching." It was suggested that ~~two~~ courses were to be listed under this heading with the recommendation that the applicant take one of the courses. The courses to be listed are: Kinesiology, ~~Applied Anatomy~~, and Physiology of Exercise.

Mr. Cochran and Dr. Coker will work on the opening statement stating the eighteen hour requirement for the credential, and they will redo the written program for the next meeting.

TO: PROFESSIONAL STANDARDS BOARD  
FROM: ATHLETIC COACHING CERTIFICATION COMMITTEE  
SUBJECT: APPROVAL CREDENTIAL FOR ATHLETIC COACHES

The following proposal regarding the certification of athletic coaches in Oklahoma is the result of five meetings:

- (1) with the members of the Oklahoma Coaches Association Board of Control on March 14, 1970.
- (2) with a committee especially selected to propose curriculum content on May 14, 1970.
- (3) with the members of the Oklahoma Coaches Association in the general business meeting on August 7, 1970.
- (4) with the Athletic Coaching Certification Committee on January 6, 1971.
- (5) with the members of the Certification Section of the State Department of Education on January 20, 1971.

THE FOLLOWING PROPOSAL REGARDING AN APPROVAL CREDENTIAL FOR ATHLETIC COACHES IN OKLAHOMA WAS UNANIMOUSLY APPROVED BY VOTE OF THE COACHES AND ADOPTED BY THE OKLAHOMA COACHES ASSOCIATION AND THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION IN THE GENERAL BUSINESS MEETING HELD IN THE MAYO HOTEL AT TULSA, OKLAHOMA ON AUGUST 7, 1970.

It is recommended that the colleges and universities within the State of Oklahoma include courses qualifying their graduates for the approval credential for athletic coaches as a part of their curricular offering on or before fall semester, 1972.

It is proposed that individuals who receive the approval credential for coaching shall also hold a certificate in an elementary-secondary field or secondary field.

It is proposed that effective with the 1976-77 school year, the approval credential for coaches shall become mandatory. This requirement will not apply to teachers contracted for as coaches prior to July 1, 1976, listed on the official school accrediting report or on the official class schedule. Teachers who qualified for an approval credential in Health and Physical Education or held a Health and Physical Education certificate prior to July 1, 1976, will be accepted as meeting the requirements for the approval credential.



### Focus

Physical Educators and Athletic Coaches throughout the State of Oklahoma believe that the time has come to officially adopt minimum certification standards for the professional preparation of teachers assigned to teach-coach within interscholastic athletic programs in grades seven through twelve in Oklahoma. The idea of having just a certified teacher from any discipline assigned to coach an interscholastic athletic team without previous background is professionally appalling to both the physical educators and coaches. This is a definite encroachment on the physical education and coaching professions. Both the physical education and coaching professions receive unjust criticism from the mistakes made by unqualified personnel coaching in the interscholastic athletic programs. However, this is relatively unimportant when one considers that the student-athlete in Oklahoma secondary schools really receives the ill effects of current, nonexistent "standards" for coaching personnel in the state.

### Proposal Regarding Approval Credential for Athletic Coaches

Without a doubt, interscholastic athletic experiences are designed to contribute to the physiologic, anatomic, psychologic, educational and moral development of the participants. Therefore, to derive these potential values from athletics, teachers assigned to coach in the State of Oklahoma should be specifically and professionally prepared to teach-coach in the interscholastic athletic program. Consequently, it is proposed that teachers of interscholastic athletics must have an approval credential in athletic coaching.

### Minimum Coaching Standards (Proposed)

The following minimum standards for an eighteen (18) hour program are recommended for an approval credential for athletic coaches.

Required Courses and ExperiencesHours

Organization and Administration of Interscholastic Athletics----- 2-3  
 (This course should include a study of the organization and management of competitive athletics. Also, special attention will be given to public relations, staff functions, contracts, legal consideration, facilities, equipment, and interschool and intraschool relations.)

Kinesiology or Human Physiology or Physiology of Exercise----- 3-5  
 (A study of the bone and muscular systems of the body, with regard to the origin, insertion, and action of the muscles. In addition, a study of corrective exercises should be made.)

Care and Prevention of Athletic Injuries----- 2-3  
 (Accepted athletic training procedure in the care and prevention of athletic injuries.) (A course in first aid only would not suffice for the requirement.)

Theory of Coaching Courses (For certification a student must complete a minimum of six (6) hours of theory of coaching. These six (6) hours must include two theory of coaching courses covering different sports. All courses would include the theory and practice in coaching of a particular sport or activity. Also, coaching aids, techniques, strategy, systems of the activity, techniques of scheduling and program preparation.)

Theory of Football-----	2-3
Theory of Basketball (Boys and Girls)-----	2-3
Theory of Baseball-----	2-3
Theory of Track and Field-----	2-3
Theory of Wrestling-----	2-3
Theory of Swimming and Diving-----	2-3
Theory of Gymnastics-----	2-3
Theory of Tennis-----	2-3
Theory of Golf-----	2-3

Elective Courses as desired or needed to complete approval credential requirements.

(All sports officiating courses will include rules, lectures, readings, class discussions and field experience in the intramural sports.)

Sports Officiating (Football-Fall)-----	2
Sports Officiating (Basketball-Fall or Spring)-----	2
Sports Officiating (Baseball and Track-Spring)-----	2
Sports Officiating (Wrestling-Fall or Spring)-----	2

(Knowledges, understandings and skill analysis which are involved in the teaching of the following courses)

Weight Training-----	1-2
Tennis-----	1-2
Golf-----	1-2
Gymnastics-----	1-2
Swimming and Diving-----	1-2
Audio-Visual Education-----	2-3

**Coaching Certification Committee Members**

**Jerry Potter, Past-President, Oklahoma Coaches Association and Head Football Coach and Athletic Director, Putnam City High School**

**Gerald Daugherty, Member, Oklahoma Coaches Association Board of Control, Athletic Director and Head Football and Track Coach, Watonga High School**

**Bill Currens, Member, Oklahoma Coaches Association Board of Control and Head Football Coach, Ponca City High School**

**Dr. John Bayless, President-Elect, Oklahoma Association for Health, Physical Education and Recreation, and Associate Professor of Health and Physical Education, Oklahoma State University**

**Dr. Homer Coker, Past-President, Oklahoma Association for Health, Physical Education and Recreation, and Associate Professor of Health and Physical Education, Central State College**

**Dean Karns, Past-Coordinator, Physical Education, Oklahoma State Department of Education**

**Harvey Tedford, Coordinator, Physical Education, Oklahoma State Department of Education**

**Faye O'Dell, President, Oklahoma Coaches Association and Head Football Coach, Cushing High School**

**PROGRESS REPORT TO THE PROFESSIONAL STANDARDS BOARD — February 18, 1972**

**By: Homer L. Coker, Central State University, Chairman of Committee to Study Special Certification for Athletic Coaches in Oklahoma.**

On February 12, 1971, I requested of the Professional Standards Board that it approve the appointment of a committee to make recommendations for an "approval credential" or "special certification" for athletic coaches in the State of Oklahoma. Happily, that request was honored.

In November, 1971, such a committee (comprised of eleven men representing public school administrators and coaches, university physical educators, and State Department of Education) was appointed by Mr. Ronald Carpenter. Since that time, two very active and worthwhile committee meetings have been held (November 23, 1971 and January 26, 1972). As a result of those meetings, the following points of progress have been made:

- 1) The committee agrees unanimously that the special certification for athletic coaches should be for an approval credential rather than for a full certificate.
- 2) The committee recommends that out-of-state applicants for an approval credential for athletic coaches must meet the same requirements as Oklahoma applicants.
- 3) The committee agrees unanimously that the credential should be applied to all athletic coaches (head and assistant, man or woman) at the elementary, secondary and elementary-secondary levels.
- 4) The committee recommends that the credential should be an 18-hour program consisting of five (5) principal categories:

I - Organization and Administration of Interscholastic Athletics—2-3 hrs. (a study of the organization and management of competitive athletics—giving special attention to public relations, interschool and intra-school relations, staff functions, contracts, legal considerations, facilities and equipment).

II - Medical Aspects of Coaching—2-5 hrs. (with consideration being given to such courses as Kinesiology and Applied Anatomy, Human Physiology, and Physiology of Exercise).

III - Care and Prevention of Athletic Injuries—2-3 hrs. (something more than a course in first aid).

IV - Theory of Coaching—6 hrs. (to be selected from a variety of theory of coaching courses; these six (6) hours must include two theory of coaching courses covering different sports).

V - Elective Courses (as desired or needed to complete approval credential requirements). (Electives will be specified by area rather than specific courses.)

PROGRESS REPORT TO THE PROFESSIONAL STANDARDS BOARD -- February 18, 1972 - page 2

By: Homer L. Coker, Chairman of Committee to Study Special Certification for Athletic Coaches in Oklahoma

- 5) After much discussion and with only two members dissenting, it was determined by the committee that a grandfather clause of some kind should be included in its proposal.
- 6) Two sub-committees have been appointed and charged with specific responsibilities:
  - a) one sub-committee is to write a "workable" definition of "athletic coach" and a "grandfather clause" capable of being implemented.
  - b) the other sub-committee is to write an "opening statement" for the credential and rewrite (for committee consideration) the original proposal which was presented to the Professional Standards Board on February 12, 1971.
- 7) The next meeting of the "Committee to Study Special Certification for Athletic Coaches" has been set for 9:30 a.m., Wednesday, March 8, 1972.

I thank you for your time and consideration.

## CERTIFICATION FOR COACHES COMMITTEE

Lincoln Plaza, Room 160  
March 8, 1972  
9:30 a.m.

Present

Dr. Homer Coker  
Dr. Joe Record  
Mr. Virgil Francis  
Dr. John Bayless  
Mr. Tony Risinger  
Mr. Jerry Potter  
Mr. L. D. Bains  
Mr. Harvey Tedford  
Mr. Ronald Carpenter  
Mr. Thomas Hodges

Absent

Mr. Bill Cochran  
Mr. Gerald Daugherty  
Dr. Max Skelton  
Dr. Collin Bowen  
Dr. Fred Lawson

Dr. Coker called the meeting to order at 9:30 a.m. He gave a brief report of his presentation of the progress report to the Professional Standards Board. Mr. Carpenter told the committee that he had neglected to notify Dr. Skelton, Dr. Bowen, and Dr. Lawson of the scheduled meeting.

The committee agreed that the minutes of the last meeting should be changed in the third paragraph, the fifth line to read, "The committee agreed that the credential should be applied at the elementary level as well as at the secondary level and elementary-secondary level." The word "should" replaced the word "could."

The committee decided to send the final draft of the program for the coaching credential to all members of the committee including the three new members appointed at the last Professional Standards Board meeting. If there are corrections or questions concerning the "grandfather clause" or academic program, then a meeting of the committee will be held on April 7, 9:30 a.m. in Mr. Henry Vaughn's office, 4545 Lincoln Plaza, Room 160, to discuss and finalize the program before presenting it to the Professional Standards Board. If all members of the committee are in agreement with the guidelines, then there will not be a need for the April 7 meeting.

The committee revised the program in several ways to end up with the final draft. (See the attached sheets) Dr. Bayless moved and Mr. Bains seconded the motion to approve the grandfather clause and the credential program as amended. The motion carried.

The meeting adjourned at 2:00 p.m.

RC:fk

### ATHLETIC COACHING CREDENTIAL

Persons employed full time or part time as athletic coaches or Directors of Athletics, grades K-12, shall be certified teachers and full-time members of the administration or faculty of the employing school district, and shall be approved to coach interscholastic athletics by having an approval credential for Oklahoma coaches.

#### Grandfather Clause

Effective with the 1976-77 school year, such accreditation of all coaches and Athletic Directors, grades K-12, shall become mandatory. This requirement does not apply to teachers contracted as coaches or Athletic Directors prior to September 1, 1976, as long as said teacher has been an assistant coach, head coach, or Athletic Director for a minimum of five years and one year within the past five years or has completed an approved program for the standard certificate in the area of Health and Physical Education.

### ATHLETIC COACHING

#### MAJOR ASSIGNMENT

The teacher who is an athletic coach or Director of Athletics shall have a valid appropriate teaching certificate (elementary, elementary-secondary, secondary, or special) with a minimum of 18 semester hours including some work from each area as follows:

- |  |           |
|--|-----------|
| I. Organization and Administration of Interscholastic Athletics                              | 2-3 hours |
| II. Kinesiology, Applied Anatomy, Human Physiology, Physiology of Exercise                   | 2-5 hours |
| III. Care and Prevention of Athletic Injuries  | 2-3 hours |
| IV. Theory of Coaching (must include 2 theory of coaching courses covering different sports) | 4-6 hours |
| V. Elective Courses  | 1-8 hours |
- Courses elected in this area must be selected from categories I, II, III, and IV or (1) Principles of Athletic Coaching; (2) Psychology of Athletic Coaching; (3) Athletic Facilities and Equipment; (4) Athletic Training; (5) Sports Officiating; (6) Audiovisual Education; (7) Physical Education Activities (no more than 2 hours may be completed in physical education activities)

Minutes  
State Board of Education  
June 21, 1973  
Excerpt from page 394

---

Amendments - Annual Bulletin for Elementary and Secondary Schools, No. 113-R

IV. FACULTY, PAGE 58

ATHLETIC COACHING

Beginning with the school year 1974-75, all beginning athletic coaches shall have two (2) semester hours in the care and prevention of athletic injuries. The head coach and/or athletic director shall have a minimum of four (4) additional semester hours from the following areas of specialization:

1. Organization and administration of interscholastic athletics.
2. Kinesiology, applied anatomy, human physiology, physiology of exercise.
3. Theory of athletic coaching
4. Elective Courses:
  - a. Principles of athletic coaching
  - b. Psychology of athletic coaching
  - c. Athletic facilities and equipment
  - d. Athletic training
  - e. Athletic workshop
  - f. Sport officiating
  - g. Audio-visual Education
  - h. Physical Education Activities not more than two (2) hours be counted.

All coaches and athletic directors names shall appear on the class schedule, be employed by the school district, and shall hold a valid teaching certificate.



APPENDIX B  
DIRECTORS OF CERTIFICATION  
QUESTIONNAIRE

QUESTIONNAIRE REGARDING CERTIFICATION AND PROFESSIONAL PREPARATION  
OF SECONDARY SCHOOL ATHLETIC COACHES

The investigator recognizes your leadership post in your state but he is interested in determining your personal opinion, rather than a reflection of any stand taken by your organization. Most of the following questions will request a response based on your professional experience. Two definitions that may assist you are: 1. Coaching Certification will refer to special standards required for athletic coaches over and above state standards for teaching. 2. Professional Preparation will refer to higher education academic courses to prepare an individual for athletic coaching.

In the area at the left, please encircle your response or complete the blank. Additional comments will be appreciated and may be noted at the bottom or on the back of this questionnaire.

Name \_\_\_\_\_ Title \_\_\_\_\_

State \_\_\_\_\_

- Yes No 1. Have you had secondary school coaching experience?  
\_\_\_\_\_ 2. If yes, how many years?
- Yes No 3. There is a need in our state for some type of certification for secondary school athletic coaches, other than general teacher certification.
- Yes No 4. Our state now has a functioning certification requirement specifically for coaches.  
\_\_\_\_\_ 5. If yes to #4, How many semester hours of professional coaching preparation are required for certification?
- Yes No 6. If no to #4, Has your state adopted a coaching certification program, the implementation of which is pending?  
\_\_\_\_\_ 7. If yes to #6, In what year will the program be enforced?  
\_\_\_\_\_ 8. How many semester hours of professional coaching preparation will be required for certification?
- Yes No 9. If your state has a requirement for certification of coaches, would you rate the overall program as effective in meeting the needs of your state?  
Comments \_\_\_\_\_
10. If you are professionally acquainted with the operation of coaching certification in another state, would you please comment on your observations in that program. What state(s)? \_\_\_\_\_  
Comments \_\_\_\_\_
- Yes No 11. Are there coaching certification changes or proposals pending in your state? (Please enclose if available or comment. \_\_\_\_\_)

Questions #12 through #15 request that you rank in order various choices. Please use each number only once, with 1 being your most preferred choice.

12. A number of organizations or bodies are concerned with the professional standards of coaches. Ideally, who should be responsible for the certification standards of coaches? Please rank in order of preference, 1 through 6.

Certification Office, State Department of Education  
 National Certifying Body  
 Higher Education Institutions  
 State AHPER  
 State Coaches Association  
 State High School Activities/Athletic Association

13. There are several methods of enacting certification standards for coaches. Please rank in order of preference (1 through 6) the following procedures.

All coaches meet the requirements by a given date.  
 New coaches meet the requirements by a given date, with an extension or grace period for coaches already under contract to comply.  
 New coaches meet the requirements, but coaches under contract would be exempted (grandfather clause).  
 New coaches meet the requirements, but coaches under contract would have reduced academic requirements based on amount of experience.  
 New coaches meet the requirements, with coaches under contract being able to fulfill requirement by attending approved workshops or clinics  
 New coaches meet the requirement by a given date, with certain categories of contracted coaches (such as minor sports, assistants) given an extension.

14. What is the most desirable college or university professional preparation/background for coaches in your state? Please list in order of preference (1 through 4).

Physical education major  
 Physical education minor  
 Coaching minor  
 Varsity experience with no major or minor in above areas

15. Recognizing that many secondary schools have difficulty in staffing their coaching positions, what college or university professional preparation/background will best meet the needs of staffing qualified coaches in your state? Please list in order of preference (1 through 4).

Physical education major  
 Physical education minor  
 Coaching minor  
 Varsity experience with no major or minor in above areas

APPENDIX C

COMPLETE QUESTIONNAIRE

QUESTIONNAIRE REGARDING CERTIFICATION AND PROFESSIONAL PREPARATION  
OF SECONDARY SCHOOL ATHLETIC COACHES

The investigator recognizes your leadership post in your state but he is interested in determining your personal opinion, rather than a reflection of any stand taken by your organization. Most of the following questions will request a response based on your professional experience. Two definitions that may assist you are: 1. Coaching Certification will refer to special standards required for athletic coaches over and above state standards for teaching. 2. Professional Preparation will refer to higher education academic courses to prepare an individual for athletic coaching.

In the area at the left, please encircle your response or complete the blank. Additional comments will be appreciated and may be noted at the bottom or on the back of this questionnaire.

Name \_\_\_\_\_ Title \_\_\_\_\_

State \_\_\_\_\_

- Yes No 1. Have you had secondary school coaching experience?  
\_\_\_\_\_ 2. If yes, how many years?
- Yes No 3. There is a need in our state for some type of certification for secondary school athletic coaches, other than general teacher certification.
- Yes No 4. Our state now has a functioning certification requirement specifically for coaches.  
\_\_\_\_\_ 5. If yes to #4, How many semester hours of professional coaching preparation are required for certification?
- Yes No 6. If no to #4, Has your state adopted a coaching certification program, the implementation of which is pending?  
\_\_\_\_\_ 7. If yes to #6, In what year will the program be enforced?  
\_\_\_\_\_ 8. How many semester hours of professional coaching preparation will be required for certification?
- Yes No 9. If your state has a requirement for certification of coaches, would you rate the overall program as effective in meeting the needs of your state?  
Comments \_\_\_\_\_  
\_\_\_\_\_
10. If you are professionally acquainted with the operation of coaching certification in another state, would you please comment on your observations in that program. What state(s)? \_\_\_\_\_  
Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Yes No 11. Are there coaching certification changes or proposals pending in your state? (Please enclose if available or comment. \_\_\_\_\_  
\_\_\_\_\_

Questions #12 through #15 request that you rank in order various choices. Please use each number only once, with 1 being your most preferred choice.

12. A number of organizations or bodies are concerned with the professional standards of coaches. Ideally, who should be responsible for the certification standards of coaches? Please rank in order of preference, 1 through 6.

Certification Office, State Department of Education  
 National Certifying Body  
 Higher Education Institutions  
 State AHPER  
 State Coaches Association  
 State High School Activities/Athletic Association

13. There are several methods of enacting certification standards for coaches. Please rank in order of preference (1 through 6) the following procedures.

All coaches meet the requirements by a given date.  
 New coaches meet the requirements by a given date, with an extension or grace period for coaches already under contract to comply.  
 New coaches meet the requirements, but coaches under contract would be exempted (grandfather clause).  
 New coaches meet the requirements, but coaches under contract would have reduced academic requirements based on amount of experience.  
 New coaches meet the requirements, with coaches under contract being able to fulfill requirement by attending approved workshops or clinics  
 New coaches meet the requirement by a given date, with certain categories of contracted coaches (such as minor sports, assistants) given an extension.

14. What is the most desirable college or university professional preparation/background for coaches in your state? Please list in order of preference (1 through 4).

Physical education major  
 Physical education minor  
 Coaching minor  
 Varsity experience with no major or minor in above areas

15. Recognizing that many secondary schools have difficulty in staffing their coaching positions, what college or university professional preparation/background will best meet the needs of staffing qualified coaches in your state? Please list in order of preference (1 through 4).

Physical education major  
 Physical education minor  
 Coaching minor  
 Varsity experience with no major or minor in above areas

An A.A.H.P.E.R. Task Force submitted a recommendation in 1968 on "Certification of High School Coaches". It developed a program of minimum essentials that every secondary school coach should possess. It recommended five general areas and assigned semester hour requirements to each.

In adopting a certification program, please evaluate and rate the importance of each of these five areas listed below by encircling the desired response.

- E Essential (It must be included in an acceptable certification requirement.)  
 I Important (It would be desirable to include in an acceptable certification requirement.)  
 U Useful (It is desirable but is either not important or the requirement is too great.)  
 N Not Needed (It is not sufficiently important to be required.)

	General Areas	Requirement
E I U N	16. Medical Aspects of Athletic Coaching . . . .	3 sem. hrs.
E I U N	17. Principles and Problems of Coaching . . . .	3 sem. hrs.
E I U N	18. Theory and Techniques of Coaching . . . . .	6 sem. hrs.
E I U N	19. Kinesiological Foundations of Coaching . . . .	2 sem. hrs.
E I U N	20. Physiological Foundations of Coaching . . . .	2 sem. hrs.

Please also rate the amount of professional preparation that you feel is needed in each of these five areas.

- G The area should have a greater requirement.  
 S The requirement is satisfactory.  
 L The area should have a lesser requirement.  
 N No requirement is needed.

	General Areas	Requirement
G S L N	21. Medical Aspects of Athletic Coaching . . . .	3 sem. hrs.
G S L N	22. Principles and Problems of Coaching . . . . .	3 sem. hrs.
G S L N	23. Theory and Techniques of Coaching . . . . .	6 sem. hrs.
G S L N	24. Kinesiological Foundations of Coaching . . . .	2 sem. hrs.
G S L N	25. Physiological Foundations of Coaching . . . .	2 sem. hrs.

Please indicate your evaluation of the importance of certification requirements for each group listed below by encircling one of the four choices.

E - Essential  
I - Important  
U - Useful  
N - Not Needed

If #26 is marked either E or N, please disregard questions 27 through 48.

Assuming a coaching certification program was adopted, would you favor the following coaches meeting  
(F) - Full  
(R) - Reduced or  
(N) - No certification requirements? If undecided, mark (U). Encircle your response.

If #49 is marked either F or N, please disregard questions 50 through 71.

26.	E I U N . . . . .	All Coaches of All Sports . . . . .	49.	F R N U
27.	E I U N . . . . .	Football . . . . .	50.	F R N U
28.	E I U N . . . . .	Soccer . . . . .	51.	F R N U
29.	E I U N . . . . .	Basketball . . . . .	52.	F R N U
30.	E I U N . . . . .	Softball . . . . .	53.	F R N U
31.	E I U N . . . . .	Baseball . . . . .	54.	F R N U
32.	E I U N . . . . .	Track/Cross Country . . . . .	55.	F R N U
33.	E I U N . . . . .	Wrestling . . . . .	56.	F R N U
34.	E I U N . . . . .	Swimming and Diving . . . . .	57.	F R N U
35.	E I U N . . . . .	Gymnastics . . . . .	58.	F R N U
36.	E I U N . . . . .	Volleyball . . . . .	59.	F R N U
37.	E I U N . . . . .	Ice Hockey . . . . .	60.	F R N U
38.	E I U N . . . . .	Field Hockey . . . . .	61.	F R N U
39.	E I U N . . . . .	Golf . . . . .	62.	F R N U
40.	E I U N . . . . .	Tennis . . . . .	63.	F R N U
41.	E I U N . . . . .	Winter Sports such as Skiing and Skating . . . . .	64.	F R N U
42.	E I U N . . . . .	Individual Sports such as Bowling, Archery, Riflery, Badminton . . .	65.	F R N U
43.	E I U N . . . . .	All Head Coaches . . . . .	66.	F R N U
44.	E I U N . . . . .	All Assistant Coaches . . . . .	67.	F R N U
45.	E I U N . . . . .	Coaches of Sr. High Teams . . . . .	68.	F R N U
46.	E I U N . . . . .	Coaches of Jr. High Teams . . . . .	69.	F R N U
47.	E I U N . . . . .	Coaches of Men's Teams . . . . .	70.	F R N U
48.	E I U N . . . . .	Coaches of Women's Teams . . . . .	71.	F R N U



APPENDIX D

LETTERS OF TRANSMITTAL



CENTRAL STATE UNIVERSITY / 100 NORTH UNIVERSITY DRIVE / EDMOND, OKLAHOMA 73034

*Physical Education and Athletics*

June 7, 1979

Mr. George Bates, Commissioner  
Ohio High School Athletic Assn.  
P. O. Box 14308  
Columbus, Ohio 43214

Dear Mr. Bates,

I am requesting your help as a leader of one of four professional bodies or organizations in each of the states. The enclosed questionnaire will examine the opinions of these leaders regarding professional preparation and certification of athletic coaches. This study seeks the most desirable criteria for certification and preparation of coaches. Hopefully, the data obtained will provide direction to states in improving the standards of their secondary school athletic coaches.

This study has the joint approval of the Oklahoma Secondary Schools Activities Association, Oklahoma Coaches Association, Oklahoma Alliance for Health, Physical Education and Recreation, and the Oklahoma Administrator of Teacher Certification. The results will be available to you upon completion. If you desire a summary, please check and return the enclosed form with the questionnaire.

A stamped, pre-addressed envelope is enclosed for your convenience. Your comments will be welcomed and will be confidential. If you have documents of existing, pending or proposed certification standards available, would you please enclose them also. Thank you for your time and cooperation.

Sincerely,

Phil Ball  
Assistant Professor, HPER



CENTRAL STATE UNIVERSITY / 100 NORTH UNIVERSITY DRIVE / EDMOND, OKLAHOMA 73034

*Physical Education and Athletics*

MEMORANDUM

To: State Directors of Certification

From: Dr. Bill Siler  
Administrator, Teacher Certification  
Oklahoma State Department of Education

Mr. Phil Ball, Assistant Professor of Health, Physical Education and Recreation at Central State University (Edmond, Oklahoma) is conducting a survey of selected state leaders on their opinions regarding certification and professional preparation of secondary school coaches.

I approve this study, the results of which will be available for use by the certification office of any state. It is my hope that you will cooperate with Mr. Ball in this endeavor.

*Bill Siler*

## OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION

CLAUD E. WHITE, EXECUTIVE SECRETARY

ASSISTANTS: CECIL DEVINE, IVAN W. EVANS, FLOYD M. MOYER, BILL SELF

P.O. BOX 53464 or 222 NE 27th STREET, OKLAHOMA CITY, OKLAHOMA 73152 AREA 405 528-3385



### BOARD OF DIRECTORS

Guy Robberson  
Lindsay  
President

Calvin Agee  
Sulphur  
Vice-President

H. J. Green  
Washington (Tulsa)

Don Muse  
Custer City

Virgil Wells  
Buffalo

Doyle Carter  
Mounds

Rod McDonald  
Eldorado

Robert LaGrone  
McAlester

Bill Garner  
Collinsville

TO: Executive Officer  
State Associations

FROM: Claud E. White  
Executive Secretary  
Oklahoma Secondary School Activities Association

Mr. Phil Ball, assistant Professor in the Department of Health, Physical Education and Recreation at Central State University (Edmond, Oklahoma) is conducting a research survey of selected state leaders on their opinions regarding various aspects of the certification and professional preparation of secondary school coaches.

Our office supports and approves this study. The results will be made available to all state associations. It is my hope that you will assist Mr. Ball in this endeavor.



CENTRAL STATE UNIVERSITY / 100 NORTH UNIVERSITY DRIVE / EDMOND, OKLAHOMA 73034

*Physical Education and Athletics*

June 7, 1979

**TO: President  
State Associations**

**FROM: Dr. Kathleen Black  
President  
Oklahoma Association for Health, Physical Education, and Recreation.**

Mr. Phil Ball, Assistant Professor in the Department of Health, Physical Education and Recreation at Central State University, is conducting a research survey of selected state leaders on their opinions regarding various aspects of the certification and professional preparation of secondary school coaches.

I support the efforts of this study and would personally appreciate your cooperation with Mr. Ball in this investigation. Mr. Ball will make the results available to those state associations that desire them.

*Kathleen Black*

FRANK L. KENNON, President  
Drumright 74030

CRAIG McBROOM, Vice-President  
Ada 74820

BOB R. WILLIAMS, Secretary-Treasurer  
402 Masonic Bldg. - Phone 405/273-0284  
Shawnee, Oklahoma 74801



**BOARD OF CONTROL:**

KENNY ROOF, Thomas 73769  
District 1

BILL SCOTT, Bristow 74010  
District 2

JACK GILBREATH, Catoosa 74015  
District 3

DEAN KARNIS, Marlow 73055  
District 4

MILTON BASSETT, Purcell 73080  
District 5

ALLEN WADSWORTH, Poteau 84953  
District 6

GORDON MORGAN, Tulsa Will Rogers 74112  
District 7

DON CALVERT, Putnam City West 73127  
District 8

**TO: Presidents, State Coaches Associations**

**FROM: Bob R. Williams, Secretary Treasurer  
Oklahoma Coaches Association**

Mr. Phil Ball, Assistant Professor of Health, Physical Education, and Recreation at Central State University (Edmond, Oklahoma) is conducting a survey of selected state leaders on their opinions regarding certification and professional preparation of secondary school coaches.

The Board of Control of the Oklahoma Coaches Association has approved this study and authorized its support. The results will be available for use by interested state associations. I hope that you will cooperate with Phil Ball in this endeavor.



CENTRAL STATE UNIVERSITY / 100 NORTH UNIVERSITY DRIVE / EDMOND, OKLAHOMA 73034

*Physical Education and Athletics*

August 7, 1979

Mr. Bill Hanlin, Executive Secretary  
West Virginia Secondary School Activities Comm.  
2108 Dudley Avenue  
Parkersburg, West Virginia 26101

Dear Mr. Hanlin,

The enclosed questionnaire is a duplicate of one that was recently sent to you which you possibly did not receive. This study should prove beneficial to professionals involved in either certification or professional preparation of coaches. There has been good participation in this study thus far but your informed responses will certainly add to the validity of the study.

I would appreciate your taking the time to respond to the items on the questionnaire and return in the enclosed self-addressed envelope. If you have responded within the last few days, please disregard this request. Your time and consideration are certainly appreciated.

Sincerely,

Phil Ball  
Assistant Professor, HPER

## REQUEST FOR RESULTS FORM

If you wish to receive a summary of the results of this study, return this sheet with your questionnaire. Please furnish Zip Code with mailing address.

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



APPENDIX E

FREE RESPONSES

## Free Responses

## Question 3

We are in dire need of coaching certification requirement for high school athletes program. However, the Dept. of Education has not done anything to make it a reality.

Yes. Need yes, but shortage of coaches makes it impractical.

It is desirable to certify coaches; but, the shortages that exist makes it impractical. If we adopted these requirements we would have to cancel some sports. Many of our most qualified coaches have quit coaching but continue to teach.

No. Interest in coaching is diminishing. Certification has not been considered a priority.

## Question 4

Yes. Not Adequate.

Yes. Coaching endorsement (must have a teaching cert.) Required only of coaches of football, basketball, track.

Besides certification in this state, at one time you had to be teaching in district in which you were coaching. Now, all you need is teaching certificate.

Let's be realistic - we're closing schools in U.S., coaches are wearing out, teacher unions and etc. are taking their toll. We cannot hold tight requirements because of need and lack of teaching openings.

Officially YES, however, it is weak and not used. It is being upgraded.

Many coaches now coaching are not teachers. Many schools are going out into the community to find coaches (supervisors!!) and I doubt that these people would bother with any type of certification.

The problem is that the shortage of coaches resulting from increased teams makes it difficult to get certified coaches.

No. Our state contends that coaching is not a teaching field and do not favor it - perhaps an endorsement would be better.

## Question 5

Our teacher certification recommends that coaches have a first aid, athletic training and one course in their sport. Total of six semester hours.

Four college courses. Hours are not mentioned.

## Question 9

Yes, at present. We need to set higher standards for assistant coaches who often assume full responsibilities.

Yes. Certified coaches in minor sports hard to find.

Yes. Worthy, but unrealistic if required of all coaches. I support the need for additional training but with the number of coaches and assistants needed programs would be cut when an English teacher-Tennis coach would be required to obtain a coaching minor.

Certification has been temporarily removed because of severe coaching shortage in state.

Certification needs only! We are still short of coaches.

We do not have a mandatory requirement but a permissive requirement of 16-21 credits. We have over 100 non-majors in this coaching endorsement program.

The certification does not guarantee any more adept coaches.

No. I do not feel that our 11 hour coaching endorsement for non-physical education majors is enough. We asked for 20 hours, but it's better than nothing.

No. In order to coach, you must be a certified teacher. But no requirements are mandated as it relates to emergency care and treatment of athletic injuries, etc. On the other hand, we have a shortage of coaches and a change needs to be made to allow non-certified but qualified personnel to coach.

No. Creates a multitude of problems - minimal preparation.

No. Our requirement is only a recommendation. Not required, with the teacher crunch schools are hiring any teacher as a coach, especially at the junior high level.

No. Many coaches are non-P.E. We at least need a course in care and prevention of athletic injuries.

I don't see any value - with great shortage of coaches.

No. Need more specific coaching courses - i.e., coaching of football, coaching of basketball, etc. Requirement now - three hours of coaching (doesn't specify).

My experience shows that due to lack of interest of teachers to coach, requirements are being changed and non school personnel are being hired to coach. It is going to be harder and harder to pass coaching certification requirements.

#### Question 11

No. The major problem is simply finding qualified coaches - without regard to certification! I was amazed to find how extensive this problem is.

No. Coaching generally is a volunteer function. We have 167 schools with less than 100 students. Push for endorsement has never been accepted or promoted by anyone except H&PE departments.

We are studying a coaching endorsement. The law requiring teacher recertification was dropped at the last legislature and we must now determine new alternatives to make such an endorsement workable.

Yes. Our group has proposed coaching certification - State Dept. is presenting some opposition.

Yes. Several proposals have been suggested to the state certification committee, but none have been approved at this time.

A committee is studying this - No recommendations have been made to date.

Yes, currently is a joint committee studying this problem. We are having a most difficult time in staffing the 29 currently sanctioned athletic activities in the high schools. Add junior varsity, sophomore and junior high programs and the task is almost impossible. Regaining additional college hours would certainly compound what already is a serious problem.

Yes. Contact Sports Coaching Certification Legislation - has not moved out of committee, opposed by coaches and administrators.

Yes. Encouragement to secondary administrators to voluntarily identify and request certain competencies of their coaches.

Yes. Because of a shortage, legislation has been discussed to remove any requirements.

Yes. Pending bill to allow non-certified teachers to coach.

Yes. One formal attempt rejected. There is renewed interest.

A study committee is currently reviewing whether or not teachers aides per se who are not certified be allowed to coach. The recommendation is that the teachers aides would have at least 20 hours of in-service training including emergency care and treatment of athletic injuries, the philosophy of coaching, plus a knowledge of the sport.

Yes. In limbo - shot down by superintendents.

Have a committee organized to come up with a recommendation to the State Dept. of Public Instruction.

Most states are having problems with coaching certification because of the shortage in coaches. We are presently studying coaching certification through the State Dept. of Education.

Yes. State AHPER has a committee working on recommended competencies required for coaching in this state.

Our state is considering certification which is under review by a committee - it has been under study for two years.

Yes. I, as the President of our state organization, met in 1979 with representatives from three other groups and we decided there was a need for an endorsement 6-15 hours. We are all doing our homework - turning in what should be included.

The state is working toward certification while the state athletic directors have requested hiring non teaching personnel for assistant coaches to fill coaching vacancies in the schools.

Universities and colleges in favor of coaching endorsement for all coaches, other bodies resistant to this move and have been successful in blocking.

Required CPR and first aid.

#### Question 14

I am a physical education minor, but do not feel it mandatory that a coach have training to that degree. It would be unrealistic to expect all coaches to have a physical education background or a coaching minor and, for that matter, varsity experience on the college level in a particular sport. Having played the game sometime in their career, including high school, is a possible requirement. Our state needs many coaches who have an understanding and love for kids and are willing to learn under an experienced coach.

## Question 20

A professional educator on the job can be trained to be an assistant coach and finally a coach under the direction of other coaches who have experience. There's nothing magic about college hours per se in any of these fields and it is unrealistic in this day and age to expect it from the majority of teachers who already have advanced degrees in their teaching fields.

## Question 26

I believe all new head coaches of certain sports be required to meet certification requirements. All assistant coaches in certain sports should be required to meet the certification requirement.

I'm sure it would be useful but we are having so much trouble getting enough coaches now, if they had to be certified we would have even less.

As a former coach and principal I would strongly emphasize the need for certified and qualified personnel at all levels - including junior high. There can be no justification for poorly trained coaches at the junior high level. This is definitely an area of concern.

I am very much interested in your survey. I hope to do everything possible to promote certification in our state. It has been talked and studied, etc., but no positive results. As an officer of our state AAHPER I hope to present this as one of our major issues/concerns in the coming year. If you have any additional information that you could share such as what states do have certification, I would appreciate it.

Favor coach being certified by taking basic certification courses plus the theory of his sport. He would then be certified in only those sports in which he has taken the theory course.

In liability cases, it would seem to me to be unwise to have any coach not meeting the standards of others.

## Question 49

The above standards are minimal. Some of the above such as head coaches in certain sports, junior high coaches, and special sports must have some additional inservice requirements.

APPENDIX F

GEOGRAPHICAL DISTRIBUTION

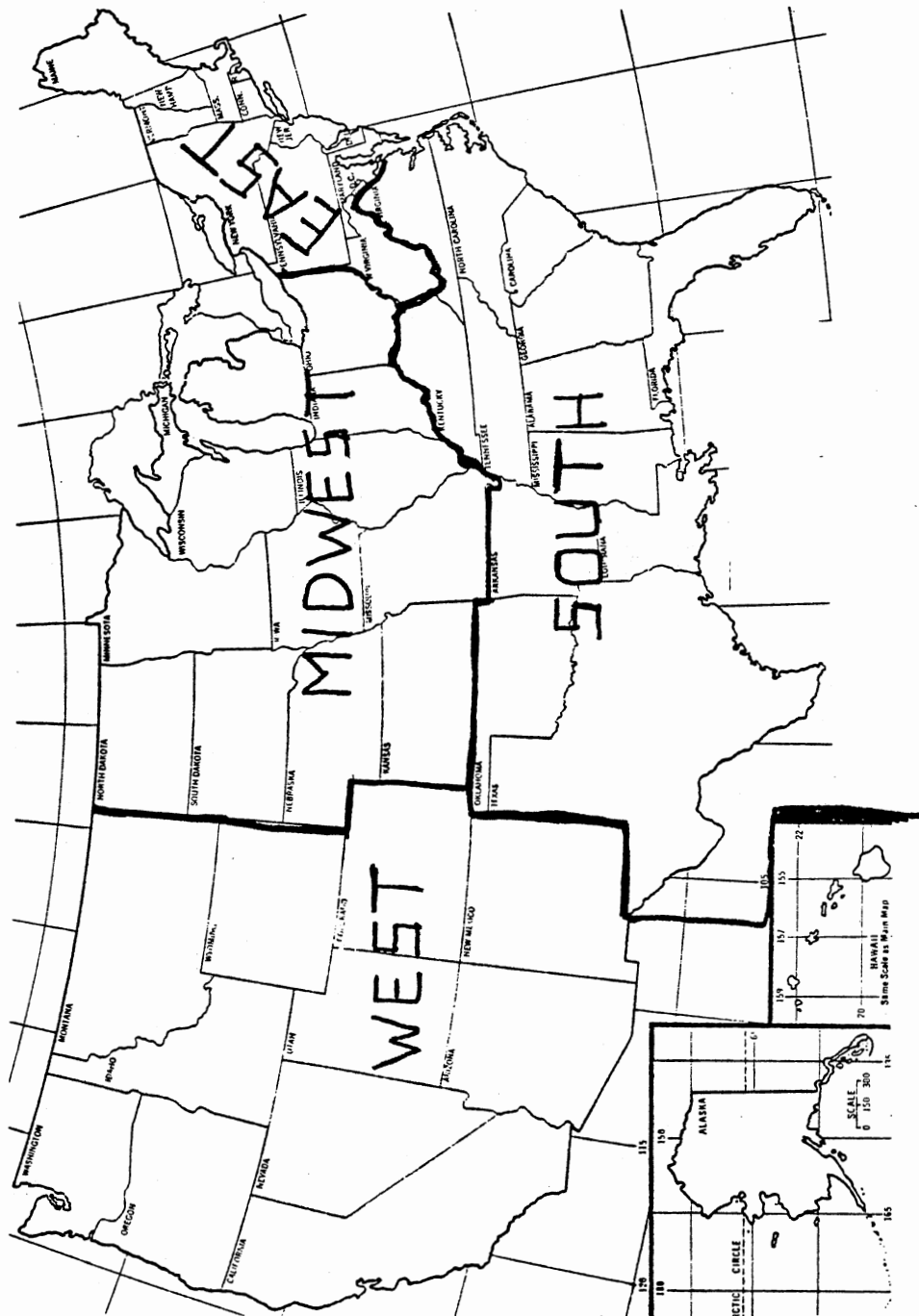


Figure 1. Geographical Distribution



VITA

Philip R. Ball

Candidate for the Degree of

Doctor of Education

Thesis: PROFESSIONAL PREPARATION AND CERTIFICATION OF SECONDARY SCHOOL COACHES: AN ANALYSIS OF POSITIONS TAKEN BY STATE LEADERS IN RELATED PROFESSIONAL ORGANIZATIONS

Major Field: Higher Education

Minor Field: Health, Physical Education and Recreation

Biographical:

Personal Data: Born in Yukon, Oklahoma, October 19, 1925, the son of Frank C. and Sara Nee Ball; married to Lois Gramkow Ball.

Education: Graduated from Yukon High School, Yukon, Oklahoma, in May, 1943; attended Milligan College in 1943-44; received the Bachelor of Arts degree from the University of South Carolina in 1948; received the Bachelor of Science in Naval Science degree from the University of South Carolina in 1948; received the Master of Education degree from the University of South Carolina in 1949; additional graduate work at the University of Oklahoma, Carleton College, University of Houston, Northeastern Oklahoma State University, Central State University, and the University of San Francisco, 1950 to 1977; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1980.

Professional Experience: Teacher and coach, Wewoka High School, 1949-51; teacher and coach, Walters High School, 1951-53; teacher and coach, Wewoka High School, 1953-58; teacher and coach, Seminole High School, 1958-62; teacher and coach, Muskogee Central High School, 1962-64; football coach and physical education teacher, Central State University, 1964-present.

Professional Organizations: American Alliance for Health, Physical Education, Recreation and Dance; Southern District of the American Alliance for Health, Physical Education, Recreation and Dance; Oklahoma Association for Health, Physical Education and Recreation; Oklahoma Coaches Association; National Association of Intercollegiate Athletics Football Coaches Association; North American Society for the Sociology of Sport; National High School Athletic Coaches Association; Oklahoma Football Coaches Association; Kappa Delta Pi; Oklahoma Association for Retarded Citizens; Higher Education Alumni Council of Oklahoma.