THE HANDBOOK OF
College Athletics and Recreation Administration
THE HANDBOOK OF COLLEGE ATHLETICS AND RECREATION ADMINISTRATION

George S. McClellan, Chris King, and Donald L. Rockey, Jr.
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The Handbook of College Athletics and Recreation Administration (HCARA) is intended to serve as an authoritative, comprehensive, practical, and informative resource for undergraduate or graduate students in a formal program of study in intercollegiate athletics and college recreation and for those who are helping prepare those students. HCARA is also intended to serve as a resource for professionals changing roles within the field or coming into the field from another career area.

The book is organized in three parts:

1. Foundations
2. Skills
3. Issues

The authors contributing chapters to HCARA are among the leading names in intercollegiate athletics and recreation and represent a rich blend of practitioners, scholars, and scholar-practitioners. As a group they draw on their work in a wide variety of institutional settings and professional roles. Both their personal diversity and diversity of theoretical perspectives reflect that of college recreation and athletics.

The chapters in HCARA present theories and models of practice, cite classical and contemporary literature for support, and highlight issues in
the contemporary professional administration of intercollegiate athletics and recreation. Each chapter includes a list of key points that can serve as either a study guide or executive summary, and case studies are shared throughout Part One and Part Two to provide opportunities to apply the information about professional foundations and skills to professional practice.

In addition to the main themes of the book, a great deal of effort has gone into assuring that the content of HCARA addresses both college athletics and recreation in a variety of institutional types, sizes, and athletics associations. The reader will also find that while topics such as ethics, diversity, and the law each have their own chapter, these issues are also woven throughout HCARA as essential considerations in all aspects of professional practice.

**Audience**

HCARA is presented to meet the needs of undergraduate or graduate students in courses or programs on intercollegiate athletics and recreation administration and to faculty members for those courses or programs. It is also intended to serve as a useful professional resource for entry-, mid-, or senior-level professionals in the field. Individuals entering into college recreation or athletics from another area or who are entering a new facet of recreation or athletics should find HCARA to be a helpful tool in their transition as well.
The Handbook of College Athletics and Recreation (HCARA) represents the collective efforts of a host of people who have contributed in a variety of ways. Each of those contributors has been in turn supported in a variety of ways by their own network of colleagues, friends, and family. We would like to take this opportunity to thank our contributors and their supporters, who provided invaluable support to us throughout our work on this project.

The idea for this handbook originated with Dr. Dudley B. Woodard, Jr., a faculty member in Higher Education at the University of Arizona (U of A) who, in addition to his many other forms of service to that institution, for years served as the Faculty Athletics Representative. Nearing his retirement, Dr. Woodard decided not to pursue the book project. Several years later George McClellan, a doctoral student at U of A and Dr. Woodard’s graduate assistant at the time the project was originally discussed, took the idea up again with the editorial staff of Jossey-Bass. Over a decade after the idea was initially proposed it has come to fruition in the form of this book. We are grateful to Dr. Woodard for inspiring this project.

We are particularly grateful to the authors who have contributed or co-contributed chapters to HCARA. Our goal was to attract a diverse and talented pool of practitioners and scholars to this project. A review of the
experience and reputation of our authors shows them to be just such a group.

We also appreciate the work of our colleagues on the editorial staff at Jossey-Bass. Erin Null, Alison Knowles, and David Brightman make a terrific team, and we are fortunate to have had their advice and counsel throughout our work on HCARA.

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**George S. McClellan.** Thanks to Chris and Don, my co-editors for this project. Working with them has been educational, enjoyable, and entertaining. What more could one ask for from one’s partners? I am also grateful to my colleagues and friends at Indiana University–Purdue University Fort Wayne (IPFW) for their collaboration and encouragement. I especially appreciate the support I receive for my scholarly endeavors from Chancellor Michael Wartell. I am deeply indebted to my friend and mentor Peggy Barr for her advice, cheer, and high standards. Most important, I thank the students I have been fortunate enough to serve throughout my career. They inspire me, particularly the student-athletes whose achievements in the classroom, in the community, and on the field are truly remarkable.

**Chris King.** I would like to thank my co-editors George and Don for the opportunity to be part of a collaborative effort that has been built upon the contributions of successful educators and practitioners in higher education. I also thank the late Dr. Susan Hofacre, Dr. Dave Synokwa, and Tom Olson, who were great teachers and role models at Robert Morris College (now Robert Morris University). They were vested in my development as an undergraduate student and made sure that I graduated with practical experience in the college sports industry. I am grateful to have worked for, with, and alongside a number of great coaches, colleagues, faculty, and university administrators in my career. I owe a deep debt of gratitude to the staff and coaches at Campbell University, Liberty University, the University of Central Florida, University of Alabama, and currently the University of Texas–Pan American. I would particularly like to thank my athletic director mentors and teachers: Tom Collins, Kim Graham, Steve Sloan, and Mal Moore, who provided me with the necessary skills, guidance, and professional development to become an athletic director. Most important, I would like to thank my wife Alicia for her understanding of the time invested in this project, support through the transition to the University of
Donald L. Rockey, Jr. I would like to express my sincerest appreciation to George McClellan, who invited me to work on this project. This is the third project we have worked on together, and each time has been a valuable learning experience. George’s guidance and mentoring have been greatly appreciated. I would also like to thank Chris King, who keeps my faculty mentality well grounded and humble. I am grateful to all the faculty members who provided guidance and leadership through my college years. While the list of names is lengthy, I particularly wish to acknowledge Dr. Kim Beason, Dr. Jim Gilbert, Dr. Judith Cole, and Dr. Linda Chitwood. Finally, I would like to thank my wife Christine Rockey for all her support and patience as I worked on this project.

The readers will have the ultimate say in whether or not we have achieved our goals for *HCARA*. To whatever extent that is the case, the credit goes to all our contributors and supporters. Wherever there is a sense that the goals have not been fully realized, the responsibility is ours.
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