

AN ABSTRACT OF THE DISSERTATION OF

Donald E. Hoeck for the degree of Doctor of Philosophy
in Human Performance presented on June 9, 2005

Title: A Descriptive Study of Demographic
Characteristics and Perceptions of the Educational
Preparation, Professional Experience, and Selected
Duties of Christian College Physical Education Faculty
Members

Abstract approved:

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Anthony Wilcox

The purpose of this study was to develop a profile of Christian College physical education faculty members regarding their academic preparation, professional experience, and selected duties, as well as to identify important components of graduate preparation at the doctoral level for future faculty at these institutions.

A survey instrument was selected from a review of previous research and adapted for use in this study. The revised instrument was divided into three parts;

academic preparation, classroom teaching experience, and coaching and administrative duties.

Institutions chosen for the study were selected from the Coalition of Christian Colleges and Universities. Seventy schools with physical education programs were identified. Department heads at these institutions identified 370 faculty members who met the criteria for participation in the study. Two hundred nineteen surveys were returned for a response rate of 58%.

The presentation of the findings are presented in the following areas: the profile of faculty members in relation to their academic preparation, teaching experience and coaching and administrative duties; the perceptions of faculty in relation to teaching competence and value of graduate coursework; the faculty member's perceived competence in and importance of certain administrative skills in their current position; and the demographics of institutions represented in this study.

Data indicated that faculty who taught in areas

outside their graduate preparation perceived themselves as less competent than those with specific graduate coursework in that area. Approximately 28% of courses taught by faculty in this study were taught by faculty without graduate coursework in that area.

A large percentage of faculty in the study who coached did so at the secondary level prior to coaching at the collegiate level. They also served as an assistant prior to becoming a college head coach.

A majority of faculty (67%) served in some type of administrative capacity during their career. Faculty perceived themselves as more competent in specific administrative skills when they received graduate preparation in those areas.

A Descriptive Study of Demographic Characteristics and
Perceptions of the Educational Preparation,
Professional Experience, and Selected Duties of
Christian College
Physical Education Faculty Members

by
Donald E. Hoeck

A DISSERTATION

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

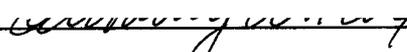
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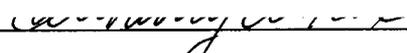
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A Descriptive Study of Demographic Characteristics and
Perceptions of the Educational Preparation, Professional
Experience, and Selected Duties of Christian College
Physical Education Faculty Members

INTRODUCTION

For decades, the academic preparation of faculty members in physical education/exercise science has been a topic of much debate in the literature (Henry, 1964; Hewitt, 1946; Goc-Karp, 1997; Kroll, 1982; Puthoff, 1969; Woods & Goc-Karp, 1997; Zeigler, 1970). To better understand today's academic climate, a brief review of the historical development of the academic preparation of college and university faculty will provide some perspective. Hewitt (1946) and Kroll (1982) reported that the first programs to offer doctoral degrees in education with an emphasis in physical education were the School of Education, New York University and Teachers College, Columbia University in 1926. Zeigler (1970), however, reported that the first doctorate in physical education was granted by the Y.M.C.A. Graduate School of Nashville, in association with Vanderbilt University in 1925. Graduates of these programs were instrumental in

the development of new doctoral programs in physical education around the United States. The development of these graduate programs continued as 20 institutions offered doctoral degrees by 1946, 45 by 1974 (Knight, 1974/1975), and 75 by 1989 (Cruse & Hamrick, 1992). These programs produced 235 graduates in 1983 with 176 graduates in 1989, averaging 205 per year over that period (Cruse & Hamrick, 1992).

The doctoral programs in the 1930's and 1940's emphasized a view of physical education as a discipline within itself or combined with areas such as health or recreation. Graduates from doctoral programs during this period would have thought of themselves as "generalists" having knowledge across the discipline of physical education. This was supported in a survey by Hewitt (1942, 1946) who examined characteristics (e.g. students stated purpose of graduate work, admission requirements, and degree requirements) of early doctoral programs. By the start of 1960's several thinkers (Abernathy & Waltz, 1964; Brown & Cassidy, 1963) were ahead of their time in attempting to describe the nature of the discipline and the scope of its subject matter. In what is thought of

as a landmark article, Franklin Henry (1964) describes the need for the organization and study of the academic discipline he proposed to name "physical education".

The evolution of what Henry called the discipline of physical education has resulted in many programs seeing their emphasis change from training generalists to training highly specialized scholars in subjects that have emerged as specialty areas within physical education (Alley, 1984). By 1980 there were 10 areas of specialization embodied in the AAHPERD National Association for Sport and Physical Education Academics. They included: adapted physical education, curriculum, exercise physiology, history, kinesiology, motor development, philosophy, psychology, sociology, and sport art (Brooks, 1981).

In 1987 King and Brandy examined the state of doctoral programs in relation to specialization. They studied 61 programs at 57 different institutions in 33 states. Their interest was to determine where schools fall on a continuum between generalists and specialists. Results indicated that in the area of specialization, 42% of programs offered highly specialized degrees, 43%

moderately specialized, and 15% generalized. They state: "There seems to be a clear preponderance of intention to conduct programs following the model of specialization within narrow sub areas rather than the model of preparing a generalist" (p.161). The number of areas of specialization they identified was 26. They condensed those into 5 categories that included exercise science, sociocultural, education, sport and arts. They reported over half of the graduate programs offered in what they called the exercise sciences (i.e. anatomy, biomechanics, exercise physiology, motor development, sport psychology and sports medicine).

As the number of programs offering specialized degrees grew, several authors expressed the concern that the discipline of physical education had become so diverse that the areas of specialty could easily be absorbed into parent disciplines resulting in possibly the end of the discipline as it is today (Greendorfer, 1987; Hellison, 1992; Henry, 1978; Hoffman, 1985; Newell, 1990; Spirduso & Lovett, 1987; Thomas, 1987). This trend toward specialization has not been isolated to the field of physical education/exercise science but is being seen

in other fields of study as well (e.g. anthropology) (Atwell, 1996; Hoffman, 1985).

The move toward specialization has been more prominent in larger institutions than in smaller ones (greater or less than 20,000 students) with smaller institutions allowing for more generalist study by doctoral students (King & Bandy, 1987; Koslow & Nix, 1988; Spirduso & Lovett, 1987). The larger institutions are often described as research universities while the smaller institutions, where we see more opportunities for generalist study, are seen as teaching universities. In 1987 there were estimated to be between 55 and 60 programs offering doctoral degrees in physical education/exercise science in the United States (King & Bandy, 1987). Thomas (1987) reported that approximately 42% of these programs were considered to have high degrees of specialization. These programs with high levels of specialization, although making up less than half the number of programs, were producing most of the doctoral graduates. Institutions ranked in the top 20 doctoral producing programs involve highly specialized degree programs and are producing the largest number of

graduates entering the job market (Spirduso & Lovett, 1987). For example, for the period between 1983 & 1989 the 30 top degree granting institutions produced 78% of the new doctorates (1,124 of 1,435) (Cruse & Hamrick, 1992).

A significant number of institutions of higher education do not have graduate programs in physical education. Those institutions that have physical education/exercise science programs vary markedly in size and the number of students in their programs. In addition, these institutions can be divided between those private versus public. Most of these institutions can be described as smaller teaching institutions focused on the undergraduate preparation of students. A concern at these small institutions is that there is often few faculty in each department who must teach in several sub-disciplines, some of which are outside their area of specialty. Because this is often the case, it is a priority to find faculty members who are generalists in physical education/exercise science who can teach more effectively across the curriculum. This can be difficult in current times due to the reality that the majority of

doctoral graduates are prepared as specialists.

An examination of physical education positions advertised in the Chronicle of Higher Education from 1984-1986 (Koslow & Nix, 1988), 1988-1990 (Wenos, Wenos & Koslow, 1993), 1989-1992 (Zakrajsek & Pierce, 1993), 1992-1996 (Woods & Goc-Karp, 1997), and 1998-2002 (Woods, Goc-Karp & Feltz, 2003) revealed that the job market in higher education reflects a growing need for faculty to teach in several sub-disciplines. Positions requiring candidates to teach in more than one discipline area were reported as 8.5% between 1984 & 1986 (Koslow & Nix, 1988), 16.7% between 1988 & 1990 (Weno, Wenos & Koslow, 1993), 52% between 1989 & 1992 (Zakrajsek & Pierce, 1993), 33.6% between 1992 & 1996 (Woods & Karp, 1997), and 33% between 1998 & 2002 (Woods, Karp & Feltz, 2003). These studies also indicate there was a decline in the number of these positions between 1992 & 1995. Woods and Goc-Karp (1997) examined job advertisement data from the Chronicle of Higher Education and found that in 77% of the positions advertised, a generalist (required to teach in three or more disciplines) would better serve the needs of the institution. In the 1980's it appeared

there were more specialists hired than generalists (Spirduso & Lovett, 1987), however, by the end of the 1980's and until as recent as 2002, more position announcements in the Chronicle of Higher Education were for generalists (Koslow & Nix, 1988; Wenos, Wenos & Koslow, 1993; Woods & Goc-Karp, 1997; Woods, Goc-Karp & Feltz, 2003; Zakrajsek & Pierce, 1993).

A concern related to the specialization trend is that these highly specialized researchers may be losing their cross-disciplinary view of our field. Many researchers are limited in their communication with other areas of specialty, which causes the field of physical education/exercise science to appear fragmented (Hoffman, 1985). Contact between these researchers and the public, even undergraduate students, is often limited.

It may be necessary to rethink graduate preparation programs and consider the eventual vocational needs of the graduates. This idea is supported in a 1997 report from the National Science Foundation, which called for changes in Ph.D. programs to better meet the needs of institutions by broadening the doctoral training. Sharp (2003) described a new Ph.D. program at Iowa State

University, designed to meet the changing needs of current doctoral graduates, as a cross-disciplinary program. Atwell (1996) made several recommendations as to necessary changes in doctoral education. Some of his recommendations included having Ph.D. students learn early the diverse nature of colleges and universities in this country and increase the breadth of formal study while reducing the time devoted to research.

In most institutions faculty members not only teach but have additional responsibilities (e.g. research, administration, coaching, advising, and community service) (Goc-Karp, Williamson, & Shifflett, 1996; Richardson, 1981; Stier, 1982; Stier, 1986). These additional responsibilities are especially prevalent in small private colleges where faculty have responsibilities in several areas other than teaching, many of which could be seen as administrative responsibilities (e.g. department chair, head coach, athletic director) (Stier, 1982). Several studies have examined the preparation of administrators in higher education, and support the idea that administrators should be specifically trained for administrative

positions (Karabetsos & White, 1989; Staffo, 1991; Walter, 1994; White & Karabetsos, 1989).

Another significant area of involvement for the small college faculty is in the area of coaching. The preparation of coaches at the collegiate level has been studied to examine issues deemed relevant in the preparation of collegiate coaches (Evans, 1996; Richardson, 1975; Richardson, 1981; White, 1992). These elements of future faculty responsibilities should be addressed in graduate preparation programs so that the needs of employers will match the competencies of prospective faculty.

Among these small colleges are private institutions that operate much differently than public colleges and universities. Institutions of this type, because of the lack of public funding, are tuition driven and must find ways to attract students. One means is to offer athletic programs, which increases enrollment, and then offer limited athletic scholarships while students pay the remaining costs of their education (Sixty-fourth Annual National Association of Intercollegiate Athletics National Convention, 2005). Many high school athletes

are often willing to pay for some, if not all, of the cost of their college education for the opportunity to continue their participation in athletics.

One group of colleges/universities unique in their mission and purpose is called the Council for Christian Colleges and Universities (CCCU). The organization is an international higher education association of intentionally Christian colleges and universities which currently includes 90 member institutions in North America. The average enrollment at these institutions is approximately 1,800 students, with the vast majority being undergraduate students.

The unique mission and purpose at these institutions has a significant effect on their faculty hiring practices, making them a naturally homogeneous group to study. Institutions in the CCCU, as a requirement for membership, attempt to attract faculty who share the same religious and philosophical beliefs concerning higher education as the institution. This practice leads them to make hiring decisions based on the faculty member's fit with the institution's mission and philosophy in addition to the applicant's academic ability and

experience. Prospective faculty are often motivated to devote their professional careers to work in CCCU institutions because of the philosophical or religious beliefs.

There is little information available that describes the current profile of physical education faculty members at CCCU institutions with respect to academic preparation, professional experience, and selected duties. Furthermore, there is no information available that might help current or future faculty members best prepare themselves for careers in the field of physical education at these particular institutions.

PURPOSE OF THE STUDY

The purpose of this study was to gather descriptive information as to the academic preparation, professional experience, coaching experience and administrative experience from faculty members at Christian colleges and universities within the CCCU. This information was then the basis for suggesting ways to improve to the academic preparation of faculty for these institutions as well as

reporting implications directed toward CCCU institutions regarding the administration of their physical education departments. Finally, suggestions were made directed to individuals who have chosen a career path at CCCU institutions.

METHODS

Participants

The population included 370 physical education faculty members from 70 institutions within the CCCU. These 70 institutions comprised all of the institutions within the CCCU with physical education/exercise science programs out of 90 total institutions within the CCCU, based on information gathered from Choose a Christian College (1994). All faculty members who taught professional track courses in any physical education discipline were included as subjects. These CCCU institutions were chosen due to their homogeneous nature with regard to faculty issues including: academic preparation of faculty, institutional hiring practices, student demographics, department demographics, athletic

programs and administration. This would allow for inferences drawn from the data to apply more closely to faculty who choose career paths at these types of institutions.

Instrument Development

After reviewing the literature, no existing instrument was found that could be used to gather this type of information. An instrument originally developed for use in a similar investigation of collegiate athletic directors by Herron (1969) and later adapted and used with a group of college administrators by Miller (1981) was adapted and used in this investigation. This instrument was designed to gather information related to four variables: academic preparation, classroom teaching experience, coaching experience and administrative experience. Alterations were made in the instrument through a Delphi panel to focus attention on the training and experience aspects in each area.

The revised instrument was divided into three parts. Section one was related to academic preparation. It included such things as the academic degrees attained,

the major and minor fields of study, and specific course work completed. The second section of the instrument dealt with classroom teaching experience. The final section consisted of items related to past or current duties in the areas of coaching and administration.

Validation procedures included the establishment of a survey committee of five researchers who had conducted similar investigations to solicit their input on the instrument and the procedures for its use. A modification of the Delphi research method was used to gain a consensus from the committee on the elements of the survey (Borg, & Gall, 1983). Establishing content validity through a panel of experts may provide the strongest available evidence of validity in a survey of this type (Fox, 1969). Criteria for survey committee selection were based on their involvement in investigations of this type, as well as their familiarity with small institutions and their unique characteristics with respect to faculty issues.

Once the instrument was revised for this study, it was sent to the survey committee with a cover letter requesting that each member evaluate the questionnaire

and make recommendations as to necessary additions, deletions, or changes that might improve the instrument. These comments were used to once again revise the instrument. After revisions, the questionnaire was again sent to the survey committee members with instructions to select each question for retention or deletion. Upon return, each question was removed or retained based on a majority opinion of the committee. These changes resulted in the final instrument that was sent to faculty members.

A pilot study was then carried out by surveying faculty members from several small institutions not involved in the study. Responses from these faculty with regards to question clarity and understanding, as well as comments supplied after completing the survey, were used to assess content and readability issues.

Data Collection

Prior to collecting any data, approval by the Oregon State University Institutional Review Board for Human Subjects Research was obtained on April 13, 1999 for a period of one year. Distribution of the questionnaire

occurred in two ways. First, department heads of each institution were sent a letter requesting their participation by providing information concerning some institutional demographics as well as the e-mail and postal addresses of all faculty members in their department. If these were not returned, a phone call was made in an attempt to secure the information. All faculty members with e-mail were then sent a letter via their e-mail address requesting their participation by accessing a web site where the actual survey was available. Those without e-mail as well as those who did not respond to the initial e-mail received the same request and survey by way of the postal service. The cover letter explained the purpose of the investigation and how to complete and return the questionnaire. If responses were not received, a follow up e-mail and post card was sent requesting their involvement.

Data Analysis

Data from the questionnaire in this study were of a highly descriptive nature. Treatment of the data includes the calculation of percentages, frequencies,

means and t-tests depending on the nature of the question and the type of data produced. Responses to questions resulted in several different types of data to include: (1) yes and no answers; (2) numerical values relating to years of involvement and ratings; (3) multiple choice items; (4) Likert type scales; and (5) subjective responses. Analysis of the data included rank ordering of respondent totals for demographic data, calculation and rank ordering of means.

RESULTS & DISCUSSION

Survey Response Rate

E-mail addresses were secured for 262 of the 370 total subjects. The remaining 108 without e-mail received the survey by mail only. A total of 58 subjects responded to the survey via e-mail, while 161 responded by mail. These together produced a total response of 219 out of 370, for a 58% overall return rate. This compares to similar investigations of physical education faculty and programs by Stier, who had 65% (1982) and 66% (1986) return rates. The rates in this study may have been slightly lower due to the small size of schools

represented and a lack of emphasis on research at these institutions.

Institutional Demographics

The department heads of the 70 institutions in this study provided information concerning their school as well as departmental demographics. Ninety percent of the student enrollments in the institutions surveyed in this study fell within two groups, 501-1500 (50%) and 1501-3000 (40%). The number of degree specializations (e.g., teacher preparation, exercise science, recreation) within the departments were, in order of frequency, 3 (45.7%), 4+ (34.3%) and 2 (15.7%). The number of undergraduate students within the department was 41-80 (51.4%), 21-40 (21.4%) and 81+ (21.4%), and 0-20 (5.7%). Stier (1982) found similar department sizes in a study of institutions with less than 2501 students. He surveyed 220 randomly selected four-year institutions with 2500 students or less to develop a profile of small college faculty and programs. The study was similar to the present study in that 50% were religiously affiliated private institutions.

The most frequent number of full-time faculty in the department at each institution was 4-6 (40%) followed by 7-10 (27.1%), 0-3 (24.3%) and 11+ (8.6%). In the Stier study (1982), the number of full-time faculty in departments was slightly higher (8). Part-time faculty numbers were led by 0-3 (50%) followed by 4-6 (31.4%), 11+ (10%) and 7-10 (8.6%). Lastly, the number of faculty in the department with terminal degrees was most frequently 0-3 (81.4%), followed by 4-6 (15.7%), 7-10 (2.9%) and none with more than 10. Based on data from this study the teaching ratio of full-time students to full-time faculty was 11.2/1. Stier (1982) reported a student faculty ratio of 12.5-1.

Academic Preparation of Faculty

Gender make-up of reporting faculty members was approximately 68% male (n=149) and 32% female (n=70). These numbers are comparable to institution-wide faculty percentages in schools examined by Stier (1982). The age of faculty in the order of number of faculty in each age range was: 40-49 (32.9%), 50-59 (31.9%), 30-39 (22.7%), 60+ (8.3%) and 20-29 (4.2%). The number of semester

hours taught by faculty per term varied a great deal, ranging 0 to over 21 hours, with the two largest groups at 11-15 (29.7%) and 6-10 (25.1%). Stier (1986) reported a typical faculty load of 12.28 hours per semester in a study of physical education workload policies and practices in institutions of higher learning.

The most frequently occurring "highest academic degree held" by respondents was the Master's degree at 57.5%. This was followed by the doctorate at 41.1% and the bachelor's degree at 1.4%. The vast majority of respondents majored in physical education or a related discipline as an undergraduate (82.4%). Of those who held a master's degree, 111 out of 217 reported their major as physical education (51.2%). However, majors identified by those with master's degrees were broader in nature than reported with bachelor degrees, encompassing most of the sub-disciplines in physical education. Those identifying "physical education" made up the majority at 51.2%. When combining all the various sub-disciplines in exercise science (e.g. exercise physiology, administration of HPER, athletic training, sport management, recreation, sport psychology, athletic

administration, biomechanics, motor learning, and tests and measurements) the total accounted for 84.3%. The remaining majors could be classified within the disciplines of education, counseling, theology and physical therapy.

Twenty-five of the 88 with a doctorate reported physical education as their major (28.4%), with exercise physiology and administration of HPER accounting for 9.1% each, with no other sub-discipline higher than 5%. Stier (1982) reported that 68% of faculty had a master's degree as their highest degree, compared to 57.5% in this study, and doctoral degrees reported as 14%, much lower than the present study. As a test of representativeness, data from department heads was compared to faculty-reported data related to terminal degrees, where department heads reported an average number of doctorates at their institutions at 44% versus faculty respondents who reported 41.1% held doctorates.

The age at which respondents received their degrees were determined in 5-year increments from 20-46+. The vast majority (97.7%) of faculty received their bachelor's degree by the age of 25. For the master's

degree, there was a fairly even split between 20-25 (45.8%) and 26-30 (41.2%). Those with a doctorate reported receiving their degrees while age 36-40 (36.1%), 31-35 (33.5%), followed by 26-30 (18.2%) and 41-45 (18.2%). These were consistent with faculty who received doctorates in physical education from 1983-89 (25-29, 11%; 30-34, 35.5%; 35-39, 30.6%; 40-44, 13%; 45-49, 4.5%) (Cruse & Hamrick, 1992).

Faculty were asked to rate their academic preparedness with respect to their teaching responsibilities when hired to their current position, and reported that they were "thoroughly prepared" (59%), followed by "somewhat prepared" (37.3%) and "unprepared" (3.2%). When asked how they pursued their highest degree, 45.6% reported attending school full-time, followed by 36.4% part-time, and 18% both.

Faculty were asked to rate their perceived competency in a specific sub-discipline based on whether they took a graduate course in that area. The competency rating was based only on graduate coursework and not on whether the faculty member taught the specific course. Ratings for all respondents with graduate coursework were examined to

gain the perception of competence of all faculty with regard to preparation. Ratings were based on a 1-5 Likert scale, with 1 being "no competence", 2 "little competence", 3 "moderately competent", 4 "competent", and 5 "extremely competent". Mean competency ratings and numbers of respondents are presented in Table 1.

TABLE 1
Competency Rating with Graduate Class in
Discipline

	Mean Competency Rating	Number of Respondents
Exercise Physiology	4.45	121
Fitness/ Wellness	4.41	79
Pedagogy	4.3	99
First Aid	4.25	73
Kinesiology	4.20	103
Organization & Administration of P.E.	4.13	132
Motor Learning	4.10	96
Psychology of Sport	4.06	109
Athletic Coaching	4.08	76
Health/ Safety	4.03	69
Athletic Training	3.99	74
Sport Management	3.89	74
Measurement in HPER	3.81	150
Sport Sociology	3.70	72
Foundations in HPER	3.64	98
Computers in HPER	3.64	31
Adapted P.E.	3.50	73
History of Sport	3.49	71
Recreation	3.43	63

Competency Rating Scale

1 = no competence

2 = little competence

3 = moderately competent

4 = competent

5 = extremely competent

If respondents did not have graduate coursework in that area, they then rated the perceived value of that content area based on their experience in their present

position. This experience may be related to their instruction in that content area, or to any other responsibilities associated with their position. The range was again 1-5, with 1 "no value", 2 "little value", 3 "moderately valuable", 4 "valuable", and 5 "extremely valuable". Value ratings and number of respondents in each content area are presented in Table 2.

TABLE 2
Perceived Value Rating with No Graduate Class
in Discipline

	Mean Perceived Value Rating	Number of Respondents
Kinesiology	4.13	55
Fitness/ Wellness	4.12	65
Computers in HPER	4.09	85
Exercise Physiology	3.95	43
Pedagogy	3.94	52
First Aid	3.69	74
Motor Learning	3.69	56
Measurement in HPER	3.46	26
Athletic Coaching	3.43	67
Athletic Training	3.43	70
Psychology of Sport	3.43	51
Health/ Safety	3.40	72
Adapted P.E.	3.32	71
Organization & Administration of P.E.	3.26	35
Foundations in HPER	3.19	59
Sport Management	3.06	67
History of Sport	2.74	74
Recreation	2.70	80
Sport Sociology	2.70	80

Value Rating Scale

- 1 = no value
- 2 = little value
- 3 = moderatley valuable
- 4 = valuable
- 5 = extremely valuable

Table 3 compares the courses taught by faculty with and without a graduate course in that discipline. It was found that 28.9% of the courses taught were by faculty

who had no graduate coursework in that subject. In addition, Table 3 reports discrepancy values between classes taught with versus without graduate preparation. The discrepancy value was calculated by subtracting the competency rating of faculty who taught the course and had graduate coursework in that discipline from those who taught the class but had no graduate coursework. The negative number indicated the competency rating was higher when a graduate class was taken. Only three subjects (first aid, athletic coaching, and athletic training) resulted in a positive discrepancy value. Those three were in areas where faculty either do not typically take graduate work or they receive experiential training they may perceive makes them more competent than graduate coursework.

Table 3 also reports p values for each of the sub-disciplines and denotes where the differences in competencies between those with graduate coursework and those without were significantly different at the $p < .05$ level. Six of the sub-disciplines were found to produce significant differences while several others approached significance but were limited by the small numbers of

respondents in those areas. There appears overall to be a strong relationship between faculty perceptions of their competence when having specific graduate coursework in the sub-disciplines they currently teach. With 28.9% of the courses in CCCU physical education programs being taught by faculty without specific coursework in that sub-discipline, and their perception as being less competent when doing so, should be a serious issue to address both by individuals in their preparation for such positions and by institutions when making faculty hiring decisions.

TABLE 3
Comparison of Competency Ratings between Courses Taught by
Faculty With and Without a Graduate
Course in that Discipline

		Mean		Mean	Competency	P Value
	With	Rating	Without	Rating	Discrepancy	
Foundations in HPER	52	4.29	23	4.04	-0.25	.1324
Exercise Physiology	47	4.13	6	3.83	-0.3	.5719
Kinesiology	42	4.12	14	3.86	-0.26	.3585
Motor Learning	40	3.98	9	2.78	-1.2	.0058 *
Adapted P.E.	34	3.79	13	2.85	-0.94	.0017 *
Sport Management	29	4.28	6	3.83	-0.45	.2242
Athletic Training	33	4.21	9	4.33	+0.12	.7218
Recreation	25	4.08	7	3.71	-0.37	.3907
Sport Sociology	22	4.23	5	3.75	-0.48	.1568
Psychology of Sport	38	4.16	6	3.6	-0.46	.3408
Measurement in HPER	50	4.13	4	3.25	-0.88	.1638
History of Sport Organization & Administration of P.E.	60	4.37	10	3.22	-1.15	.0073 *
Pedagogy	53	4.56	22	4.1	-0.46	.0291 *
First Aid	25	4.52	25	4.6	+0.08	.7125
Health/ Safety	40	4.3	21	3.76	-0.54	.0253 *
Athletic Coaching	46	4.41	41	4.5	+0.09	.5481
Fitness/ Wellness	64	4.55	63	4.29	-0.26	.0454 *
Computers in HPER	3	4.33	6	4.17	-0.16	.7594
Total	729		296			

Competency Rating Scale

- 1 = no competence 4 = competent
2 = little competence 5 = extremely competent
3 = moderately competent

* Denotes significance at the $p < .05$

Teaching Experience

The percentage of respondents with teaching experience at the elementary and secondary level was 66.8% (N=217). The majority of those did so for 1-5 years (58.6%). The years of experience as college faculty were fairly evenly distributed, with the largest

group of respondents reporting 21 or more years of experience (31.5%).

Selected Duties

It was one intent of the researcher to compare the contractual loads of faculty with the actual time they spent working in each area they were contractually assigned. Three areas were focused on in particular: academics, coaching and administration. Respondents indicated they spend 9.8% less time on academic tasks than their contractual load called for. In the other two areas, faculty were spending more time than their contract stipulated: 7.8% more time on coaching related tasks, and 2% more on administrative duties.

The number of faculty who coached as a regular part of their assignment included 186 (85%) of the 218 who responded. Thirty-two (15%) reported never having coached. These numbers are similar to the Stier (1982) study, which found that 83% of faculty had also coached. Table 4 displays a ranking of the sports faculty had or were currently coaching at the secondary level. Respondents may have coached a single sport or multiple sports at that level.

TABLE 4
Sports Coached at the Secondary Level

Sport		Sport	
Basketball	87	Tennis	18
Football	48	Swimming	11
Track	43	Golf	10
Baseball	39	Wrestling	8
Volleyball	35	Field Hockey	4
Softball	30	Gymnastics	3
Soccer	23	Cheerleading	1
Cross-country	18	Water Polo	1

Table 5 shows a ranking of the sports respondents had or were currently coaching at the collegiate level.

TABLE 5
Sports Coached at the Collegiate Level

Sport		Sport	
Basketball	84	Golf	19
Volleyball	48	Football	17
Track	43	Swimming	8
Baseball	37	Wrestling	8
Tennis	36	Field Hockey	5
Softball	32	Badminton	2
Cross-country	26	Gymnastics	1
Soccer	24	Cheerleading	1

In examining how coaches had gained experience coaching, 26.6% (50) of 189 respondents had worked as a graduate assistant. Sixty-six percent (120) of respondents (183) had worked as an assistant other than a graduate assistant. The vast majority of coaches who had been an assistant at the secondary level had done so for five years or less (86.1%), while those at the collegiate level had at times done so for much longer. Sixty-six percent had served as an assistant at the collegiate level for five years or less, followed by 24% for 6-10 years, and 10% for 11 or more years. A previous study (Siegel & Newhof, 1992) reported that supervised coaching

experience is the highest-rated component of a coaching preparation program. Researchers have also examined curricular models to be used in collegiate coaching preparation (Evans, 1996; Richardson, 1981; White, 1992), however respondents in this study reported little in the way of coursework specifically designed for collegiate coaching. An examination of recommended coursework, based on these studies, revealed many elements of degree programs reported by respondents in this study would apply to a coaching preparation program (i.e. exercise physiology, psychology of sport, organization and administration and biomechanics).

Administrative duties were an additional area examined within the area of selected duties. Approximately two-thirds (66.2%, n=94) of respondents (n=142) reported they had served or were currently serving in an administrative capacity. In contrast, thirty-four percent (n=48) had never served as an administrator. The number of years administrators had served in these positions was fairly evenly distributed over the five year increments. The largest group served between 1-5 years (30.7%), followed by 6-10 (19.6%), and 11-15 (19.6%). The duties these administrators were assigned appear in Table 6.

TABLE 6
Assigned Administrative Duties
(n=number of respondents)

Department Head	63	Academic Affairs	1
Athletic Administration	61	Student Development	1
Student Teacher/ Internship Supervision	47	Sports Information	1
Athletic Training	16	Director Academic Assistance	1
Intramurals	15	Curriculum Assessment	1
Wellness Program Director	4	Program Director Education	1
Aquatic Director	4	Administration Faculty Athletic Representative	1
Division Chair	2		

Faculty were also expected to complete additional duties that appeared in the following order of frequency: student advising, community involvement, community service, professional service, writing/publishing, research and club advising. These findings were consistent with those represented by Stier (1986), who found additional expectations of faculty to include in rank order: committee work, advising, service to community, administrative duties, writing/publishing, research, club advising, coaching and intramural involvement, student-teaching supervision and cheerleader advising.

In order to examine administrative preparation, all respondents in the study were asked to rate their competency in administrative skills based on graduate coursework as well as the importance of each administrative skill in their current position. Table 7 reports the competency ratings of administrative skills based on graduate coursework and if they had completed specific course work in that administrative area. The competency rating of each administrative skill corresponded to a number from one to five, with 1 being "no competence", 2 "little competence", 3 "moderately competent", 4 "competent", and 5 "extremely competent". The second question asked respondents to rate the value of the administrative skill in terms of its importance in their current position. The range was again 1-5 with 1 "no value", 2 "little value", 3 "moderately valuable", 4 "valuable", and 5 "extremely valuable". Table 7 presents the analysis of responses to these questions included a calculation of means based on competency scores, competency discrepancy values between administrative tasks with and without specific graduate coursework, number of respondents in each content area, and p values

for differences between those with and without specific coursework. Seven of the administrative skill areas revealed a significant difference while some others approached significance but may have been limited in the small numbers of respondents. In some areas there appeared to be little effect on competency when specific coursework was taken (e.g. ethics, and public speaking).

TABLE 7
 Rating of Administrative Task Importance in Current Position
 and Competency Based on Graduate Coursework

	Number of Respondents	Mean Rating of Relative Importance in Position	Respondents with Graduate Coursework in Discipline	Mean Competency	Respondents with Graduate Coursework in General	Mean Competency	Competency Discrepancy	P Value
Ethics	186	4.44	48	4	97	3.98	-.02	.9051
Personnel Management	186	4.06	61	3.8	99	3.51	-.26	.0738
Public Relations	192	3.97	50	3.7	103	3.53	-.15	.0372 *
Speaking Facility	189	3.87	38	3.8	106	3.66	-.01	.5966
Planning and Operation	184	3.45	85	3.7	81	3.26	-.43	.0061 *
Marketing	181	3.08	29	3.2	110	2.76	-.41	.0365 *
Media Relations	186	3.04	29	3.2	114	3.04	-.13	.5653
Business Management	175	2.85	22	3.3	110	2.59	-.68	.0195 *
School Law	176	2.81	45	3.1	98	2.24	-.89	.0000 *
Accounting	178	2.68	16	2.6	115	2.48	-.15	.5776
Budget Preparation	186	3.96	53	3.9	93	3.54	-.35	.0381 *
Grant Preparation	172	2.22	18	2.4	110	1.87	-.52	.1320
Computer Science	175	3.46	27	3.3	108	2.48	-.78	.0013 *
Competency Rating Scale				Value Rating Scale				
1 = no competence				1 = no value				
2 = little competence				2 = little value				
3 = moderately competent				3 = moderatley valuable				
4 = competent				4 = valuable				
5 = extremely competent				5 = extremely valuable				

* Denotes significance at the $p < .05$

Karabetsos and White (1989) surveyed administrators in institutions of less than 10,000 students and found a similar ranking of the value of five administrative areas. Those administrators ranked in order: personnel management (e.g. faculty hiring, terminations, productivity, and evaluations), program management, financial management, personal management (e.g. teacher preparation, serving on committees, student advisement, and research activities), and public relations. Two differences noted were, in the present study, respondents valued ethics the highest which was not examined in the Karabetsos and White (1989) study, and public relations ranked higher in the present study. In an earlier study, Karabetsos and White (1987) surveyed administrators at institutions over 10,000 students and found the ratings of management areas identical to the smaller school administrators. Other studies have supported the idea of preparing administrators in specific management areas to improve their effectiveness as administrators (Staffo, 1991; Walter, 1994). Miller (1981) made specific curricular recommendations for programs designed to train future administrators.

SUMMARY

Demographics of institutions within the CCCU indicate that these schools are primarily small undergraduate institutions (500-3000 students) with physical education/exercise science departments that range from 20 to more than 80 students. The departments most often reported offering 3 or 4 degree specializations, while the number of full-time faculty were fairly evenly distributed between 4-6, 7-10, and 0-3. The average student-faculty ratio reported was 11.2 to 1. This institutional demographic data was similar to the data reported by Stier (1982) in his study of small college and universities.

Faculty demographics from this study indicate a similar make-up of faculty with regard to gender (males 68%, females 32%) in comparison to the data of Stier (1982). More than half of the faculty reported a teaching load of 6 to 15 hours per term in comparison to 12.28 hours per semester by Stier (1986). In addition, faculty most often held a master's degree as their highest academic degree (57.5%) followed by the doctorate (41.1%). The age the majority of CCCU faculty received

their doctorate degree (31-40) was consistent with data reported by Crase and Hamrick (1992).

In recent decades, the profession of physical education has changed in the way entering professionals are prepared as graduate students (Swanson & Massengale, 1997). What had begun as a generalized field of graduate study (Henry, 1964; Hewitt, 1942, 1946) has emerged as a field of specialists studying various sub-disciplines focusing on training scholar researchers in their particular sub-discipline (King & Sandy, 1987; Spirduso & Lovett, 1987; Thomas, 1987).

A resulting discussion has ensued concerning how this shift to a specialized model of study has affected the preparation of graduate students in light of the positions they accept (Atwell, 1996; Thomas, 1991; Woods, Goc-Karp, & Feltz, 2003; Zakrajsek & Pierce, 1993). While there is clearly a need to advance the field of knowledge through specialized study, higher education must take into consideration academic preparation in terms of the needs of prospective employers (Atwell, 1996; Zakrajsek & Pierce, 1993). This is especially relevant in the preparation of faculty for the numerous small colleges and universities across the country.

Findings from this study would support the premise that small colleges and universities would be better served by a faculty who have a broader-based training (Woods & Goc-Karp, 1997; Woods, Goc-Karp, & Feltz, 2003). In addition, they must be capable as administrators (Karabetsos & White, 1989; Stier, 1982, 1986), as well as coaches (Evans, 1996; Stier, 1982, 1986; White, 1992).

This study's finding that faculty are teaching in multiple sub-disciplines, and that 28.9% of their teaching load is in courses where they have had no graduate coursework supports the data from previous studies that suggest that generalist positions are in significant demand (Koslow & Nix, 1988; Wenos et al., 1993; Woods & Goc-Karp, 1997). Faculty consistently rated their perceptions of competency as instructors lower in courses where they had no graduate coursework. Faculty perceive that specific coursework in each of the physical education sub-disciplines as graduate students better equipped them as college instructors. Demographics of CCCU institutions indicate that a majority of physical education departments have less than 80 students and less than ten faculty, of whom less than three will have a terminal degree. The small number of

faculty with terminal degrees explains the need for these faculty to teach across several disciplines.

Institutions within the CCCU are often looking for faculty who can teach in multiple sub-disciplines. Graduate preparation programs may want to consider how to bring more closely in line the number of specialized graduate programs, and the numbers of graduates they produce, with the demands of the current job market. Consideration might be warranted to offer programs which include development of teaching skills along with developing backgrounds beyond narrow specialties. An alternative for terminal degree study may be the model of the Doctor of Arts (D.A.) program (Dear, 1977; White, 2003). The D.A. degree is designed to offer a generalized course of study similar in structure to the Ph.D. but more focused on teacher preparation. The D.A. also has a different research focus in that the D.A. dissertation must relate to teaching. Issues of prestige in major research universities may hold back the initiation of such programs with fears of lack of promotion opportunities and institutional support and funding (White, 2003).

Institutions within the CCCU need to consider whether

changes should be made in the administration of degree programs where faculty do not have the training and experience to teach their assigned coursework.

Administrators may need to change their hiring practices so as to employ more faculty with the specialties necessary to meet the curricular needs of their programs. Institutions should consider possible professional development strategies to allow faculty to gain background in areas outside of their prior training (e.g. conferences, seminars, sabbaticals, etc.)

A majority of faculty in this study reported having experience as elementary or secondary teachers. Institutions within the CCCU are seen primarily as teaching institutions, lending themselves to hiring faculty who have interest and experience as instructors.

Coaching is a critical part of physical education faculty experience at CCCU institutions. Based on this study's findings, a large percentage of physical education faculty have or are currently coaching at the collegiate level. A majority of faculty had secondary coaching experience prior to their current position. The small number of faculty in physical education departments at these institutions necessitates that many serve a

coaching role in addition to classroom teaching. Faculty who coach and teach report spending approximately 10% more time on coaching duties than their contractual load specifies. Besides working a traditional work day, coaching requires a great deal of time outside of the typical day. The 10% difference may indicate time spent during the work day and may be much higher when considering the extra duties of coaching. Daily coaching responsibilities often extend well into the evenings and weekends with the demands of recruiting and scouting.

CCCU institutions must consider what effect adding sports to increase enrollment has on physical education programs. Since faculty within these programs are often expected to take on the responsibilities of coaching, hiring practices within departments is significantly impacted by the needs of the athletic department with regard to coaching needs versus the academic needs of the department. A prospective faculty candidate may have the educational background to teach but not coach. Conversely, faculty may be hired due to their coaching experience and may not fill the academic needs of a program. The viability of the undergraduate physical education programs at CCCU institutions depends on a

qualified faculty to prepare their students.

A majority of faculty are currently or have served in some type of administrative capacity. As with coaching, departments with small numbers of faculty necessitates that many of the faculty serve in some type of administrative role. Perceived competence of faculty in the present study was consistently lower in administrative tasks when they received no graduate coursework related to that management duty.

Based on the findings of this study, in order to improve the quality of physical education/exercise science programs at CCCU institutions, consideration should be given to the academic preparation, educational experience, coaching experience and administrative experience related to the faculty hired by these institutions. An initial requirement of these institutions, which cannot be overlooked, is that to be hired, prospective faculty members must attest that their philosophical and religious beliefs match those of the institution. This may play a significant role in the recruitment of qualified candidates, where many candidates may be excluded from consideration based on their lack of institutional fit. Next, the need of CCCU

administrators to find candidates who possess the required preparation for teaching while often being expected to coach can be difficult to accomplish. The number of candidates who possess a broad background of preparation may not meet the demand of small teaching colleges and universities. Every effort should be made to secure the best possible candidates who are adequately prepared for the classroom to insure quality academic programs are maintained. To this end, institutions that place a priority on the hiring of coaches over qualified faculty should reevaluate their priorities. Lastly, the teaching and administrative experience of CCCU faculty may be a valuable element to consider both in terms of preparation in higher education as well as experience for aspiring CCCU faculty.

The results of this study provide the only comprehensive description to date of CCCU institutions and their faculty in terms of their academic preparation, professional experience and selected duties. It allows for the following recommendations to be made in order to better prepare physical education faculty and improve programs at CCCU institutions. These recommendations are limited by the selective participation of subjects in the

study and the assumption that responses to the study's survey were honest and accurate. The following conclusions and implications are based upon the findings of this study.

CONCLUSIONS AND IMPLICATIONS

Higher Education

1. Conclusion: Faculty at CCCU institutions find it necessary to teach in several physical education sub-disciplines.

Implication: Institutions involved in the preparation of graduate students should consider how they can broaden the scope of graduate work to better prepare candidates for positions at CCCU institutions.

Alternative degree programs such as the D.A should be considered.

2. Conclusion: Most physical education faculty within the CCCU hold some type of administrative position.

Implication: Graduate training programs should offer opportunities (i.e. coursework, workshops, internships, or seminars) to develop administrative

skills in graduate students.

CCCU Institutions

1. Conclusion: A significant number of courses are taught at CCCU institutions by faculty who have never taken a graduate class in that sub-discipline.

Implication: Administrators at CCCU institutions should consider improving hiring practices in such a way as to insure faculty in physical education programs were academically and experientially prepared to teach their required course load. Consideration should also be given to professional development strategies to overcome deficiencies in faculty preparation.

2. Conclusion: A large number of CCCU faculty serve as coaches at CCCU institutions.

Implication: Administrators should consider the academic impact on physical education programs of hiring coaches as instructors who may lack the qualifications to teach in the classroom.

Prospective CCCU Faculty

1. Conclusion: Most CCCU faculty have had experience as classroom teachers at the elementary or

secondary level.

Implication: Prospective CCCU faculty should consider whether this experience is advantageous to their future employment at CCCU institutions.

2. Conclusion: A majority of CCCU coaches have had experience as secondary school coaches or as assistant coaches prior to their current coaching position.

Implication: Prospective CCCU faculty should consider obtaining experience as a secondary or college coach, either as an assistant or a head coach.

3. Conclusion: The specific skills, abilities, and experiences of faculty at CCCU institutions are unique to the organization.

Implication: Prospective candidates for CCCU institutions should examine graduate degree programs in terms of acquiring a broad prospective of academic preparation along with the experiences necessary for qualified careers at CCCU institutions.

RECOMMENDATIONS FOR FURTHER STUDY

1. An examination should be conducted regarding

the elementary or secondary teaching experience of faculty at CCCU institutions to determine if such experience better prepares faculty for their positions at these institutions.

2. A study should be conducted of faculty and programs at institutions of similar size outside the CCCU, both public and private, to compare with the results of this study. The study could also explore the issue of hiring practices with regards to institutional philosophy at institutions within the CCCU versus public institutions.

3. A study of the impact of coaches as classroom instructors at smaller institutions to ascertain if the hiring of faculty due to coaching ability has an impact on the qualifications of faculty as instructors.

4. A replication of this study involving institutions with varying levels of competitive athletics to determine if faculty demographics and perceptions are similar to CCCU institutions and if faculty are serving in multiple roles as instructors/coaches/administrators.

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APPENDICES

APPENDIX A
REVIEW OF LITERATURE

REVIEW OF LITERATURE

The review of literature is presented in three sections: (1) literature describing the history of graduate preparation programs at the doctoral level in physical education; (2) literature describing the academic preparation of physical education administrators in higher education; and (3) literature describing the academic preparation of coaches at the collegiate level.

ACADEMIC PREPARATION OF FACULTY

The introduction of doctoral level work in physical education was reported by Kroll (1982) to have been offered at both New York University and Teachers College, Columbia University offering Ph.D. degrees in education with an emphasis in physical education. The first doctorate confirmed in physical education was reported by Zeigler (1970) to have been awarded in 1925 by the Y.M.C.A. Graduate School of Nashville, in association with Vanderbilt University. This information is disputed by other sources where it is claimed that Columbia

University Teacher's College awarded the first physical education degree that same year. Zeigler (1970) reported that Teachers College and New York University both conferred their first degrees in 1926.

Those most influential in the development of these programs were Jesse F. Williams at Teachers College, and Clarke W. Hetherington and Jay B. Nash at New York University (Puthoff, 1969; Vandalen, 1968). Soon after the development of these programs their graduates were instrumental in the development of new graduate programs in physical education around the United States. These programs included Ohio States' developed by Delbert Oberteuffer of Teachers College; Illinois' by Seward Staley of New York University; Indiana's by Karl Bookwalter of New York University; and Iowa's by Charles H. McCloy of Teachers College.

In the 1930's and 1940's other important programs began at the University of Michigan and at Springfield College, developed by Elmer Mitchell and Arthur Esslinger respectively. By the end of 1946 there were at least 20 institutions offering doctoral degrees. By 1974, the number had grown to 45 (Knight, 1974/1975) and by 1989,

had reached 75 produced 235 graduates in 1983 and 176 graduates in 1989. From 1983-1989 those programs averaged 205 graduates per year (Cruse & Hamrick, 1992).

The doctoral programs in the nineteen thirties and forties emphasized a view of physical education as a discipline within itself or combined with areas such as health or recreation. In January, 1950, at one of the growing number of conferences at that time, the Report of the National Conference on Graduate Study in Health, Physical Education and Recreation (1950) suggested three purposes of graduate education. They included preparing better teachers, leaders, administrators, and creative scholars; improving the quality of research and its use; and to developing specialists in the general area of physical education. The emergence of the early doctoral programs produced research in the field that led to the phrase "academic discipline of physical education" by the 1960's. In a paper by Park (1981) she supports this idea of academic discipline by stating:

Two important points must be mentioned in connection with efforts to trace the emergence of an academic discipline of physical education. The first is the fact that professional physical education has traditionally called upon quite diverse

fields of study for both its content and methods of inquiry. The second point relates to the explosion of knowledge within each of the academic areas which comprise modern physical education (p.21).

In an article by Henry (1964) he stated, "I suggest that there is an increasing need for organization and study of the academic discipline herein called physical education" (p.69). Following this article the literature revealed a distinct movement towards promoting the idea of a discipline in physical education as can be seen in some of the article titles that followed (Knight, 1974)

Graduates from doctoral programs prior to this period would have thought of themselves as generalists having knowledge across the discipline of physical education as supported in a survey by Hewitt (1942, 1946). He surveyed institutions in the U.S. with graduate majors in physical education to develop a profile of characteristics that included their stated purpose of graduate work at the doctoral level, admission requirements, degree requirements, as well as other policies. The students in these programs, based on the program requirements, would be considered generalists.

At present, many programs have changed their emphasis

from training generalists in the discipline of physical education to training highly specialized scholars in subjects that have emerged as specialty areas in physical education. VanDalen (1968) attempted to attribute the development of specialization within the field of physical education to several factors. First, there was an explosion of knowledge due to the growing number of doctoral students in the field whose interests became narrowed into specialized areas of interest. Another major motivator of the move to specialization occurred in California where legislation was passed in 1961 and stated that administrative positions could only be held by individuals who had degrees in academic areas of study, and physical education was not on the list of approved academic disciplines.

The movement of programs towards specialization is in part also attributed to Louis E. Alley at the University of Iowa. He states "I believe it is accurate to say that this Department was one of the very first--if not the first--to establish well-defined areas of specialization in physical education at the doctoral level" (Alley, 1984, p.114). It was Alley's assertion as well, that

their development of areas of specialization was before, what is now considered by many, the article by Franklin Henry that set forth many ideas which led to an emphasis in specialization (Henry, 1964).

By 1980 there were 10 areas of specialization embodied in the AAHPERD National Association for Sport and Physical Education Academies. They included: adapted physical education, curriculum, exercise physiology, history, kinesiology, motor development, philosophy, psychology, sociology, and sport art (Brooks, 1981).

In 1987 King and Brandy examined the state of doctoral programs in relation to specialization. They studied 61 programs at 57 different institutions in 33 states. Their interest was to determine where schools fall on a continuum between generalists and specialists, whom they refer to as scholar-researchers. Results indicated that in the area of specialization 42% of programs offered highly specialized degrees, 43% moderately specialized, and 15% generalized. They state: "There seems to be a clear preponderance of intention to conduct programs following the model of specialization

within narrow sub areas rather than the model of preparing a generalist" (p.161). The number of areas of specialization they identified was 26. They condensed those into 5 categories that included exercise science, sociocultural, education, sport and arts. They found over half of the graduate programs offered in the exercise sciences.

As programs in specialization proliferated, there developed a concern that the discipline of physical education had become so diverse that the areas of specialty could easily be absorbed into parent disciplines. Henry recognized this fourteen years after his 1964 article. He warned:

when a physical education department demonstrates that many of its courses and the research of its students and faculty are, in fact, possible within the various traditional disciplines, it also signals the university administration that it can be phased out, that the students will not suffer since an interdisciplinary group major set up from courses in the traditional disciplines will presumably take care of their needs, and faculty research will continue since it is within those disciplines anyway (Henry, 1978, p.).

The worry has been expressed by several authors that the specialization movement has led to fragmentation and

could possibly end the discipline as it is today (Greendorfer, 1987; Hoffman, 1985; Spirduso & Lovett, 1987; Thomas, 1987). Newell (1990) expressed his concerns in an article "Chaos out of Order" stating:

the boundaries of our knowledge domain have been broadened considerably in the last 25 years, but we have not harnessed and labeled this field of study into a coherent academic package. This fragmented state of the academic focus has created what can only be described as a state of chaos within the field of physical education in higher education. This chaos in the degree programs undermines our position in academe in general and in society at large. Indeed, this chaos is fractionating the field of physical education in higher education per se, independent of its consequences for our direct and immediate impact in academe and society. (p.232)

Hellison brought together many of these ideas in an article in 1992. He wrote:

We seem to have lost our collective social conscience, our activism, our passion for the improvement of practice. We have replaced these values with an emphasis on expanding the physical education in higher education body of knowledge, primarily through data collection and analysis in a variety of specializations. (p.400)

His recommendation as to a solution was to move toward more diversity in physical education in higher education, "we need to broaden our conceptualization of purpose,

scholarship, and excellence" (p.406). An examination of physical education positions advertised from 1984-1986 (Koslow & Nix, 1988), 1988-1990 (Wenos, Wenos & Koslow, 1993), 1989-1992 (Zakrajsek & Pierce, 1993), 1992-1996 (Woods & Goc-Karp, 1997), and 1998-2002 (Woods, Goc-Karp & Feltz, 2003) in the Chronicle of Higher Education revealed that the job market in higher education reflects a growing need for faculty to teach in several sub disciplines. Positions requiring candidates to teach in more than one discipline area were reported as 8.5% between 1984 & 1986 (Koslow & Nix, 1988), 16.7% between 1988 & 1990 (Weno, Wenos & Koslow, 1993), 52% between 1989 & 1992 (Zakrajsek & Pierce, 1993), 33.6% between 1992 & 1996 (Woods & Goc-Karp, 1997), and 33% between 1998 & 2002 (Woods, Goc-Karp & Feltz, 2003). These studies also indicate there was a decline in the number of these positions between 1992 & 1995.

This trend toward specialization has not been isolated to the field of physical education. Atwell (1996) made several recommendations as to necessary changes in doctoral education. He made the following recommendations:

Require all Ph.D. students interested in eventually finding jobs in academe to learn, early in their graduate training, basic facts about the diverse types of colleges and universities in this country and what they want from faculty members.

Increase the breadth of formal study during Ph.D. programs and reduce the amount of time devoted to dissertation research (p.B-5).

In a survey initiated by the Pew Charitable Trusts (Golde & Dore, 2001) an examination of doctoral students experiences revealed "that careers students are prepared for are not the ones that they will assume, nor are these the careers that students want" (p.44). Many students are taking positions in community colleges, liberal arts colleges, and comprehensive universities where faculty spend most of their time teaching and in service activities. Overly specialized research training programs are leaving students ill-equipped to perform other faculty roles, especially teaching. The National Science Foundation (1996) also supported this position in a report about doctoral education. They called for a broadening of doctoral training programs to better meet the changing needs of institutions, as well as society, served by the doctorate-granting institutions.

Sharp (2003) describes a new Ph.D. program at Iowa

State University established to meet the changing needs of doctoral students based on the recent analysis of the job market. This program was approved in 1999 and will attempt to prepare students in two specialization areas: the biological basis of physical activity and the behavioral basis of physical activity. In addition students will participate in doctoral seminars, a rotation in labs across the student's specialization and experiences in teaching.

There has been little research examining faculty issues at small colleges and universities related to faculty characteristics and experience. Stier (1982) studied a group of small colleges and universities (student population <2500) attempting to describe the profile of the faculty and characteristics of the departments in which they work. There was an average of 61 majors in the department along with 36 minors or those pursuing some kind of certificate. Two-thirds of the schools had enrollments between 500 and 1500 students. The full-time faculty in the department with at least some teaching responsibility was 8. The student faculty ration was 12.5 to 1. Faculty who held a masters degree

as their highest degree was 68% while those with a doctorate accounted for 14.1%.

ACADEMIC PREPARATION OF ADMINISTRATORS

The academic preparation of administrators in physical education is an often overlooked aspect of training doctoral candidates in physical education. Many individuals found themselves in administrative positions with little or no background in administrative theory or practice, yet their ability to lead may have a dramatic impact on the success of the unit they are responsible for. According to Voltmer (1979),

The quality of the physical education program in an institution depends more upon the administrator than any other factor. It is true that what can be accomplished is dependent on the qualities, equipment, personnel, and time allotment available; but in any given situation, a good administrator produces a substantially better program than a bad one (p.5).

Individuals who wish to occupy administrative positions at some point in their careers should attempt to adequately prepare themselves. Hall (1973) expressed it this way: "Oftentimes people are thrust into administration without first having had an opportunity to

prepare adequately for multidimensional responsibilities. In fact too many physical education administrators have had inadequate preparation before they become head of the department (p.5-6)." It has been suggested that there should be a core of courses that would be taken in addition to areas of specialization, or that administrators should be specifically trained for the positions. There is very little literature that exists addressing the idea of standards in preparing future administrators.

In a study by Mullin (1964), college and university presidents were surveyed to determine the minimum qualifications of department chairpersons of physical education. The survey suggested the desired qualifications in applicants to be 40-49 years old, hold a Ph.D., have some publications, and are active in professional organizations. Department chairs were also surveyed to determine if the actual people holding these jobs met the minimum qualifications. He found that the typical department chair was 30-39 years of age, were fairly evenly divided between holding a masters degree and Ph.D., had few publications, and came from a

background of teaching and athletics. There appeared to be a notable difference between the desired qualifications and the actual chairpersons. Paton (1963) also reported in a study that administrators who held positions directing physical education programs were not specifically trained in administration.

In a study of junior college department administrators, Anderson (1975) found they had previously taught an average of five years in higher education. Their administrative experience averaged seven years, with 57 percent holding doctorates. When asked what the most important element was in preparing them to performing their duties as an administrator, over 50 percent stated administrative experience. This may be related to the statistics mentioned earlier that 43 percent of prospective administrators received little or no academic training in administration leaving them to rely only on their experience.

Arthur Miller (1981) conducted an investigation to develop an empirically based curriculum in administration for aspiring administrators in higher education physical education departments. He analyzed surveys from 106

administrators of college and university physical education programs. The survey asked administrators to indicate course competence ratings as well as course usefulness related to their current administrative positions. In addition they were asked to rate their preparation for specific administrative duties.

Responses indicated that administrators felt competent in physical education type courses but rated the usefulness of these courses low in relation to their administrative duties. These administrators also reported that non-physical education type courses were projected as highly useful, but rated their competence low in these courses. As a result of Miller's findings, ten core courses were recommended as part of a relevant physical education administrator curriculum: (1) leadership skills; (2) personnel management; (3) public speaking; (4) public relations; (5) budgeting; (6) staffing; (7) problem analysis; (8) administration of physical education; (9) physical education facility planning; and (10) health, physical education, and recreation supervision skills.

White and Karabetsos (1987) examined characteristics of health physical education and recreation (HPER)

administrators in institutions with enrollments greater than 10,000 students. They found that 82% of administrators were between 40-59 years of age. Most of these administrators had taught physical education at the secondary level prior to their university appointments. Eighty-eight percent held doctorates in physical education or a related field to HPER. In response to their views on certain management areas they ranked personnel management the most important followed by program management, financial management, personal management and public relations.

Karabetsos and White (1989) in a follow-up study to their 1987 study examined administrators in institutions of less than 10,000 students and found similar results. Teaching experience and degrees held were similar except in smaller institutions only 69% held a doctoral degree in comparison to 88%. In the areas of management the administrators at the smaller institutions ranked the management areas in the same order; personnel, program, financial, personal and public relations.

Staffo, (1991) as a part of a College and University Physical Education Department Administrators Council Task

Force attempted to determine and analyze the specific competencies, skills, and personal qualities found important for an effective HPER administrator. Six broad areas were identified as important to administration, they included: personal traits, knowledge, management skills, organizational theory, communication skills and vision/future. Staffo concluded their analysis by recommending that administrators be specifically trained for such positions.

In a study (Walter, 1994) of the perceived importance of administrative behaviors in NCAA Division III institutions of less than 5000 students seven administrator behavior categories emerged. In order of importance the seven categories included: communication, human relations, decision making, management, planning, personal attributes and problem solving.

ACADEMIC PREPARATION OF COACHES

In order to examine the academic preparation of college and university coaches, it is necessary to go back to undergraduate preparation patterns since specific programs at the graduate level do not exist in coaching.

Many universities, especially those with large departments in physical education offer a minor in coaching for students who major in physical education as well as for those who major in other fields (White, 1992).

In 1973 the American Association for Health, Physical Education, and Recreation held a conference on Undergraduate Professional Preparation, in New Orleans. From the conference a set of minimal standards were proposed for prospective coaches. It was their contention that undergraduate students should be aware of and have the following concepts well understood:

1. The health, physical welfare, and safety of the participant is a primary concern of the educational athletic program.
2. Sport is a social phenomenon.
3. Sport provides a medium for the tangible and intangible influencing of oneself and others.
4. An athletic program is conducted in accordance with the educational purpose of the institution and recognized state and national athletic associations.
5. Balanced programs include athletic, as well as

intramural and instruction aspects.

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

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

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

9. Physiological principles provide a scientific basis for improved motor performance (Maetozo, 1973, p.7).

Aldridge (1975) reported on the preparation of high school coaches based on the opinion of state athletic directors. Agreement among these professionals indicated the following were needed areas of focus in some combination:

1. Biological sciences (anatomy, physiology, physiology of exercise, and kinesiology).
2. Safety, first-aid, training and conditioning, and care and prevention of injuries.
3. Philosophy, principles, organization, and psychology.

4. Theory and techniques of coaching in selected sports
(p. 42).

Sisley and Wiese (1987) found in a study of coaching certification requirements by states that only seven states had established coaching certification programs for public schools. Organizations such as the American Coaching Effectiveness Program, the Youth Sport Institute and the National Youth Sports Coaches Association have developed programs to help train youth and interscholastic coaches. These programs however, have only provided training at a level of educational experience and practical understanding to be a reasonably competent youth coach.

In a survey (Houseworth, Davis, & Dobbs, 1990) of Illinois high school coaches and athletic directors respondents indicated there was a concern about the lack of professional preparation of coaches and would welcome some type of coaching education program.

Knorr (1991) surveyed Texas high school coaches for the purpose of designing a curricular model for the undergraduate preparation of Texas high school coaches. He found that 64.6% believed a coaching certification

program, achieved through undergraduate coursework and an internship experience, would best prepare coaches. The coaches recommended coursework in athletic injuries, athletic training, first aid, principles of coaching, athletic conditioning, program administration, kinesiology, anatomy, coaching methods, psychology of coaching, physiology, officiating, sport law, and exercise physiology. Sixty-two percent favored a coaching certification in addition to teaching certification but did not support (69%) a coaching certification program that would allow non-teachers to coach

In 1972 Bucher made several recommendations as to the standards which should exist for college coaches, they include:

1. All members of the coaching staff should be members of the faculty.
2. All coaches should be hired on their qualifications to perform their educational responsibilities and not on their ability to produce winning teams.
3. All coaches should enjoy the same privileges of

tenure, rank, and salary that are given other similarly qualified faculty members.

4. All public school coaches should be certified in physical education (p.171).

Stier ((1986) examined workload policies and practices within institutions ranging from as few as 400 students to a high of 25,000. He found that only 28% of schools provide extra compensation for coaching however 77% provide for a reduced workload for coaches. Coaches in 37% of the institutions were asked to maintain a full-time teaching load while coaching.

Martin and Arena (1986) proposed using the same criteria for evaluating coaches as are used in faculty evaluations. They suggested a three step procedure:

1. Evaluation of scholarly and creative performance (professionally);
2. Evaluation of teaching and advising (teacher effectiveness);
3. Evaluation of university and community service (coaching).

Richardson (1979) examined the academic status of athletic coaches in institutions affiliated with the

National Collegiate Athletic Association's Divisions I, II, and III, and National Association of Intercollegiate Athletics. He found that coaches at NCAA Division I and NAIA schools were more likely to be full-time coaches supported by athletic funds while coaches at NCAA Divisions II and III schools were more likely to have faculty appointments as well. In a follow-up study by the same author (1981), 1203 questionnaires were received from collegiate coaches at the various levels of competition. Of the coaches who responded, 71 percent had at least one degree in physical education. Fifteen percent had completed a baccalaureate degree, 72 percent completed a masters degree and 13 percent had completed a doctorate. It was found that a larger percentage of the coaches with a doctorate were coaching at the lower levels of competition. The lower levels of competition also had more coaches involved with multiple sports.

In 1992 Siegel and Newhof surveyed athletic administrators for women's collegiate programs to identify the types of academic qualifications and coaching experiences these athletic administrators required for coaching candidates. The study reported

findings in relation to institutional profiles, degree requirements and curricular content of a coaching preparation program. Institutions in the study were self classified into one of four groups; liberal art, state universities, technical/engineering, or church-affiliated. Thirty eight point five percent of institutions will hire candidates with only a bachelors degree, while 11.8 percent prefer a masters degree and 46.7 percent required one. Only 2.4 percent reported they would hire a head coach with no college degree. Interestingly, small schools (<2000 students) were more inclined to require the higher degree. This may be due to the expectation that they would also teach.

When asked about coaching curriculum respondents indicated the important content in an undergraduate program should include supervised coaching, sports psychology, organization and administration and sports medicine. In a graduate program the top four courses were exercise physiology, psychology of sport, organization and administration and biomechanics. Administrators of women's programs seemed to agree that there should be some specific experiences and coursework

in order to best prepare collegiate coaches.

White (1992) conducted a study of the professional preparation of coaches at colleges and universities in eastern North Carolina belonging to the National Collegiate Athletic Association Divisions I, II, and III. Of the 180 coaches who responded in the study 32 percent held bachelors degrees, 61 percent masters' degrees, 6 percent specialists' degrees, and only three held doctorates. Many of these coaches taught courses in the physical education department (39%).

Evans (1996), based on information from current National Collegiate Athletic Association basketball coaches designed a curricular model for the graduate preparation of collegiate coaches. His model included:

“Training, conditioning and proper nutrition for today's student/athletes.

Skills, tactics and strategies of collegiate basketball coaches

Teaching and administration within collegiate basketball programs.

Social/psychological aspects of coaching.

Practicum: professional preparation and development

using active participation in current collegiate programs.

Prevention: care and management of injuries.

Growth, development, and learning styles of today's student/athlete."

He also concluded that coaching associations as well as athletic administrators should support the idea of a curriculum at the graduate level to prepare collegiate basketball coaches.

SUMMARY

The literature review in this section was primarily focused on three areas. The first was a chronological review of the history of doctoral preparation in physical education. Specifically the issue of the status of specialization within the traditional sub disciplines of physical education. The second was the academic preparation of administrators. An examination of experience and preparation patterns of administrators revealed several management areas that appear to be essential to successful administration. Lastly was an

examination of the preparation of coaches for both
secondary and collegiate coaching positions.

APPENDIX B
QUESTION BY QUESTION ANALYSIS

Question 1

Highest academic degree held

There were 219 responses to question one. Table 1 indicates that the most frequently occurring highest degree held was the Master of Science degree by 27% of the respondents. A total of 57.5% of all respondents held a master's degree as their highest degree followed by the doctorate at 41.1% and the bachelors degree at 1.4%.

TABLE 1
HIGHEST ACADEMIC DEGREE HELD

Degree	Number of Respondents
Master of Science	59
Master of Arts	55
Doctor of Philosophy	40
Doctor of Education	36
Master of Education	10
Doctor of Physical Education	7
Doctor of Arts	6
Bachelor of Arts	2
Bachelor of Science	1
Education Specialist	1
Master of Physical Therapy	1
Doctor of Recreation	1
Total	219

Question 2

Undergraduate field of study

By far the vast majority of respondents indicated their undergraduate field of study was physical education (68.7%). Table 2 reports the total number of respondents for each field of study. Total number of majors was 227 including eight respondents indicating a double major.

TABLE 2
Undergraduate Degree Major Field of Study

Major		Major	
Physical Education	156	Biblical Literature	1
Exercise Science	14	Speech/Drama	1
Health	11	Psychology	1
Biological Science	9	Home Economics	1
English	5	Philosophy	1
Mathmatics	5	Art	1
Athletic Training	3	Bible	1
Education	3	Accounting	1
Business	3	Music	1
History	2	Political Science	1
Social Studies	2	General Science	1
Elementary Education	2	Ministry	1
		Total	227

Question 3

If you hold a master's degree, what is your major field of study?

Of those respondents who held master's degrees (Table 3) 51.2% indicated their major was physical education followed by 12% indicating exercise physiology and 6.5% administration of Health Physical Education and

Recreation. Total number of respondents with minors
(Table 3) was 26.

TABLE 3
Masters Degree Major Field of Study

Major		Major	
Physical Education	111	Biomechanics	2
Exercise Physiology	26	Motor Learning	1
Administration HPER	14	Secondary Education	1
Athletic Training	10	Theology	1
Sport Management	9	Reading Specialist	1
Health Education	5	Tests & Measurements	1
Educational Admin.	4	Social Science	1
Education	3	Religious Education	1
Recreation & Leisure	3	Guidance Counseling	1
Physical Therapy	3	Counseling	1
History	2	Theology	1
Edu/Curr/Ins	2	Ministry	1
Public School Admin.	2	Sport Science	1
Sport Psychology	2	Outdoor Recreation	1
Athletic Admin.	2	Math	1
Biology	2	Interdisciplinary	1
		Total	217

TABLE 4
Masters Degree Minor Field of Study

Minor		Minor	
Athletic Training	4	Athletic Admin.	1
Health	3	Psychology	1
Exercise Physiology	3	Educational Admin.	1
History	2	Math	1
Biomechanics	2	Sports Psychology	1
Coaching	1	Motor Learning	1
Physical Education	1	Administration	1
Statistics	1	Counseling Psychology	1
Gerontology	1	Total	26

Question 4

If you hold a doctoral degree, what is your major field of study?

A total of 88 respondents reported holding a doctoral degree with the largest group, physical education, at 28.4%. Table 5 displays the doctoral degrees held by respondent's major field of study.

TABLE 5
 Doctoral Degree Major Field of Study

Major		Major	
Physical Education	25	Athletic Training	1
Exercise Physiology	15	Sport History	1
Administration HPER	8	Sociology of Sport	1
Higher Ed. Admin.	8	History	1
Motor Control	4	Counseling Psychology	1
Health Education	4	Education	1
Recreation & Leisure	4	Secondary Education	1
Sport Management	3	Administration	1
Sport Psychology	3	Educational Admin.	1
Adapted P.E.	2	Curr & Inst.	1
Biomechanics	1	Sport Litigation	1
		Total	88

Table 6 shows the minor fields of study with those who held a doctoral degree.

TABLE 6
 Doctoral Degree Minor Field of Study

Minor		Minor	
Physical Education	3	Human Resources	1
Recreation	3	Motor Learning	1
Health	3	Gerontology	1
Higher Education	3	Psychology	1
Biomechanics	2	Athletic Training	1
Exercise Physiology	2	Education Studies	1
Computer Applications	1	Sport Administration	1
Business	1	Business Admin.	1
Biophysics	1	Biology/Statistics	1
		Total	28

Question 5

Please check the degree(s) you hold and the age at which each was attained.

This question attempted to identify the age range for completion of each respondent's degree. Age ranges were in five-year increments from 20 to 46+. The bachelor's degree was attained by 97.7% of recipients by the age of 25. For the masters degree there was a fairly even split between 20-25 and 26-30. In the 20-25 age group 45.8%

received their degree while 41.2% were in the 26-30 age group. The results for the doctoral degree demonstrated a wider spread of distribution. The 26-30 and 41-45 age group both had 18.2% of degree recipients, while 33% and 36.1% were in the 31-35 and 36-40 age groups respectively. Table 7 shows the actual numbers of responses in each age group.

TABLE 7
Age at Degree Attainment

	20-25	26-30	31-35	36-40	41-45	46+	Total
Bachelors	214	5	0	0	0	0	219
Masters	99	89	19	7	2	0	216
Doctorate	1	16	29	23	16	3	88

Question 6

When hired to your current position how would you rate your academic preparedness with respect to your teaching responsibilities?

Respondents to this question had three choices to select from; they were "unprepared", "somewhat prepared" and "thoroughly prepared". Fifty-nine percent (59.4%) of respondents considered themselves "thoroughly prepared"

followed by 37.3% as "somewhat prepared" and 3.2% as "unprepared". The totals for each response follow:

TABLE 8
Academic Preparedness

	Number	Percent
Unprepared	7	3.2
Somewhat Prepared	81	37.3
Thoroughly Prepared	129	59.4
Total	217	100

Question 7

How did you pursue your highest degree?

This question attempted to identify the enrollment status of students as they pursued their highest degree. The choices were "full-time", "part-time" and "both". The largest group of respondents, 45.6% pursued their degree full-time while 36.4% were part-time and 18% did both. Table 9 shows totals for question 7:

TABLE 9
Enrollment Status During
Pursuit of Highest Degree

Full-time	99
Part-time	79
Both	39
Total	217

Question 8 and 9

8. On the column below check the box if you have completed graduate academic coursework in that area.

Then rate the value of that coursework in terms of making you competent in that area. For the remaining courses (those you have not taken), please rate their perceived value based on your experience in your present position.

9. On the column below check the box if you have taught this course as a part of your regular teaching assignment at the collegiate level (exclude courses you may have on occasion taught as an exception to your normal load).

Then rate your academic competency in that area.

These questions were treated together because the design of the survey required respondents to answer the questions in relation to a center column of content areas

within HPER. A 1-5 Likert type rating scale was used for each response. The rating of each content area corresponded to a number from one to five with 1 being "no competence", 2 "little competence", 3 "moderately competent", 4 "competent", and 5 "extremely competent". The second part of the question asked respondents to rate the perceived value of the content area based on their experience. The range was again 1-5 with 1 "no value", 2 "little value", 3 "moderately valuable", 4 "valuable", and 5 "extremely valuable". Analysis of responses to these questions included a calculation of means based on competency scores and number of respondents in each content area. Table 10 shows these means and respondent totals in each content area. Questions 8 and 9 also gave respondents the opportunity to add other content areas not listed on the survey. Responses to item 8 and 9 "other" are recorded in appendix L and M respectively.

TABLE 10
Competency and Perceived Value Rating

	Graduate Class in Discipline		No Graduate Class in Discipline		Taught Undergraduate Class	
	Mean Competency Rating	Number of Respondents	Mean Perceived Value	Number of Respondents	Mean Competency Rating	Number of Respondents
Foundations in HPER	3.64	98	3.19	59	4.21	75
Exercise Physiology	4.45	121	3.95	43	4.09	53
Kinesiology	4.20	103	4.13	55	4.05	56
Motor Learning	4.10	96	3.69	56	3.76	49
Adapted P.E.	3.50	73	3.32	71	3.53	47
Sport Management	3.89	74	3.06	67	4.20	35
Athletic Training	3.99	74	3.43	70	4.24	42
Recreation	3.43	63	2.70	80	4.00	32
Sport Sociology	3.70	72	2.70	80	4.15	27
Psychology of Sport	4.06	109	3.43	51	4.09	44
Measurement in HPER	3.81	150	3.46	26	4.06	54
History of Sport Organization & Administration of P.E.	3.49	71	2.74	74	4.16	32
P.E.	4.13	132	3.26	35	4.22	70
Pedagogy	4.30	99	3.94	52	4.43	75
First Aid	4.25	73	3.69	74	4.56	50
Health/ Safety	4.03	69	3.40	72	4.12	61
Athletic Coaching	4.08	76	3.43	67	4.45	87
Fitness/ Wellness	4.41	79	4.12	65	4.42	127
Computers in HPER	3.64	31	4.09	85	4.22	9

Table 11 compares the courses taught by faculty with and without a graduate course in that discipline along with the discrepancy between courses taught with and without a graduate class.

TABLE 11
Comparison of Courses Taught by
Faculty With and Without a Graduate
Course in that Discipline

	Without	Mean Rating	With	Mean Rating	Competency Discrepancy
Foundations in HPER	23	4.04	52	4.29	-0.25
Exercise Physiology	6	3.83	47	4.13	-0.3
Kinesiology	14	3.86	42	4.12	-0.26
Motor Learning	9	2.78	40	3.98	-1.2
Adapted P.E.	13	2.85	34	3.79	-0.94
Sport Management	6	3.83	29	4.28	-0.45
Athletic Training	9	4.33	33	4.21	+0.12
Recreation	7	3.71	25	4.08	-0.37
Sport Sociology	5	3.75	22	4.23	-0.48
Psychology of Sport	6	3.6	38	4.16	-0.46
Measurement in HPER	4	3.25	50	4.13	-0.88
History of Sport	6	3.67	26	4.27	-0.6
Organization & Administration of P.E.	10	3.22	60	4.37	-1.15
Pedagogy	22	4.1	53	4.56	-0.46
First Aid	25	4.6	25	4.52	+0.08
Health/ Safety	21	3.76	40	4.3	-0.54
Athletic Coaching	41	4.5	46	4.41	+0.09
Fitness/ Wellness	63	4.29	64	4.55	-0.26
Computers in HPER	6	4.17	3	4.33	-0.16
Total	296		729		

Competency Rating Scale

- 1 = no competence
- 2 = little competence
- 3 = moderately competent
- 4 = competent
- 5 = extremely competent

Question 10 and 11

How many years of elementary or secondary teaching experience have you completed?

How many years of college teaching experience have you completed including the current year?

Respondents could select from six possible age ranges beginning with zero years followed by four five-year age ranges and ending with 21+ years. Table 12 shows totals for both question 10 and 11. The largest percentage of respondents 39.2% taught in elementary or secondary schools for 1-5 years. Second largest was zero years experience with 33.2% followed by 6-10 years with 15.7%. College experience had a more equal distribution with the highest percentage (31.5%) being those with more than 21 years experience. This was followed by 16-20 years at 21%, 11-15 years at 16.4%, 1-5 years at 16% and 6-10 years at 15.1%. Total classes taught indicate that 296 of 1025 (28.9%) classes taught, as a part of a typical faculty load, were courses where faculty received no graduate coursework.

TABLE 12
Years of Teaching Experience

	Number of Years						Total
	0	1-5	6-10	11-15	16-20	21+	
Elementary or Secondary	72	85	34	9	8	9	217
Percent	33.2	39.2	15.7	4.2	3.7	4.2	
College	0	35	33	36	46	69	219
Percent	0	16	15.1	16.4	21	31.5	

Question 12, 13, 20, 21, 24, & 25

12. What percent of your contractual load is allocated to classroom teaching and academic related tasks?

13. What percentage of your time is actually spent working on teaching and academic related tasks?

20. If you currently coach what percent of your contractual load is allocated to coaching and coaching related duties?

21. If you currently coach what percent of your time do you actually spend on coaching related duties?

24. What percent of your contractual load is allocated to administrative duties?

25. What is the percent of time you actually spend on administrative related tasks?

These questions were grouped together due to the

nature of the information gathered. It was the intent of the researcher to compare the contractual loads of faculty with the actual time they spent working in each area they were contractually assigned. Three areas were focused on in particular; academics, coaching and administration. Table 13 shows that the actual time faculty spent on academic tasks was 9.76% percent less than their contractual load called for. In the other two areas faculty were spending more time than their contract required. In the area of coaching they spent 7.76% more time on coaching related tasks and 2% more on administrative duties.

TABLE 13
Percent Comparison of Contractual Loads vs
Actual Time Spent of 157 Faculty

	Contractual Load	Actual Time Spent
Academic Tasks	61.55	51.79
Coaching	22.22	29.98
Administration	16.23	18.23

Question 14

Are you currently coaching or have you coached previous to your current position?

Respondents to this question totaled 218 with 186 (85%) having previously or currently coached and 32 (15%) who had never coached.

Question 15

Please indicate the sport or sports you have coached or are currently coaching at the secondary level.

Table 14 displays a ranking of the sports respondents had coached or were currently coaching at the secondary level. Respondents may have coached a single sport or multiple sports at that level.

TABLE 14
Sports Coached at the Secondary Level

Sport		Sport	
Basketball	87	Tennis	18
Football	48	Swimming	11
Track	43	Golf	10
Baseball	39	Wrestling	8
Volleyball	35	Field Hockey	4
Softball	30	Gymnastics	3
Soccer	23	Cheerleading	1
Crosscountry	18	Water Polo	1

Question 16

Please indicate the sport or sports you have coached or are currently coaching at the collegiate level.

Table 15 shows a ranking of the sports respondents had or were currently coaching at the collegiate level.

TABLE 15
Sports Coached at the Collegiate Level

Sport		Sport	
Basketball	84	Golf	19
Volleyball	48	Football	17
Track	43	Swimming	8
Baseball	37	Wrestling	8
Tennis	36	Field Hockey	5
Softball	32	Badminton	2
Crosscountry	26	Gymnastics	1
Soccer	24	Cheerleading	1

Question 17

Did any of your coaching experience include coaching as a graduate assistant?

Of 189 responses 50 (26%) had coached as a graduate assistant while 139 (74%) had not.

Question 18

Did any of your coaching experience include coaching as an assistant other than as a graduate assistant?

Those who indicated yes totaled 120 (66%) in comparison to 63 (34%) who had not.

Question 19

Please indicate at what level and the number of years you served as an assistant coach.

Respondents to this question could choose from three ranges, 1-5, 6-10, and 11+ years. The number of year's coaches had spent as an assistant at both the secondary and collegiate level is shown in Table 16. The vast majority of coaches who had coached at the secondary level had done so for between 1-5 years (86.1%). At the collegiate level they were spread out slightly more with 66.3% serving for 1-5 years, 23.5% for 6-10 years and 10.2% for 11+ years.

TABLE 16
Years of Experience as an Assistant
Coach

	1-5	6-10	11+	Total
Secondary	68	9	2	79
College	65	23	10	98

Question 22

Does your current position or have any previous positions included administrative duties?

Respondents could choose one of three options for question 22, including "yes, currently", "yes, previously", and "no". A total of 142 responded with 55 (39%) selecting "yes currently", 39 (28%) "yes previously", and 48 (34%) "no".

Question 23

How many years of administrative experience do you have at the collegiate level?

The number of years of administrative experience reported is shown in Table 17.

TABLE 17
Years of Administrative Experience

	0	1-5	6-10	11-15	16-20	20+	Total
Administrative Experience	26	58	37	37	11	20	189
Percent	13.8	30.7	19.6	19.6	5.8	10.6	

Question 26

In what area(s) are your administrative duties assigned?

Table 18 rank orders the assigned administrative duties with department head, athletic administration and

student teacher/internship supervision being the most common.

TABLE 18
Assigned Administrative Duties

Department Head	63	Academic Affairs	1
Athletic Administration	61	Student Development	1
Student Teacher/Internship Supervision	47	Sports Information	1
Athletic Training	16	Director Academic Assistance	1
Intramurals	15	Curriculum Assessment	1
Wellness Program Director	4	Program Director	1
Aquatic Director	4	Education	1
Division Chair	2	Administration	1
		Faculty Athletic Representative	1

Question 27

Which of the following duties are also an expectation in your current position?

Table 19 presents a rank order of expectations faculty face in their current position.

TABLE 19
Additional Expectations of Faculty
N=219

Student Advising	191	Fundraising	1
Community Involvement	182	Athletic Training	1
Community Service	122	Public Speaking	1
Professional Service	113	Curriculum Development	1
Writing/ Publishing	54	Missions Outreach	1
Research	36	Church Ministries	1
Club Advising	29	NAIA Tournament	1
Coaching/ Training	2	Church Involvement	1
Conference Commissioner	1	Director of Wellness Center	1

Question 28 & 29

28. On the column below rate your professional competency in response to the administrative skill in the center based on graduate coursework. Check the box if you have completed graduate academic course work in that area.

29. On the column below rate the value of the administrative skill in terms of its relative importance in your current position.

Table 20 reports the competency ratings of

respondents based on graduate coursework in general. In addition respondents were asked to identify if they had completed specific course work in that administrative area. The competency rating of each administrative skill corresponded to a number from one to five with 1 being "no competence", 2 "little competence", 3 "moderately competent", 4 "competent", and 5 "extremely competent". The second question asked respondents to rate the value of the administrative skill in terms of its importance in their current position. The range was again 1-5 with 1 "no value", 2 "little value", 3 "moderately valuable", 4 "valuable", and 5 "extremely valuable". Analysis of responses to these questions included a calculation of means based on competency scores and number of respondents in each content area. Table 20 shows these means and respondent totals in each content area as well as a discrepancy score for the difference between the value of having graduate coursework versus no graduate coursework. Questions 28 and 29 also gave respondents the opportunity to add other administrative areas not listed on the survey. Responses to item 28 and 29 "other" are recorded in appendix N.

TABLE 20
Rating of Competency Based on Graduate Coursework or
Experience and Importance in Current Position

	Total Number of Respondents	Respondents with Graduate Coursework in Discipline	Mean Competency Rating	Respondents with Graduate Coursework in General	Mean Competency Rating	Competency Discrepancy	Mean Rating of Relative Importance in Position
Public Relations	192	50	3.68	103	3.53	-.15	3.97
Personnel Management	186	61	3.77	99	3.51	-.26	4.06
Facility Planning and Operation	184	85	3.69	81	3.26	-.43	3.45
Media Relations	186	29	3.17	114	3.04	-.13	3.04
Marketing	181	29	3.17	110	2.76	-.41	3.08
Public Speaking	189	38	3.76	106	3.66	-.01	3.87
Accounting	178	16	2.63	115	2.48	-.15	2.68
Business Management	175	22	3.27	110	2.59	-.68	2.85
School Law	176	45	3.13	98	2.24	-.89	2.81
Budget Preparation Management	186	53	3.89	93	3.54	-.35	3.96
Ethics	186	48	4	97	3.98	-.02	4.44
Grant Preparation	172	18	2.39	110	1.87	-.52	2.22
Computer Science	175	27	3.26	108	2.48	-.78	3.46

Competency Rating Scale
1 = no competence
2 = little competence
3 = moderately competent
4 = competent
5 = extremely competent

Value Rating Scale
1 = no value
2 = little value
3 = moderately valuable
4 = valuable
5 = extremely valuable

Question 30

Sex:

Gender of the respondents was 149 (68%) male and 70 (32%) female.

Question 31

Age:

Age of respondents was reported in four 10-year ranges beginning with 20-29 and ended with a 60+ category. Table 21 shows the number of responses in each category out of 216 total.

TABLE 21
Age of Respondents

	20-29	30-39	40-49	50-59	60+	Total
Number	9	49	71	69	18	216

Question 32

How many credit hours will you teach this year?

Respondents to question 32 reported semester or quarter hours taught in academic year surveyed. Table 22 shows credit hours taught for both semesters and

quarters. Of the 70 schools surveyed 4 use a quarter system with 66 using a semester system. Of the 219 respondents 199 taught at institutions using the semester system and 20 reported using quarters. The largest group reported teaching 11-15 semester hours with 29.7% followed by 6-10 with 25.1% and 21+ at 22.1%.

TABLE 22
Credit Hours Taught in Academic Year Surveyed

	0-5	6-10	11-15	16-20	21+	Total			
<hr/>									
Semester Hours									
Respondents									
Taught	17	50	59	29	44	199			
Percent	8.5	25.1	29.7	14.6	22.1				
<hr/>									
	0-5	6-10	11-15	16-20	21-25	26-30	31+	Total	
<hr/>									
Quarter Hours									
Respondents									
Taught	1	3	6	1	2	2	5	20	
Percent	5	15	30	5	10	10	25		

Question 33

Please indicate the school where you are presently employed.

Respondents wrote in the name of the college or university in the blank provided. Out of the 70 institutions included in the study 66 were represented by

returned questionnaires.

At the completion of the survey respondents were allowed to provide any "additional comments" they thought might be appropriate. These comments are reported in appendix O.

INSTITUTIONAL DEMOGRAPHICS

The department heads of the 70 institutions in this study provided information concerning their school as well as departmental demographics. They were asked six questions. The first was to identify the number of undergraduate students at their institution. Table 23 shows the number of undergraduate students at these institutions grouped into four categories. Ninety percent of these institutions were included in two groups 500-1500 (50%) and 1501-3000 (40%).

TABLE 23
Number of Undergraduate Students at Institution
N=70

Number of Students	0-500	501-1500	1501-3000	3000+
Number of Schools	3	35	28	4

Next were the areas of specialization within the department. The number of specializations is shown in Table 24. The most common number of specializations is 3 (45.7%), followed by 4+ (34.2%)

TABLE 24
Areas of Specialization within Department
N=70

Areas of Specialization	1	2	3	4+
Number of Schools	3	11	32	24

Table 25 presents the number of undergraduate students within the academic department. The department size was categorized in four groups with the largest number of schools (36, 51.4%) falling between 41-80 students. The second largest were the groups 21-40 and 81+ with 15 each (21.4%).

TABLE 25
Students in Academic Department
N=70

Students in Department	0-20	21-40	41-80	81+
Number of Schools	4	15	36	15

The next two questions dealt with the number of full-time

and part time faculty teaching within the department. Table 26 reflects the number of full-time faculty teaching professional track courses within the department. The largest number of departments reported 4-6 full-time faculty (28, 40%), followed by 7-10 (19, 27.1%), 0-3 (24.3%), and 11+ (6, 8.6%).

TABLE 26
Full-Time Faculty in Department
N=70

Number of Full-Time Faculty	0-3	4-6	7-10	11+
Number of Schools	17	28	19	6

Department heads reported the number of part-time faculty in the same four groups as seen in Table 27. The largest group was 0-3 with 35 (50%) responses followed by 4-6 with 22 (31.4%), 7-10 with 6 (8.6%), and 11+ with 7 (10%).

TABLE 27
Part-Time Faculty in Department
N=70

Number of Part-Time Faculty	0-3	4-6	7-10	11+
Number of Schools	35	22	6	7

The final question to department heads was the number of faculty within their department who held terminal degrees. Table 28 shows the most common number of faculty with terminal degrees was 0-3 (57, 81.4%), followed by 4-6 (11, 15.7%), and 7-10 (2, 2.9%).

TABLE 28
Number of Faculty in Department with Terminal Degree
N=70

Number of Faculty	0-3	4-6	7-10	11+
Number of Schools	57	11	2	0
Percent	81.4	15.7	2.9	0

APPENDIX C
PROPOSAL TO OREGON STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR THE PROTECTION OF HUMAN SUBJECTS

SIGNIFICANCE OF THE PROJECT

The significance of this study is embodied in two purposes. The first is to develop a profile of physical education faculty members with regard to their academic preparation, professional experience and selected duties at institutions within the Council for Christian Colleges and Universities (CCCU). The second is to identify important components of graduate preparation, specifically at the doctoral level, that are necessary for future faculty members at CCCU institutions. This information will be used to make recommendations as to the general make up of doctoral programs for individuals who hope to be employed at small schools, such as those in the CCCU.

DESCRIPTION OF METHODS AND PROCEDURES

The initial contact with subjects will occur by requesting the e-mail addresses of every faculty member at CCCU institutions who have academic programs in physical education. Once the e-mail addresses are obtained each faculty member will receive an e-mail requesting their involvement in the study. Contained in this e-mail will be a web site where the actual survey instrument will be housed. Each faculty member, who wishes to participate, will respond to the questions on the web site survey with the results forwarded to the researcher.

DESCRIPTION OF BENEFITS AND/OR RISKS TO SUBJECT

The benefits to subjects include the opportunity to use the results of this study in their own possible future academic preparation as well as advising any students or colleges who may find this information useful in the pursuit of their academic careers. There appear to be no risks involved by the participation of these subjects.

DESCRIPTION OF SUBJECT POPULATION

The subject population includes all faculty members who teach a professional track course in a physical education or related major, at any institution within the Council for Christian Colleges and Universities. The subjects for this investigation will include the entire population. The number of subjects is projected to be between 180-360.

INFORMED CONSENT DOCUMENT

Dear (Respondent) ,

You are cordially invited to participate in a study entitled A SURVEY TO COMPARE THE EDUCATIONAL PREPARATION, PROFESSIONAL EXPERIENCE, AND SELECTED DUTIES OF CHRISTIAN COLLEGE PHYSICAL EDUCATION FACULTY MEMBERS. The purpose of the investigation is to collect information and produce data that will serve two purposes. The first is to develop a profile of physical education faculty members with regard to their academic preparation, professional experience and selected duties at institutions within the Council for Christian Colleges and Universities (CCCU). The second is to identify important components of graduate preparation, specifically at the doctoral level, that are necessary for future faculty members at CCCU institutions.

The goal of this research project is to include every faculty member at CCCU institutions who teaches a professional track course in any physical education discipline. In order to do so I would ask you to be involved by filling out the survey at the following web site; (web site address), or (enclosed for mailing).

Your participation is important in that it will aid in assessing the faculty needs of CCCU schools in addition to assisting those who wish to pursue degrees with the hope of teaching at these institutions. I would appreciate it if you would take about 20 minutes to answer the surveys questions (at the enclosed web site), or (return in the envelope provided). Your responses will be combined with all other respondents and will be used for statistical summaries only. Your participation is voluntary and you may refuse to answer any question. It is very important that each individual who receives a request, responds in order to produce the most accurate and meaningful information from this investigation.

The answers you provide are strictly confidential and special precautions have been established to protect the confidentiality of your responses. Each returned questionnaire will be coded in such a way to protect the identity of the respondent. Your questionnaire will be destroyed once your responses have been tallied.

I sincerely appreciate your time and thank you for your participation. If you have any questions, you may contact me at (417) 334-6411 ext. 4571 or HoeckD@aol.com. If I am not available when you call, please leave a message and I will call you back. Any other questions you may have can be directed to Mary Nunn, OSU Research Office, at (541) 737-0670.

Sincerely,

**Donald E. Hoeck
Doctoral Candidate
Oregon State University**

This study is being conducted under the direction and with the approval of the student's Doctoral Committee at Oregon State University.

**Donald Hoeck
College of the Ozarks
Point Lookout, MO 65726
(417)334-6411 ext. 4571
HoeckD@aol.com**

METHOD FOR OBTAINING INFORMED CONSENT

Informed consent will be obtained from the cover letter to the survey instrument. This letter will include the necessary elements of informed consent.

MAINTAINING ANONYMITY OR CONFIDENTIALITY

Each survey, upon receipt, will be coded with a number, have the subjects name concealed and be stored without identification.

SURVEY INSTRUMENT

Appendix

APPENDIX D

INITIAL SURVEY COMMITTEE LETTER

Dear Survey Committee Member,

This letter is a follow up to our phone conversation as to your involvement in assisting in the development of a survey instrument. I would ask that you review the instrument and make any comments concerning items which you think should be included as well as any items which you would recommend be removed. You may also make any comments as to style, form or design of the instrument.

In order for you to better understand the purpose of the study I will outline the questions of interest as described in the proposal. There are two primary purposes for the study. One is to develop a profile of physical education faculty with regard to their academic preparation, professional experience and selected duties at institutions within the Council for Christian Colleges and Universities (CCCU). The second is to identify important components of graduate preparation, specifically at the doctoral level, that are necessary for future faculty members at CCCU institutions.

When you have completed your review please return the survey to me via Fax at (417) 334-6411. When the switch board answers push 14388. If have any questions please contact me at (417) 334-6411 ext 4571, or e-mail HoeckD@aol.com.

I sincerely appreciate your time and expertise.

Sincerely,

Don Hoeck
Doctoral Candidate
Oregon State University

APPENDIX E
LETTER TO SURVEY COMMITTEE

Dear Survey Committee Member,

Thank you for your comments and suggestions on the original survey. I have addressed each of the items of concern and have returned the revised instrument. If you would please read over the instrument and identify any questions you still believe should be revised or eliminated. You may make any additional comments or suggest items which might be included. You may return the survey by FAX to 417-334-6411 (ext. 1-4571) or simply make any comments in an e-mail to HoeckD@aol.com. Thank you again for your assistance.

Sincerely,

Don Hoeck
College of the Ozarks

APPENDIX F

QUESTIONNAIRE TO DEPARTMENT HEADS

Department Head
Physical Education

Dear Department Head,

You are cordially invited to participate in a study entitled **A SURVEY TO COMPARE THE EDUCATIONAL PREPARATION, PROFESSIONAL EXPERIENCE, AND SELECTED DUTIES OF CHRISTIAN COLLEGE PHYSICAL EDUCATION FACULTY MEMBERS**. The purpose of the investigation is to collect information and produce data that will serve two purposes. The first is to develop a profile of physical education faculty members with regard to their academic preparation, professional experience and selected duties at institutions within the Council for Christian Colleges and Universities (CCCU). The second is to identify important components of graduate preparation, specifically at the doctoral level, that are necessary for future faculty members at CCCU institutions.

The goal of this research project is to include every faculty member at CCCU institutions who teaches a professional track course in any physical education discipline. In order to do so I would ask you to be involved by answering the following questions relative to your institution. I ask also that you would supply me with the names and e-mail addresses, if available, of all faculty members in your department who teach any physical education course that is required for any of your departmental majors. You may exclude any faculty member who teaches only activity or fitness courses in the general education program.

Your participation is very important and will aid in assessing the faculty needs of CCCU schools in addition to assisting those who wish to pursue degrees with the hope of teaching at these institutions. Once this information is gathered each of these faculty members will receive an e-mail with the address of a web page which will contain the survey itself. For those who do not have access to e-mail, they will have a survey mailed to them.

I sincerely appreciate your time and thank you for your participation. If you have any questions, you may contact me at (417) 334-6411 ext. 4571 or HoeckD@aol.com. You may return this via e-mail or by return mail to the address below.

Sincerely,

Donald E. Hoeck
Doctoral Candidate
Oregon State University

This study is being conducted under the direction and with the approval of the student's Doctoral Committee at Oregon State University.

Donald Hoeck
College of the Ozarks
Point Lookout, MO 65726

INSTITUTIONAL INFORMATION

Institution Name

Number of credit hours your institution uses as a full time teaching load?

 hours Semester Quarter

Number of students at your institution.

 0-500 501-1500 1501-3000 3000+

Number of "areas of specialization" offered in department.

 1 2 3 4+

Number of students in department.

 0-20 21-40 41-80 81+

Number of full-time faculty in department. (coaching and administrative duties can be considered a part of faculty load)

 0-3 4-6 7-10 11+

Number of part-time faculty or coaches in department.

 0-3 4-6 7-10 11+

Number of faculty in department with terminal degrees?

 0-3 4-6 7-10 11+**FACULTY NAMES****E-mail**

APPENDIX G
PILOT STUDY LETTER

Dear Professor,

You are cordially invited to participate in a pilot study for a research project entitled A SURVEY TO COMPARE THE EDUCATIONAL PREPARATION, PROFESSIONAL EXPERIENCE, AND SELECTED DUTIES OF CHRISTIAN COLLEGE PHYSICAL EDUCATION FACULTY MEMBERS. The purpose of the investigation is to collect information and produce data that will serve two purposes. The first is to develop a profile of physical education faculty members with regard to their academic preparation, professional experience and selected duties at institutions within the Council for Christian Colleges and Universities (CCCU). The second is to identify important components of graduate preparation, specifically at the doctoral level, that are necessary for future faculty members at CCCU institutions.

The goal of this research project is to include every faculty member at CCCU institutions who teaches a professional track course in any physical education discipline. In order to do so I would ask you to be involved by filling out the survey at the following web site (<http://onmy.com/kas/survey.htm>) or click on the survey title below.

Your participation is important and will aid in assessing the faculty needs of CCCU schools in addition to assisting those who wish to pursue degrees with the hope of teaching at these institutions. I would appreciate it if you would take about 15 minutes to answer the surveys question. Your responses will be combined with all other respondents and will be used for statistical summaries only. Your participation is voluntary and you may refuse to answer any question. It is very important that each individual who receives a request, responds in order to produce the most accurate and meaningful information from this investigation.

The answers you provide are strictly confidential and special precautions have been established to protect the confidentiality of your responses. Each returned questionnaire will be coded in such a way to protect the identity of the respondent. Your questionnaire will be destroyed once your responses have been tallied.

I sincerely appreciate your time and thank you for your participation. If you have any questions, you may contact me at (417) 334-6411 ext. 4571 or HoeckD@aol.com. If I am not available when you call, please leave a message and I will call you back. Any other questions you may have can be directed to Mary Nunn, OSU Research Office, at (541) 737-0670.

Sincerely,
Donald E. Hoeck
Doctoral Candidate
Oregon State University

This study is being conducted under the direction and with the approval of the student's Doctoral Committee at Oregon State University.

Donald Hoeck
College of the Ozarks
Point Lookout, MO 65726
(417)334-6411 ext. 4571
HoeckD@aol.com

APPENDIX H
INITIAL SURVEY E-MAIL

Dear (Respondent) ,

You are cordially invited to participate in a study entitled A SURVEY TO COMPARE THE EDUCATIONAL PREPARATION, PROFESSIONAL EXPERIENCE, AND SELECTED DUTIES OF CHRISTIAN COLLEGE PHYSICAL EDUCATION FACULTY MEMBERS. The purpose of the investigation is to collect information and produce data that will serve two purposes. The first is to develop a profile of physical education faculty members with regard to their academic preparation, professional experience and selected duties at institutions within the Council for Christian Colleges and Universities (CCCU). The second is to identify important components of graduate preparation, specifically at the doctoral level, that are necessary for future faculty members at CCCU institutions.

The goal of this research project is to include every faculty member at CCCU institutions who teaches a professional track course in any physical education discipline. In order to do so I would ask you to be involved by filling out the survey at the following web site; (<http://onmy.com/kas/survey.htm>).

Your participation is very important and will aid in assessing the faculty needs of CCCU schools in addition to assisting those who wish to pursue degrees with the hope of teaching at these institutions. I would appreciate it if you would take about 20 minutes to answer the surveys questions at the following site (<http://onmy.com/kas/survey.htm>) or click on the title highlighted below. Your responses will be combined with all other respondents and will be used for statistical summaries only. Your participation is voluntary and you may refuse to answer any question. It is very important that each individual who receives a request, responds in order to produce the most accurate and meaningful information from this investigation.

A SURVEY OF THE ACADEMIC PREPARATION, TEACHIN...

The answers you provide are strictly confidential and special precautions have been established to protect the confidentiality of your responses. Each returned questionnaire will be coded in such a way to protect the identity of the respondent. Your questionnaire will be destroyed once your responses have been tallied.

I sincerely appreciate your time and thank you for your participation. If you have any questions, you may contact me at (417) 334-6411 ext. 4571 or HoeckD@aol.com. If I am not available when you call, please leave a message and I will call you back .Any other questions you may have can be directed to Mary Nunn, OSU Research Office, at (541) 737-0670.

Sincerely,
Donald E. Hoeck
Doctoral Candidate
Oregon State University

This study is being conducted under the direction and with the approval of the student's Doctoral Committee at Oregon State University.

Donald Hoeck
College of the Ozarks
Point Lookout, MO 65726
(417)334-6411 ext. 4571
HoeckD@aol.com

APPENDIX I
FOLLOW-UP E-MAIL

Dear Professor,

Recently you were sent a questionnaire seeking your responses to a survey entitled, "A Survey of the Academic Preparation, Teaching Experience and Selected Duties of Christian College Physical Education Faculty." If you have already completed and returned the survey please accept my sincere thanks. If not, please consider completing it today so that your responses can be included in the studies findings. If by some chance you did not receive my prior correspondence, or if it was misplaced, you may receive another survey by calling me at (417)334-6411 ext. 4571 or send an e-mail to Hoeck@CofO.edu. You may also locate the survey at the following web address: "<http://onmy.com/kas/survey.htm>".

You may also access the web site directly by clicking on the title below from your web browser:

A SURVEY OF THE ACADEMIC PREPARATION, TEACHIN...

Your participation is important to this study. Thank you for taking advantage of the opportunity to assist in this way.

Sincerely,
Donald E. Hoeck

APPENDIX J
INITIAL SURVEY LETTER

Dear Professor,

You are cordially invited to participate in a study entitled A SURVEY TO COMPARE THE EDUCATIONAL PREPARATION, PROFESSIONAL EXPERIENCE, AND SELECTED DUTIES OF CHRISTIAN COLLEGE PHYSICAL EDUCATION FACULTY MEMBERS. The purpose of the investigation is to collect information and produce data that will serve two purposes. The first is to develop a profile of physical education faculty members with regard to their academic preparation, professional experience and selected duties at institutions within the Council for Christian Colleges and Universities (CCCU). The second is to identify important components of graduate preparation, specifically at the doctoral level, that are necessary for future faculty members at CCCU institutions.

The goal of this research project is to include every faculty member at CCCU institutions who teaches a "professional track" or upper division course in any physical education discipline. In order to do so I would ask you to be involved by filling out the enclosed survey and then returning it in the envelope provided. If you would like to fill out the survey on a web page you may do so at the following address (<http://onmy.com/kas/survey.htm>).

Your participation is important and will aid in assessing the faculty needs of CCCU schools in addition to assisting those who wish to pursue degrees with the hope of teaching at these institutions. I would appreciate it if you would take about 15 minutes to answer the surveys question. Your responses will be combined with all other respondents and will be used for statistical summaries only. Your participation is voluntary and you may refuse to answer any question. It is very important that each individual who receives a request, responds in order to produce the most accurate and meaningful information from this investigation.

The answers you provide are strictly confidential and special precautions have been established to protect the confidentiality of your responses. Each returned questionnaire will be coded in such a way to protect the identity of the respondent. Your questionnaire will be destroyed once your responses have been tallied.

I sincerely appreciate your time and thank you for your participation. If you have any questions, you may contact me at (417) 334-6411 ext. 4571 or HoeckD@aol.com. If I am not available when you call, please leave a message and I will call you back. Any other questions you may have can be directed to Mary Nunn, OSU Research Office, at (541) 737-0670.

Sincerely,

Donald E. Hoeck
Doctoral Candidate
Oregon State University

This study is being conducted under the direction and with the approval of the student's Doctoral Committee at Oregon State University.

Donald Hoeck
College of the Ozarks
Point Lookout, MO 65726
(417)334-6411 ext. 4571
HoeckD@aol.com

APPENDIX K
FOLLOW-UP POST CARD

Dear Professor,

Recently you were sent a questionnaire seeking your responses to a survey entitled, "A Survey of the Academic Preparation, Teaching Experience and Selected Duties of Christian College Physical Education Faculty." If you have already completed and returned the survey please accept my sincere thanks. If not, please consider completing it today so that your responses can be included in the studies findings. If by some chance you did not receive my prior correspondence, or if it was misplaced, you may receive another survey by calling me at (417)334-6411 ext. 4571 or send an e-mail to Hoeck@CofO.edu. You may also locate the survey at the following web address: "<http://onmy.com/kas/survey.htm>".

Your participation is important to this study. Thank you for taking advantage of the opportunity to assist in this way.

Sincerely,

Donald E. Hoeck

APPENDIX L
WEB SITE SURVEY

A SURVEY OF THE ACADEMIC PREPARATION, TEACHING EXPERIENCE AND SELECTED DUTIES OF CHRISTIAN COLLEGE PHYSICAL EDUCATION FACULTY

DIRECTIONS: Please respond by clicking on the appropriate box, or by writing a response in the blanks provided.

ACADEMIC PREPARATION

1. Highest academic degree held

- | | |
|-----------------------------|--------------------------------------|
| <input type="checkbox"/> BA | <input type="checkbox"/> PED |
| <input type="checkbox"/> BS | <input type="checkbox"/> Ed.D |
| <input type="checkbox"/> MA | <input type="checkbox"/> Ph.D |
| <input type="checkbox"/> MS | <input type="checkbox"/> Other _____ |

2. Undergraduate field of study:

- Physical Education
- Exercise Science (exercise physiology, kinesiology, athletic training)
- Health
- Recreation _____
- Other _____

3. If you hold a masters degree, what is your major field of study? If not skip to question 5.

- | | |
|--|--|
| <input type="checkbox"/> Pedagogy (Physical Education) | <input type="checkbox"/> Athletic Training |
| <input type="checkbox"/> Biomechanics | <input type="checkbox"/> Administration of HPER |
| <input type="checkbox"/> Exercise Physiology Adapted P.E | <input type="checkbox"/> Minor or supporting area if any |
| <input type="checkbox"/> Sport Management | <input type="checkbox"/> Other _____ |

4. If you hold a doctoral degree, what is your major field of study? If not skip to question 8.

- | | | |
|--|---|--|
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> Sport Management | <input type="checkbox"/> Sport Psychology |
| <input type="checkbox"/> Biomechanics | <input type="checkbox"/> Sport History | <input type="checkbox"/> Sociology of Sport |
| <input type="checkbox"/> Exercise Physiology | <input type="checkbox"/> Administration of HPER | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Adapted P.E. | <input type="checkbox"/> Sport Philosophy | <input type="checkbox"/> Minor or supporting area if any |
| <input type="checkbox"/> Motor Control | <input type="checkbox"/> Athletic Training | |

5. Please check the degree(s) you hold and the age at which each was attained.

- | | | | | | | |
|-------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------------|
| <input type="checkbox"/> Bachelors: | <input type="checkbox"/> 20-25 | <input type="checkbox"/> 26-30 | <input type="checkbox"/> 31-35 | <input type="checkbox"/> 36-40 | <input type="checkbox"/> 41-45 | <input type="checkbox"/> 46+ |
| <input type="checkbox"/> Masters: | <input type="checkbox"/> 20-25 | <input type="checkbox"/> 26-30 | <input type="checkbox"/> 31-35 | <input type="checkbox"/> 36-40 | <input type="checkbox"/> 41-45 | <input type="checkbox"/> 46+ |
| <input type="checkbox"/> Doctorate: | <input type="checkbox"/> 20-25 | <input type="checkbox"/> 26-30 | <input type="checkbox"/> 31-35 | <input type="checkbox"/> 36-40 | <input type="checkbox"/> 41-45 | <input type="checkbox"/> 46+ |

6. When hired to your current position how would you rate your academic preparedness with respect to your teaching responsibilities?

- Unprepared
- Somewhat prepared
- Thoroughly prepared

7. How did you pursue your highest degree?

- full-time
- part-time
- both

8. On the column below click on the box if you have completed graduate academic coursework in that area. Then rate the value of that coursework in terms of making you competent in that area, for the remaining courses (those you have not taken), please rate their perceived value based on your experience in your present position.
(1-no value, 2-little value, 3-moderate value, 4-valuable, 5-extremely valuable)

9. On the column below click on the box if you have taught this course as a part of your regular teaching assignment at the collegiate level (exclude courses you may have on occasion taught as an exception to your normal load). Then rate your academic competency in that area.

(1-no competence, 2- little competence, 3-moderately competent, 4-competent, 5-extremely competent)

I

- 1-no value
- 2-little value
- 3-moderately valuable
- 4-valuable
- 5-extremely valuable

II

- 1-no competence
- 2-little competence
- 3-moderately competent
- 4-competent
- 5-extremely competent

Type the rating in the
box

Foundations of HPER

Exercise Physiology

Kinesiology (Biomechanics)

Motor Learning/Control

Adapted P.E.

Sport Management

Athletic Training

Recreation

Sport Sociology

Psychology of Sport

Type the rating in
the

box.

<input type="checkbox"/>	<input type="checkbox"/>	Measurement/Statistics in HPER	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	History of Sport	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Organization and Administration of Physical Education	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	First Aid	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Health/Safety	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Athletic Coaching	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLASSROOM TEACHING EXPERIENCE

10. How many years of elementary or secondary teaching experience have you completed?

- 0
- 1-5
- 6-10

- 11-15
 16-20
 21+

11. How many years of college teaching experience have you completed including the current year?

- 1-5
 6-10
 11-15
 16-20
 21+

12. What percent of your contractual load is allocated to classroom teaching and academic related tasks?

(examples of academic related tasks are included in question 27) %

13. What percentage of your time is actually spent working on teaching and academic related tasks? %

SELECTED DUTIES

14. Are you currently coaching or have you coached previous to your current position? If no skip to question 22.

Yes No

15. Please indicate the sport or sports you have coached or are currently coaching at the secondary level.

Baseball Softball Swimming Tennis

- Basketball Volleyball Rugby Lacrosse
 Football Soccer Cross-country Water Polo
 Golf Track Wrestling Other

16. Please indicate the sport or sports you have coached or are currently coaching at the collegiate level.

- Baseball Softball Swimming Tennis
 Basketball Volleyball Rugby Lacrosse
 Football Soccer Cross-country Water Polo
 Golf Track Wrestling Other

17. Did any of your coaching experience include coaching as a graduate assistant?

- Yes No

18. Did any of your coaching experience include coaching as an assistant other than as a graduate assistant? If no skip to question 20.

- Yes No

19. Please indicate at what level and the number of years you served as an assistant coach.

- Secondary 1-5 years 6-10 years 11+ years

College 1-5 years 6-10 years 11+ years

20. If you currently coach what percent of your contractual load is allocated to coaching and coaching related duties?

%

21. If you currently coach what percent of your time do you actually spend on coaching related duties?

%

22. Does your current position include administrative duties? If not skip to question 27.

Yes No

23. How many years of administrative experience do you have at the collegiate level?

0 1-5 6-10

11-15 16-20 20+

24. What percent of your contractual load is allocated to administrative duties?

(examples of administrative duties are included in question 28) %

25. What is the percent of time you actually spend on administrative related tasks?

% .

26. In what area(s) are your administrative duties assigned:

Athletic Administration Student Teacher or Internship Supervision

4-competent
5-extremely competent

valuable
4-valuable
5-extremely
valuable

**Insert the rate in the
box**

**Insert the rate in
the**

box

Public Relations

Personnel Management

Facility Planning and Operation

Media Relations

Marketing

Public Speaking

Accounting

Business Management

School Law

<input type="checkbox"/>	<input type="checkbox"/>	Budget Preparation/Management	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Ethics	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Grant Preparation	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Computer Science	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERSONAL INFORMATION

30. Sex:

M F

31. Age:

20-29

30-39

40-49

50-59

60+

32. How many credit hours will you teach this year?

Semester Quarter

33. Please indicate the school where you are presently employed.

Additional Comments:

**Thank you for filling out the questionnaire.
Your answers are being processed now.**

[Back to questionnaire](#)

APPENDIX M
MAILED SURVEY

A SURVEY OF THE ACADEMIC PREPARATION, TEACHING EXPERIENCE AND SELECTED DUTIES OF CHRISTIAN COLLEGE PHYSICAL EDUCATION FACULTY

DIRECTIONS: Please respond by checking the appropriate box, or by writing a response in the blanks provided.

ACADEMIC PREPARATION

1. Highest academic degree held

BA BS MA MS PED Ed.D Ph.D Other _____

2. Undergraduate field of study:

Physical Education Exercise Science (exercise physiology, kinesiology, athletic training)
 Health Other _____
 Recreation

3. If you hold a masters degree, what is your major field of study? If not skip to question 5.

<input type="checkbox"/> Pedagogy (Physical Education)	<input type="checkbox"/> Biomechanics
<input type="checkbox"/> Exercise Physiology	<input type="checkbox"/> Adapted P.E.
<input type="checkbox"/> Sport Management	<input type="checkbox"/> Athletic Training
<input type="checkbox"/> Administration of HPER	<input type="checkbox"/> Other _____
<input type="checkbox"/> Minor or supporting area if any _____	

4. If you hold a doctoral degree, what is your major field of study?

<input type="checkbox"/> Physical Education	<input type="checkbox"/> Biomechanics
<input type="checkbox"/> Exercise Physiology	<input type="checkbox"/> Adapted P.E.
<input type="checkbox"/> Sport Management	<input type="checkbox"/> Sport History
<input type="checkbox"/> Administration of HPER	<input type="checkbox"/> Sport Philosophy
<input type="checkbox"/> Motor Control	<input type="checkbox"/> Athletic Training
<input type="checkbox"/> Sport Psychology	<input type="checkbox"/> Sociology of Sport
<input type="checkbox"/> Other _____	<input type="checkbox"/> Minor or supporting area if any _____

5. Please check the degree(s) you hold and the age at which each was attained.

<input type="checkbox"/> Bachelors:	<input type="checkbox"/> 20-25	<input type="checkbox"/> 26-30	<input type="checkbox"/> 31-35	<input type="checkbox"/> 36-40	<input type="checkbox"/> 41-45	<input type="checkbox"/> 46+
<input type="checkbox"/> Masters:	<input type="checkbox"/> 20-25	<input type="checkbox"/> 26-30	<input type="checkbox"/> 31-35	<input type="checkbox"/> 36-40	<input type="checkbox"/> 41-45	<input type="checkbox"/> 46+
<input type="checkbox"/> Doctorate:	<input type="checkbox"/> 20-25	<input type="checkbox"/> 26-30	<input type="checkbox"/> 31-35	<input type="checkbox"/> 36-40	<input type="checkbox"/> 41-45	<input type="checkbox"/> 46+

6. When hired to your current position how would you rate your academic preparedness with respect to your teaching responsibilities?

Unprepared Somewhat prepared Thoroughly prepared

7. How did you pursue your highest degree?

full-time part-time both

8. On the column below check the box if you have completed graduate academic coursework in that area. Then rate the value of that coursework in terms of making you competent in that area. For the remaining courses (those you have not taken), please rate their perceived value based on your experience in your present position.
 (1-no value, 2-little value, 3-moderate value, 4-valuable, 5-extremely valuable

9. On the column below check the box if you have taught this course as a part of your regular teaching assignment at the collegiate level (exclude courses you may have on occasion taught as an exception to your normal load). Then rate your academic competency in that area.
 (1-no competence, 2- little competence, 3-moderately competent, 4-competent, 5-extremely competent)

8						9						
1-no value						1-no competence						
2-little value						2-little competence						
3-moderately valuable						3-moderately competent						
4-valuable						4-competent						
5-extremely valuable						5-extremely competent						
<input type="checkbox"/>	1	2	3	4	5	Foundations of HPER	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Exercise Physiology	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Kinesiology (Biomechanics)	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Motor Learning/Control	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Adapted P.E.	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Sport Management	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Athletic Training	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Recreation	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Sport Sociology	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Psychology of Sport	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Measurement/Statistics in HPER	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	History of Sport	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Organization and Administration of Physical Education	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Pedagogy	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	First Aid	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Health/Safety	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Athletic Coaching	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Fitness/Wellness	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	Computers in HPER	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	_____	<input type="checkbox"/>	1	2	3	4	5
<input type="checkbox"/>	1	2	3	4	5	_____	<input type="checkbox"/>	1	2	3	4	5

CLASSROOM TEACHING EXPERIENCE

10. How many years of elementary or secondary teaching experience have you completed?
 0 1-5 6-10 11-15 16-20 21+
11. How many years of college teaching experience have you completed including the current year?
 1-5 6-10 11-15 16-20 21+
12. What percent of your contractual load is allocated to classroom teaching and academic related tasks? (examples of academic related tasks are included in question 27) _____%
13. What percentage of your time is actually spent working on teaching and academic related tasks? _____%

SELECTED DUTIES

14. Are you currently coaching or have you coached previous to your current position? If no skip to question 22.

- Yes No

15. Please indicate the sport or sports you have coached or are currently coaching at the secondary level.

- | | | | |
|-------------------------------------|-------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Softball | <input type="checkbox"/> Swimming | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Rugby | <input type="checkbox"/> Lacrosse |
| <input type="checkbox"/> Football | <input type="checkbox"/> Soccer | <input type="checkbox"/> Cross-country | <input type="checkbox"/> Water Polo |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Track | <input type="checkbox"/> Wrestling | <input type="checkbox"/> Other _____ |

16. Please indicate the sport or sports you have coached or are currently coaching at the collegiate level.

- | | | | |
|-------------------------------------|-------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Softball | <input type="checkbox"/> Swimming | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Rugby | <input type="checkbox"/> Lacrosse |
| <input type="checkbox"/> Football | <input type="checkbox"/> Soccer | <input type="checkbox"/> Cross-country | <input type="checkbox"/> Water Polo |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Track | <input type="checkbox"/> Wrestling | <input type="checkbox"/> Other _____ |

17. Did any of your coaching experience include coaching as a graduate assistant?

- Yes No

18. Did any of your coaching experience include coaching as an assistant other than as a graduate assistant? If no skip to question

- Yes No

19. Please indicate at what level and the number of years you served as an assistant coach.

- | | | | |
|------------------------------------|------------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Secondary | <input type="checkbox"/> 1-5 years | <input type="checkbox"/> 6-10 years | <input type="checkbox"/> 11+ years |
| <input type="checkbox"/> College | <input type="checkbox"/> 1-5 years | <input type="checkbox"/> 6-10 years | <input type="checkbox"/> 11+ years |

20. If you currently coach what percent of your contractual load is allocated to coaching and coaching related duties? _____%

21. If you currently coach what percent of your time do you actually spend on coaching related duties? _____%

22. Does your current position or have any previous positions included administrative duties?

- yes, currently yes, previously no

23. How many years of administrative experience do you have at the collegiate level?

- 0 1-5 6-10 11-15 16-20 20+

24. What percent of your contractual load is allocated to administrative duties?
(examples of administrative duties are included in question 26) _____%

25. What is the percent of time you actually spend on administrative related tasks? _____%

26. In what area(s) are your administrative duties assigned:

- | | |
|--|--|
| <input type="checkbox"/> Athletic Administration | <input type="checkbox"/> Student Teacher or Internship Supervision |
| <input type="checkbox"/> Department Head | <input type="checkbox"/> Intramurals |
| <input type="checkbox"/> Other _____ | |

27. Which of the following duties are also an expectation in your current position:

- | | |
|---|--|
| <input type="checkbox"/> Student Advising | <input type="checkbox"/> Research |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Club Advising |
| <input type="checkbox"/> Writing/Publishing | <input type="checkbox"/> Committee Involvement |
| <input type="checkbox"/> Professional Service | <input type="checkbox"/> Other _____ |

NOTE: Please check and make sure items 12, 20, and 24 equal 100% as well as items 13, 21, and 25.

28. On the column below rate your professional competency in response to the administrative skill in the center based on graduate course work. Check the box if you have completed graduate academic coursework in that area. (1-no competence, 2-little competence, 3-moderately competent, 4-competent, 5-extremely competent)

29. On the column below rate the value of the administrative skill in terms of its relative importance in your current position. (1-no value, 2-little value, 3-moderately valuable, 4-valuable, 5-extremely valuable)

28						29				
1	2	3	4	5		1	2	3	4	5
<input type="checkbox"/>	Public Relations	<input type="checkbox"/>								
<input type="checkbox"/>	Personnel Management	<input type="checkbox"/>								
<input type="checkbox"/>	Facility Planning and Operation	<input type="checkbox"/>								
<input type="checkbox"/>	Media Relations	<input type="checkbox"/>								
<input type="checkbox"/>	Marketing	<input type="checkbox"/>								
<input type="checkbox"/>	Public Speaking	<input type="checkbox"/>								
<input type="checkbox"/>	Accounting	<input type="checkbox"/>								
<input type="checkbox"/>	Business Management	<input type="checkbox"/>								
<input type="checkbox"/>	School Law	<input type="checkbox"/>								
<input type="checkbox"/>	Budget Preparation/Management	<input type="checkbox"/>								
<input type="checkbox"/>	Ethics	<input type="checkbox"/>								
<input type="checkbox"/>	Grant Preparation	<input type="checkbox"/>								
<input type="checkbox"/>	Computer Science	<input type="checkbox"/>								
<input type="checkbox"/>	_____	<input type="checkbox"/>								
<input type="checkbox"/>	_____	<input type="checkbox"/>								

PERSONAL INFORMATION

30. Sex: M F

31. Age: 20-29 30-39 40-49 50-59 60+

32. How many credit hours will you teach this year? _____ Semester Quarter

33. Please indicate the school where you are presently employed.

Additional Comments: _____

APPENDIX N
SURVEY COMMITTEE

Dr. Donald Staffo
Stillman College
3601 Stillman Blvd.
Tuscaloosa, Al 35403

Dr. William F. Stier, Jr
Professor of P.E. and Sport
State University of New York
Brockport, NY 14420

Dr. David Austin
Indiana University
Bloomington, IN 47405

Dr. Glen VanAndel
Calvin College
Grand Rapids, MI 49546

Dr. J. William Douglas
West Virginia University
P.O. Box 0877
Morgantown, WV 26507

APPENDIX O
RESPONSES TO ITEM 8 "OTHER"

Responses to Item 8 "Other"

<u>Respondent</u>	<u>Responses</u>	
<u>Rating</u>		
171	Biophysics for Sports Medicine	NR
2	Practicum in P.E.	5
415	Applied Physiology	5
239	Legal Issues in HPER	5
42	Nutrition	5
192	Human Anatomy and Physiology	4
406	Nutrition	3
30	Nutrition	4
239	Research Design	5

APPENDIX P
RESPONSES TO ITEM 9 "OTHER"

Responses to Item 9 "Other"

<u>Respondent</u>	<u>Responses</u>	
<u>Rating</u>		
446	Methods in Sport	5
406	Nutrition	3
2	Practicum in P.E.	5
171	Biophysics for Sports Medicine	4
192	Human Anatomy and Physiology	4
459	Nutrition	2
424	Nutrition	3
339	Drug Education	3
30	Nutrition	3
42	Nutrition	5
212	Exercise Prescription/Testing	5
260	Officiating	4
229	Sports Officiating	4

APPENDIX Q
RESPONSES TO ITEM 28 & 29 "OTHER"

Responses to item 28 & 29 "other"

<u>Respondent</u>	<u>Responses</u>	<u>Rating 28</u>	
<u>Rating 29</u>			
323	Student Services	4	3
206	Aquatics Management	4	5

APPENDIX R

RESPONSES TO ITEM "ADDITIONAL COMMENTS"

Responses to item "Additional Comments"

Respondent Responses

- 1 Good Luck with your research!
- 10 Don - I would love to have your results.
- 45 I lead a 22 semester hour "Minor in Aquatics Management," also direct the "Leisure Studies" major, and serve as Dept. Chair.
- 48 I am glad to participate in this survey!!!
More research should be done on a regular basis to meet the demands and changes in the physical education discipline.
- 55 My Bachelors Degree is in Biology/Secondary Ed. Minor in P.E. My master's degree is in "Science Education" through National Science Foundation grants in early 70's. I came to Athletic Training through a now defunct route out of a secondary school teacher and coach position. I have many hours of "non-degree" work through a variety of colleges and self-study. Topics such as Kinesiology, Biomechanics, Nutrition, Exercise Physiology etc. were embedded in A.T. programs at New England School of Athletic Training and West Chester (PA) University in summers of 1975-77. Since then my education has been customized according to need and availability of programs. There is no "alphabet soup" attached to my name.

- 67 Teach 15hr a year and serve as Athletic Director.
- 70 Very complicated questionnaire - this may affect your return rate.
- 75 It is difficult to come up with a division of coaching and teaching time since both require 100% attention. When we are in season, the teaching load is lighter and out of season, the teaching load rises so the percentage of time spent on each (teaching and coaching fluctuates). I hope this is helpful.
- 79 Could I have a copy of survey results.
- 107 Please realize that in the small private Christian University we feel service is part of our ethos. Thus, I (and may colleagues) work 60-80 hours per week total.
- 118 I have never felt that I have received adequate load time for the various responsibilities that I have.
- 150 The questions about percentage of time spent on various duties is not accurate. I spend all the time it takes to fulfill my teaching responsibilities and I spend as much time as possible meeting my coaching obligation. They both require at least 60 and up to 80 hours per week to do my job. I receive no release time for recruiting in the spring while carrying the full faculty load.
- 171 Actually assigned position as co-curricular/non-faculty. Do, however, teach upper level students/courses in athletic training education program.
- 173 My #s under "note" don't add to 100 because I also am an A.T.C. not a coach.
- 178 Would appreciate a copy of results. I stayed

with college/university course/credit. As you know, there other ways to obtain competence (in-service, non-credit seminars and specialized study, and apprenticeships). Hope the completion of your study goes well!

183 Good Luck

201 This year my load was 33% teaching, 33% administration, 33% tournament director. From now on it well be 50/50 teach/adm.

234 Having completed my M.A. in 1965, many changes have occurred since that time. I am currently working on my Ed.D. in Sport Management and am challenged by the coursework and appreciate it's relevance to my current job as Assoc. A.D. I currently spend 60-80 hr. a week at school to keep up with my responsibilities.

279 Value system is to vague and time consuming!

272 Please send a copy when completed. Thank You

309 Don, Good luck with your study. Let me know the results. I just received this today so Daman must have had it on his desk for a few days.

328 I don't fit a "usual" profile for my role here in light of the academic coursework listed as pertinent. Good Luck

408 I have taken extensive course work and passed my PQE's at Springfield College in Mass. I have to requalify for candidacy again in order to finish my DPE - dissertation is half done.

414 Half duties are teaching/academic responsibilities. The other half of the time is my position as an athletic trainer (providing medical coverage for athletic teams, supervising student athletic trainers, etc.

- 415 I did not answer questions 28 and 29 because I have had no coursework related to administration, and my current position includes little administration. I have only reluctantly accepted administrative or coaching duties in the past 30 years. Although not a contractual duty, I have administered a scientific scuba diving program at SPU and served as the institutional Diving Safety Officer for 13 years. In that capacity, I have worked closely with biologist and have team taught Tropical Marine. The normal undergraduate teaching load at SPU is 33 credits, and that is what I normally teach. However, this year I am teaching 6 extra credits of graduate load, and I taught a 3-credit biology study tour course in December. Next year my load will
Good luck with the dissertation.
- 416 Retiring in one more year (June 2000)
418 Would like a copy of findings.
- 421 I originally trained in other fields, with a B.A. in both history and English, M.A.T. in history, and doctoral work in English history, before moving into PE because of a growing interest in coaching.
- 422 Recreation Management is the area of expertise in which I teach the majority of my courses. I also supervise the internship program for our majors. I teach the Adapted Physical Education course for the Physical Education Department and all the rest of my
- 423 I coached for 14 years at the college level before coming here. I taught activity courses for my first three years coaching college. I went into the club volleyball business as a director and worked part time with the local high school for two years. I then came back to the college ranks first as a coach and then

became an assistant professor due to my masters program. I am thinking now of continuing my education in Business Administration.

- 426 My position probably should be full-time administration. I choose to teach exercise science and run the human performance lab and do health risk assessments and pre-placement screens for local corporations. I use staff and student interns to assist with
- 429 I would be very interested in the results of this study. Will they be made available? If so, where?
- 430 I would be interested in the results of this survey.
- 433 I am an adjunct faculty member, teaching health education courses. From 1982-1997, I was an at-home homeschooling my children, and doing health education related volunteer work.
- 435 My percents add up because I'm at the job over 100% of a regular working day. In each case I put in that percent and more.
- 437 This year I am one-half time. The previous 34 years at Goshen College I was full-time.
- 438 This questionnaire was relatively comfortable to complete. Thanks for making it user friendly!!
- 439 I would very much appreciate receiving the results of your study.
- 442 Would like more questions on Athletic Training and Athletic Training Education. This will be one of the greatest future struggles for small colleges/universities in the next 2-5 years as Athletic Training changes occur!

- 449 In addition to my teaching duties, I volunteer coach/sponsor the ACU Flying Cats gymnastics exhibition club/team. This is not in the same category as coaching varsity sports, but it is time consuming.
- Several of the items you include in this survey were not existent (computer science) or of much concern (ethics) when I was in graduate school. I got my degree in 1958. Comparatively, people in general seemed to be more ethical back then. Law suits were not as prevalent then so as to require a special course in law. Television was in its beginning years. Media relations were important, but not like they are today. Also, some of the courses you inquire about at the graduate level I had at the undergraduate level. I was a business administration minor when I was working on the undergraduate Bible degree. While I was working on my thesis for the Masters Degree in Bible, I took 30 hours of undergraduate courses in physical education. I did not get an undergraduate degree in P.E. However, the 30 hours in P.E. did qualify me for admission into graduate school for the M.S. degree in Physical Education at Kansas State University, 1956. I received the M.S. degree in 1958.
- I have taught at the college level all of my teaching career, since 1956. I have witnessed how "time changes things," or "things change with time."
- May the Lord bless you in work toward this new degree.
- 450 Coaching duties have changed dramatically this past year. For five years prior to this year, I was head women's tennis coach, which demanded 50% of my time.
- 459 I was teaching 12 at Sacred Heart University last year and will start teaching 9 next year.
- 464 I am in the third year of a three year

doctoral program at Pepperdine University in Educational Technology.

- 466 Hope this helps. Wasn't real sure about the percentages to be given to teaching, administrative duties, coaching. But, I think this would be about right.
- 467 I am probably not a true representation of the people you are interested in surveying. Up until this year I have been 100% load as Professor of Exercise and Sport Science. However, during this year I have been involved as the NCATE Coordinator for the school.
- 469 Will this study be available for review? Good luck and hope this helps you!

· APPENDIX S
PILOT STUDY INSTITUTIONS

Langston University: Langston, Oklahoma

Oklahoma Christian University: Oklahoma City

Oklahoma City University: Oklahoma City

Oral Robert's University: Tulsa, Oklahoma

Phillips University: Enid, Oklahoma

Southeastern Oklahoma State University: Durant

Southwestern Oklahoma State University: Weatherford

University of Science and Arts: Chickasha, Oklahoma

APPENDIX T
INSTITUTIONS SURVEYED

Abilene Christian University: Abilene, Texas
Anderson University: Anderson, Indiana
Azusa Pacific University: Azusa, California
Bartlesville Wesleyan University: Bartlesville, Oklahoma
Bethel College: Mishawaka, Indiana
Bethel College: Saint Paul, Minnesota
Biola University: La Mirada, California
Bluffton College: Bluffton, Ohio
Bryan College: Dayton, Tennessee
California Baptist University: Riverside
Calvin College: Grand Rapids, Michigan
Campbellsville University: Campbellsville, Kentucky
Campbell University: Buies Creek, North Carolina
Cedarville College: Cedarville, Ohio
College of the Ozarks: Point Lookout, Missouri
Cornerstone College: Grand Rapids, Michigan
Dallas Baptist University: Dallas, Texas
Dordt College: Sioux Center, Iowa
Eastern College: Saint Davids, Pennsylvania
Eastern Mennonite University: Harrisonburg, Virginia
Eastern Nazarene College: Quincy, Massachusetts
East Texas Baptist University: Marshall, Texas
Erskine College: Due West, South Carolina
Evangel College: Springfield, Missouri
Fresno Pacific College: Fresno, California
George Fox University: Newberg, Oregon
Goshen College: Goshen, Indiana
Grace College: Winona Lake, Indiana
Grand Canyon University: Phoenix, Arizona

Greenville College: Greenville, Illinois
Houghton College: Houghton, New York
Huntington College: Huntington, Indiana
Indiana Wesleyan University: Marion
John Brown University: Siloam Springs, Arkansas
Lee University: Cleveland, Tennessee
LeTourneau University: Longview, Texas
Malone College: Canton, Ohio
Master's College: Santa Clarita, California
Messiah College: Grantham, Pennsylvania
MidAmerica Nazarene College: Olathe, Kansas
Milligan College: Milligan, Tennessee
Mount Vernon Nazarene College: Mount Vernon, Ohio
North Park University: Chicago, Illinois
Northwestern College: Orange City, Iowa
Northwestern College: Saint Paul, Minnesota
Northwest Nazarene College: Nampa, Idaho
Oklahoma Baptist University: Shawnee, Oklahoma
Olivet Nazarene University: Kankakee, Illinois
Hope International University: Fullerton, California
Palm Beach Atlantic College: West Palm Beach, Florida
Point Loma Nazarene College: San Diego, California
Seattle Pacific University: Seattle, Washington
Southern California College: Costa Mesa
Southern Nazarene University: Bethany, Oklahoma
Southwest Baptist University: Bolivar, Missouri
Spring Arbor College: Spring Arbor, Michigan
Sterling College: Sterling, Kansas
Tabor College: Hillsboro, Kansas

Taylor University: Upland, Indiana
Trevecca Nazarene University: Nashville, Tennessee
Trinity Christian College: Palos Heights, Illinois
Trinity International University: Deerfield, Illinois
Union University: Jackson, Tennessee
University of Sioux Falls: Sioux Falls, South Dakota
Warner Pacific College: Portland, Oregon
Warner Southern College: Lake Wales, Florida
Westmont College: Santa Barbara, California
Wheaton College: Wheaton, Illinois
Whitworth College: Spokane, Washington
Williams Baptist College: Walnut Ridge, Arkansas