

**National
Certified
CAA
Athletic Administrator**

STUDY GUIDE
For the
CERTIFIED ATHLETIC ADMINISTRATOR
Examination
Revised 7/2011



Preparation for the CAA Examination

The primary purpose of this study guide is to identify content areas and provide sample questions. This study guide alone may not be sufficient preparation for the successful completion of the CAA Examination. The test questions come from NIAAA Leadership Training Courses 501, 502, 504, and 506. Other resources used include the NFHS Handbook and A Guide To College Bound Student Athletes and their Parents. To aid the candidate in preparing for the examination the Certification Committee has made available this Study Guide.

Noting ADA requirements, Athletic Administrators requiring special accommodations to take the exam, *and* those AD's with hearing or visual impairments or AD's from a foreign country that might have a problem with the English language should contact the NIAAA office by mail at 9100 Keystone Crossing, Suite 650, Indianapolis, IN 46240 or by phone at 317-587-1450.

INTRODUCTION TO THE CAA EXAMINATION

The NIAAA Certification Program received “full registration” from the National Certification Commission in October 2001. Certification Commission Executive Director, Richard Jaffeson noted, “As an overall observation, this application was one of the best prepared, presented and documented that the Commission has ever received.”

The National Interscholastic Athletic Administrator Association (NIAAA) implemented the Certified Athletic Administrator (CAA) program during the 1988-89 school year in an effort to identify athletic administrators who possess knowledge, experience and a broad range of expertise. The individuals who have earned their CAA designation have demonstrated a commitment to excellence in athletics and high professional standards. In addition, the certification program is an effort to recognize the expanding role of the athletic administrator, enhance his/her professional status and focus community awareness on the importance of the individual in the position of athletic administrator.

The effective practice of athletic administration requires an in-depth knowledge of a wide variety of subjects. For certification purposes, the candidate must demonstrate to the satisfaction of the Certification Committee, knowledge of and the ability to apply the essential elements of athletic administration. The CAA designation has now been earned by over 4,700 athletic administrators nationally.

Examination Description

The examination consists of 100 multiple-choice items with no time limit for completion. Each item begins with an incomplete question or statement, to which an appropriate answer stem will be listed in one of four choices.

Some test items on the examination may contain responses that have different degrees of correctness. For those questions, you should select the response the best answer.

The test is designed as a general information examination, which is focused for interscholastic administrators.

Body of Knowledge

The subject areas which are included in the CAA exam are related to responsibilities of the athletic administrator. The range of questions is given only as a study guideline. Question numbers in each topic vary depending on test edition.

Topic Area	Range of Questions	Topic Area	Range of Questions	Topic Area	Range of Questions
Budget	5-7	Philosophy	3-5	Ethics	2-4
Crowd Management	3-5	Communications	6-8	Medical/Health & Safety	7-10
Fund Raising	3-5	NIAAA/NFHS	11-13	General Athletic Administration	7-10
Legal/Legislative	15-18	Office Management	3-5	General School Administration	5-7
Leadership Styles	4-6	Citizenship	3-6	Booster Clubs	2-4

NIAAA Code of Ethics

The Interscholastic Athletic Administrator:

1. Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.
2. Considers the well-being of the entire student body as fundamental in all decisions and actions.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.
5. Cooperates with the staff and school administration in establishing, implementing and supporting school policies.
6. Acts impartially in the execution of basic policies and in the enforcement of the conference, league, and state high school association rules and regulations.
7. Fulfills professional responsibilities with honesty and integrity.
8. Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators and the general public.
9. Improves the professional status and effectiveness of the interscholastic athletic administrator through participation in local, state and national in-service programs.
10. Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student-athletes, and community to commit to these high standards.

Content Areas and Sample Questions

Budget

Many boards of education face varying degrees of financial crisis and must make policy decisions about how to allocate money. Few boards are willing to ask their constituents for more tax (or tuition) dollars. At the same time, all educational endeavors have increased in cost for labor, supplies, transportation, and other line items. The interscholastic athletic program is certainly no exception. Within a school district, the interscholastic program faces competition from other programs that are vying for the district's limited resources.

Athletic administrators have been called upon to be adept at "selling" the interscholastic program to the school board. In order to do this effectively, the athletic administrator should be knowledgeable about such topics as needs assessments, inventories, revenue enhancement, gender equity, risk management and site-based decision making. In addition, the athletic administrator must be able to develop an annual plan for allocating dollars to each sport in a way that meets minimum safety needs and does not exceed the resources available. The athletic administrator must be able to organize and prepare a complex budget and be able to articulate it to others in an easily understood format. The athletic administrator must be able to justify how that every dollar spent will meet the needs of their students.

Terms to identify:

1. **Resource Utilization** - Use of funds or equipment within the cost constraints, and consistent with long range plans and defined maintenance programs. The focus of this concept is on cost accountability.
2. **Surplus Funds** - Revenues or generated income that exceed athletic program budgets or costs. In some school districts, booster clubs or ticket revenues create surplus funds that exceed funds derived from the tax base.
3. **Contingency Funds** - Funds that are maintained, controlled and dispensed by the Board of Education for the purpose of responding to unforeseen emergencies (e.g.: gym roof leak, scoreboard replacement).
4. **Cost Analysis** - A practice wherein a statistical analysis of expenditures may be conducted according to gender costs, per capita costs, etc. Sports comparisons are common outgrowths.
5. **Participation Fees** - A pre-season cost assessment levied on families and/or athletes that can be used to offset some of the cost of an athletic program.
6. **Accountable** - For public funds and equipment, open records must be made available to citizens or contracted auditors, to document appropriate use and maintenance of resources.
7. **Revenue** - All sources of income including tax resources, ticket sales, item sales, booster club funding, donations and bequeathals.
8. **Austerity** - Fiscal or economic hardships or resource shortfall created by inflation, cost controls, economic recession, or increasing tax rates.
9. **Purchase order** - A financial document issued by a school district to order or requisition a product. This document must be supported by appropriate funding. As such, the document represents a promise to pay upon delivery of an acceptable product and appropriate invoicing.
10. **Budget Padding** - An unethical practice wherein funds are requested that are not directly tied to a long range purchase plan or to the preceding year's budget proposal. This is-usually done to ensure at least the same budget allocation as the preceding year.
11. **Bidding** - A process of specifying the desired qualities of a particular item to area vendors. Bids are required to acquire the most cost effective and durable equipment. Justification is usually required for NOT selecting the lowest bid.
12. **General Fund** - The overall operating budget from which the costs of non-capital supplies, materials, transportation, officials, maintenance, and cleaning/repair of equipment are paid.
13. **Anticipated Income** - Projection of revenues or funds available from various sources including the tax base, ticket revenues, school fund raising projects, and booster club contributions.
14. **Zero-Based Budgeting** - An annual exercise wherein the athletic administration is allowed no previous budget reference. All expenditures are specified and justified. Heavy scrutiny is given to existing inventories and long-range purchase plans.
15. **Transaction Audit** - An assessment of district approved procedures used to expend and account for legitimate use of public funds. The audit process usually involves inspection of purchase orders, invoices and budget compliance.

Sample Question

1. The most educationally desirable way to fund an interscholastic athletic program is by:
 - a. donations from the parent booster club and corporate sponsorship
 - b. gate receipts and student participation fees
 - c. subsidy from the board of education
 - d. local educational foundation funding

2. An invoice is:
 - a. a document authorizing the purchase of athletic equipment
 - b. an itemized statement specifying the price of goods and the terms of sale
 - c. an offer to provide equipment at a specified cost
 - d. a written statement showing payment of a bill

Crowd Management

Being aware of potential problems in crowd control at any of the athletic events each day should be a primary concern of athletic administrators. The importance of pre-planning and overseeing the management of all home contests is a necessity for those who wish to prevent problems rather than react to them. Athletic administrators should develop a written outline for all home contests which describes procedures to be followed. This outline should be provided to everyone involved with the management of a contest.

Terms to identify:

1. **Regulations Posted** - Public posting of notices, signs or citing various behavior expectations, or prohibitions. May include prohibitions against alcohol, tobacco products, loitering, blocking stadium or gymnasium aisles, and exits. May also specify hours of operations. May also include signs and similar information in the contest program.

2. **Restriction Signs** - Notices to the public restricting access to certain areas including the competitive surface, coaches' offices, officials, and team dressing rooms.

3. **Coaches Responsibilities** - The control of player behaviors is ultimately the coaches' responsibility. That responsibility may also include one's own spectators when traveling. Other responsibilities include control of player interactions with opponents, opponent spectators, and contest officials.

4. **Lavatory Availability** - A series of management procedures to enhance patron comfort and to ensure legitimate use and access. Signs indicating access routes should be highly visible. Periodic inspection should be implemented to prevent smoking and other unacceptable or illegal conduct.

5. **Spectator Exit Flow** - Enhancing rapid and unhindered spectator traffic flow. May require stationing of supervisors, additional gates opened, and traffic directed to prevent over crowding or interaction between spectators.

6. **Supervision Positioning Assignments** - Stationing of facility and security officials to facilitate entry and exit to monitor spectator conduct. This practice is often governed by the amount of space and illumination available and the proximity of streets, parking lots and driveways. Frictions between schools or student entities are a significant consideration. May require supervision by staff member from both schools.

7. **Ejection Procedures** - A necessary procedure to prevent disruptive, unsportsmanlike or dangerous actions. Should be accomplished in as quiet and inconspicuous manner as possible.

8. **Program Announcements** - Specification of approved and prohibited conduct. These announcements may be specified in the contest program and announced periodically during the contest.
9. **Occupancy Relations** - May include separation of spectator sections; prohibiting of non-purposeful movement or wandering by students; standing or sitting in aisles and walkways.
10. **Safety Checks** - Any of a wide range of physical plant inspections to ensure spectator safety. This procedure can include inspection of bleachers, supports, railways, walkways, aisles, lighting conditions, bathroom conditions, emergency plans, communications, and management plans for spectator control removal.

Sample Questions

3. In setting up for a safe athletic contest, which of the following is the **least desirable**:
 - a. to arrange for adequate security personnel
 - b. to develop a procedural plan for the exit of team, officials and spectators
 - c. to personally provide refreshments for the officials at half-time of the contest
 - d. to position staff to prevent fans from getting on the field, around the players bench area or directly into areas of competition
4. The **least** important element of good crowd control is:
 - a. appropriate sideline decorum of the coaching staff.
 - b. a policy of refunding the price of admission to spectators who are ejected.
 - c. an explanation of the basic rules of the sport in the game program.
 - d. periodic announcements that identify the behavioral expectations of spectators.

Sportsmanship

Everyone involved with interscholastic athletic contests should be committed to the demonstration of good sportsmanship and ethical behavior. All contests should be conducted in a safe, fair and controlled atmosphere for athletes and fans alike. Violence in any form should not be tolerated before, during or after athletic contests.

Terms to identify:

1. **Courtesy** - A series of approved and expected behaviors that must be taught and reinforced annually which include:
 - a. Shaking hands with opponents
 - b. Control of spectator and player emotions, language and behaviors directed at opponents, officials and other spectators
 - c. Providing secure team dressing areas and bus parking
2. **Management Plan** - A supervisory model designed to facilitate the control of spectators including safe entrances and exits, separation from players and officials, behavior management and contingency models for ejections or emergencies.
3. **Posters and Banners** - Posted signs, flags or emblems that encourage appropriate crowd, player and spectator conduct and set a tone that indicates that appropriate behavior is expected.
4. **Self-Control** - The goal of all sportsmanship efforts is development of this attribute among spectators, coaches and players when emotions or challenges rise.

5. **Announcers Neutrality** - Emphasis on reporting the contest rather than editorializing or sensationalizing. Announcers must control personal emotions during heated play and must refrain from comments about opponents. Appropriate pronunciation of opponent names is also important.
6. **Communicating Expectations** - A variety or combination of techniques may be used to communicate expectations to players, coaches, and spectators. These include:
 - a. pre-season orientation meetings
 - b. public address announcements
 - c. student council involvement
 - d. printing expectations in contest programs
 - e. public service announcements
 - f. student handbooks
7. **Cheerleading Expectations** - These guidelines must include assisting with the crowd control, avoiding derogatory comments or behaviors aimed at opponents and positive action such as recognizing an injured opponent who is removed from the contest with appropriate applause.

Sample Question

5. Which of the following areas ARE NOT a major concern in establishing guidelines for good sportsmanship at athletic contests:
 - a. respect for the integrity and judgment of game officials
 - b. the behavior of the coach which must at all times be marked by dignity and self control
 - c. the attitude of the student body which may be improved through assemblies and the school public address system
 - d. payment of the officials during the game

Fund Raising

The athletic administrator must be skilled at fund raising techniques. In an era of shrinking budgets it may be necessary to find and develop alternative sources of revenue. A sound fund raising promotion may provide additional benefits. In the same manner a poor fund raising activity can be very damaging to the athletic program. Developing a fund raising campaign from start to finish is a complex task.

Terms to identify:

1. **Expense Reports** - Any of a series of accounting procedures used to demonstrate legitimate use of funds. This procedure becomes especially important when Booster clubs provide funds for the purchase of equipment, uniforms and supplies.
2. **Project Timelines** - A designated time frame in which a fund raising effort is to be conducted which may prevent conflict with other projects.
3. **Project Potential** - An assessment of the revenue producing potential of a fund raising initiative. Times required compared to the funds that can be raised are key considerations.
4. **Audit** - An accounting procedure utilized to monitor the use of public or supplemental resources.
5. **Profit Margin** - The percentage of profit projected or demonstrated from the sale of a fund raising product.
6. **Project Benefit** - Designation of programs or recipients of fund raising initiatives.

7. **Gate/Event Receipts** - A source of revenues for the school, district or athletic department. This revenue may be incorporated within the overall budget resources or may supplement the tax revenue.
8. **Item Marketability** - The attractiveness of an item to the students, parents or citizens within a school community. Marketability may determine profit margins and worker commitment to a project.
9. **Educational Compatibility** - Certain fund raising initiatives may not be compatible with the goals of education. These may include gambling and other games of chance, conducting door-to-door sales or late evening fund raising events.
10. **Activity Approval** - Fund raising efforts may require approval of the board of education, building principal and the city licensing bureau (sales or food permits).
11. **Performance** - Fund raising activities that involve performances or talent shows are extremely time and personnel intensive. Performance may also refer to the fund raising potential of an item or activity.

Sample Question

6. Research shows that time is an important factor in the success of a fund raising project. It is recommended that the maximum period for a project from start to finish is:
 - a. dependent on the product being sold and target population
 - b. two months
 - c. no more than a semester
 - d. four to six weeks

Legal/Legislative

The need for an understanding of the legal implications in athletics is vital to the professional in this position. The athletic administrator should know terminology; constitutional limitations; due process; precedent established by previous decisions; state, local and national interpretations; and should generally understand current events as they apply to established court findings.

In order to keep current with court decisions rendered in physical education and sport cases, the athletic administrator should be familiar with the publication, *From the Gym to the Jury*[available on line]. In addition, the NIAAA Publications Committee will publish a section in the *IAA Magazine* containing articles that address risk management concerns or issues. Current legal issues which the athletic administrator will want to be familiar with include: responsibility for spectators, due process/equal protection relating to cheerleaders and pep squads, responsibility to warn athletes/parents concerning the possibility of injury, assumption of risk for negligent supervision, requirement to inspect all facilities for safety concerns, Title IX concerns including funding, men on women's teams and sexual harassment and hazing. The Americans with Disabilities Act and Public Law 94-142 also affect the athletic administrator's duties.

In today's litigious society, athletes and their parents continue to challenge rules and regulations governing high school sports by questioning the validity and constitutionality of such regulations. The courts historically have deferred policy-making authority to those who conduct such programs. However, schools and coaches must create policies that are reasonable in their intended purpose.

Students enjoy the protection of the United States Constitution, the constitution of their state government, and a host of federal, state, and local statutes. Athletes have a constitutional right to "due process" when they are accused of breaking rules for which there is substantial punishment, such as suspension. Even though participation in athletics is a privilege and not a "right", fairness dictates that before you suspend a student from a team, you provide him/her with fundamental due process protections. Athletes also enjoy constitutional rights to free expression, speech, communication, and protest.

In addition to protecting a student's constitutional rights, coaches and athletic administrators have a duty to provide a safe program that protects athletes from all but unforeseeable accidents. If the coach's action, or lack of action, breaches this duty, even if unintentionally, and the breach directly causes substantial injury to a student, then the coach may be found to have a legal fault. Liability extends to whatever damages a court might determine are necessary to make the student "whole" again. In assessing whether an injury was the result of negligent action or not, a court will try to judge what a reasonably prudent person would have done, or not done, in similar circumstances. Experts will testify in order to define this standard.

Evidence of the importance of a thorough understanding of legal issues in sport is apparent in the following list of titles and headlines:

- **Jury Awards Over \$18 Million to Student Injured Before Volleyball Practice**
- **Spectator Sues School For Bleacher Collapse**
- **Assumption of the Risk Doesn't Waive Right to Sue for Negligent Supervision**
- **School District Sued over Basketball Team's Prayers**
- **Van Overturns: Injured Baseball Players Awarded over \$4 Million In Damages**
- **Hazing Leads to \$3 Million in Medical Bills**
- **Judge Upholds Ban of Athlete Who Struck an Opposing Coach**

Terms to identify:

1. **Comparative Negligence** - A legal theory that apportions percentages of responsibility for injury or loss for individuals involved in negligence litigation.
2. **Liability** - The responsibility of a negligent individual to make an injured or damaged individual whole.
3. **Attractive Nuisance**-A physical asset or property that may be dangerous and that attracts individuals by nature of its contents or the usual activities conducted therein (e.g., unlocked swimming pools, unsupervised gym).
4. **Absolute Negligence**-To be negligent, a person with responsibility for supervision:
 - a. Had a duty (moral obligation):
 1. to supervise
 2. to conduct activity safely
 3. to provide safe equipment
 4. to warn of dangers inherent in the activity
 5. to condition sequentially
 6. to teach sequentially
 7. to respond to injuries appropriately
 8. to develop and implement an emergency plan
 - b. Omitted or committed a breach of duty.
 - c. Could foresee that omission of a duty or commission of any unsafe act would create a dangerous environment.
 - d. Was guilty of a breach of duty involving commission or omission which was the **proximate cause**.
 - e. Caused actual loss.

5. **Self Incrimination** - A protection under the Fifth Amendment that precludes a witness from providing testimony that could prove his/her guilt.
6. **Waiver** - A written release of liability. **NOTE:** Adults cannot waive the right of a child to health and safety.
7. **Litigation** - A legal court challenge.
8. **Misdemeanor** - A minor law violation-usually an ordinance violation (petty theft, parking or curfew).
9. **Proximate Cause** - The most closely related factor that caused injury or loss because of negligence (e.g., an 18 year old player crossing a street to practice is hit by a drunk driver - intoxication is the proximate cause NOT the location of practice or the supervision of the coach).
10. **In Loco Parentis** - "In place of the parent." Coaches and athletic administrators are considered child advocates and stand "in loco parentis" during practice and competition.
11. **Title IX** - The Education Amendment Act of 1972 requires equal contest scheduling, facility access, uniform quality, officiating and coaching quality for boys' and girls' athletic teams. The Civil Rights Restoration Act of 1988 strengthened this act by affecting any institution receiving Federal funding.
12. **Assumption of Risk** - Athletes assume some risk of injury when they become candidates for a sport team. This is the reason that warning statements become imperative.
13. **Damage** - Loss or destruction of property. If negligence is involved, monetary awards may be ordered by a court to make the injured party whole.
14. **NOCSAE** - National Operating Committee on Safety in Athletic Equipment. Protective equipment (helmets, face guards, pads) must carry current NOCSAE certification. Coaches and athletic administrators who use non-certified equipment would be liable for damages if injury occurs.
15. **Unreasonable Search** - A constitutional protection that precludes locker searches unless there is "reasonable belief" that a dangerous or illegal item is contained in the locker.
16. **Free Speech** - Appearance and speech of athletes may be curtailed when athletes are involved in voluntary athletic participation. There is a question as to whether a coach can abridge this right when the athlete is not directly involved in sports. If the free expression violates a law, then discipline may be imposed.
17. **Due Process**-A constitutional protection that requires the accused to be appraised of an alleged violation. the right to challenge the accuser, the right to present supporting witnesses and the right to appeal an adverse verdict.
18. **Negligence** - Failure to meet an obligation to discharge a duty that results in injury/loss or commission of an act that results in injury or loss when that injury or loss was foreseeable to an ordinary observer. **NOTE:** Due to the legal duties of care, coaches and athletic administrators are held to a higher standard because they are considered trained professionals.
19. **Accountability** - Holding one responsible for removing athletes from harm's way or removing a dangerous circumstance from the athlete's way.
20. **Contributory Negligence** - An injury resulting from the unsafe behavior of an individual who knew or was warned of the hazards inherent in his/her behavior(s).

21. **Tort Liability** – A tort is a wrongful act. The obligation to make an injured or damaged person whole because of omission or commission of a duty that results in an injury or loss.
22. **Restitution** - Monetary awards that make a damaged individual whole.
23. **Prudent Person** - The standard of ordinary care. What behavior or careful actions would an ordinary person take to avoid danger? **NOTE:** Coaches and athletic administrators are held to a higher standard and are **NOT** considered **ordinary**. (They are trained professionals).
24. **Duty to instruct** - In a manner appropriate for the age, fitness, maturity, readiness and skill, or the athlete, with appropriate protective equipment, and in a logical and sequential progression.
25. **Breach of Duty** - Failure to perform a duty, or performance of a dangerous act, while supervising athletes that result in injury or loss (omission or commission).
26. **Property Right** - A constitutional guarantee (own property; re-employment under a contract).
27. **Sexual Harassment** – unwelcome words or actions of a sexual nature which results in harm to the victim.
28. **ADA** – American with Disabilities Act is a federal law that creates a protective right by prohibiting discrimination on the basis of a disability.
29. **Section 504** – With respect to participation in school sponsored athletics, disabled students enjoy the protected rights granted by Section 504, ADA, and IDEA of federal law.

Sample Questions

7. When documents are requested by the media via a Freedom of Information Act request, an athletic administrator may withhold any written records which:
 - a. document repeated breeches of conduct by a coach
 - b. were composed by parents in confidence criticizing a coach
 - c. were personal, hand-written notes by the athletic administrator intended as non-disciplinary warnings to a coach
 - d. explain the absence of a starting athlete from competition due to discipline
8. Three components of Title IX provide a framework for measuring compliance by high school athletic departments. In assessing compliance of component No. 1, # school districts must satisfy:
 - a. one of the three prongs.
 - b. two of the three prongs.
 - c. all three prongs.
 - d. have sufficient documentation of effort.
9. A 2009 U.S. Supreme Court ruling clarified that students or school employees who are alleged victims of sexual harassment may seek redress under both Title IX of the Education Amendments of 1972 and:
 - a. The Fourteenth Amendment Equal Protection Clause.
 - b. Title VII of the Civil Rights Act of 1964.
 - c. Section 504 of the Rehabilitation Act of 1973.
 - d. Hazing Prohibition Act of 2003.

Philosophy

This is a field of inquiry that attempts to help an individual (organization) evaluate, in a satisfying and meaningful manner, his/her (its) relationships to the universe, self, and relationship to the "world". This includes a synthesis of the person's beliefs (of an organization) and a guiding force for all activities and could be called the philosophy (or philosophy of the institution). It is essential that an institutional philosophy be identified and stated clearly to unify the goals and aims for groups or individuals under that umbrella of the institution. The mission statements of school systems are the beacons which establish directions for educational institutions. The development of personal and institutional philosophies is discussed in the coaching principles courses.

Terms to identify:

1. **Idealism** - Values and beliefs that cause individuals to aspire to a higher state of being. A certain degree of idealism should give direction to the long-range plans of coaches and athletic administrators.
2. **Ethics** - Values that give direction to behavior in all situations.
3. **Cogent** - A convincing point of view. One's philosophy should be cogently expressed in practice.
4. **Realism** - Actual factors that exist in one's environment that give direction to planning and that may temper idealism.
5. **Logic** - Reasoning or the science of reasoning.
6. **Autocratic** - A dictatorial, singular or dominant point of view that is not open to discussion.
7. **Pragmatic** - A philosophy and behavior model that focuses on logical and tangible goals that have clear value merit.
8. **Integrity** - Honesty, sincerity in day- to -day operation.
9. **Democratic** - A leadership style that emphasizes cooperative, shared and collegial decision- making.
10. **Naturalism** - Actions or thoughts based on natural desires.
11. **Laissez-Faire** - A leadership style provides minimal guidance or structure to subordinates.
12. **Code of Behavior** - Norms, values, standards that are accepted by a culture, society or population (e.g., good or poor sportsmanship).
13. **Exigent** - That which is pressing or urgent and thus may affect priorities.
14. **Eclectic** - A comprehensive leadership style that incorporates elements of all others as dictated by the circumstance.

Sample Question

10. An institutional philosophy is a system of stating concepts or principles related to logic, ethics and aesthetics, etc. A pragmatic philosophical approach to an athletic situation would best be described as:
 - a. Bob Stiles NIAAA program which defined logic and its application to athletics
 - b. an inclination toward literal truth
 - c. the course of action which results in observable consequences
 - d. a projection of situations (actions/things) in an ideal form

Communications

The athletic administrator spends a great deal of time and effort on public relations. Distributing information through a variety of public relations techniques must be used to successfully market the athletic program. The athletic administrator must develop the ability to communicate not only with the media but also with the many groups within the school community. Improving participation and justifying the educational values of athletic programs are areas in which different public relations techniques may be used.

Terms to identify:

1. **Open Door Policy** - An invitation for any person to drop in to the athletic administrator's office at any time. This may not be realistic as an ongoing practice.
2. **Media Relationships** - Must be open, honest and forthright. Special courtesies need not be extended in order to "get good press".
3. **Internal Memorandum** - A department level correspondence. May or may not be confidential.
4. **Staff Newsletter** - An excellent vehicle for keeping parents aware of needs, directions, and growth of athletic teams. Involves parents as partners.
5. **Coaches Handbook** - A comprehensive set of policies, standards and procedures that define the operational behavior of a coach throughout a sport season (pre/during/after).
6. **Athletic Bulletin Board** - A posting area for notices or announcements. An excellent method for reinforcement of verbal announcements.
7. **Press Release Format** - Who, What, When, Where, Why, How.
8. **Parents Letters** - Preseason, midseason, postseason - each have functions.

Sample Question

11. Proper public relations in a community depend upon:
 - a. well organized monthly booster club meetings
 - b. frequent publicity and promotion
 - c. communication with both parents and coaches
 - d. developing good relations with the local media

Booster Clubs

Booster clubs can be extremely effective in supplementing the funding and manpower which are necessary to manage athletic programs. Athletic administrators must be actively involved in booster activities to insure that state, local board and school philosophies and policies are maintained. Additionally, the athletic administrator must have input into booster organization, constitution or bylaw development and philosophy so that school, student, and parent input is considered in making funding and other program decisions. However, the athletic administrator must understand that some decisions should be made with booster club input, but that the final responsibility and authority for decision-making rests with the athletic administrator.

Coaches are also encouraged to be active within the structure of the booster club, especially in the areas of membership drives and fund-raising projects. If the school's booster club has an individual sport support club, coaches and athletic administrators can use that satellite organization to promote specifically a particular sport so long as the support club activities do not interfere with the operations of the athletic booster club itself.

Terms to identify:

1. **Constitution/Bylaws** - Define the function of the club-fund raising.
2. **Appropriate Program Promotion** - Athletic fund raising initiatives should not compete with or harm other fund raising efforts. Should comply with laws, statutes and board of education policy ordinances.
3. **Support of Educational Goals** - Certain fund raising activities may not be compatible with the goals of education.
4. **Relationship to the Athletic Program**-The booster club should not be a decision-making, policy-making, or personnel committee.
5. **Objectives** - Specific behavioral targets that relate to fund rising.
6. **Inappropriate Program Intrusion** - Competition with the school store or local vendors may cause frictions. Booster club members should not expect to be involved in team selections or coach selections.
7. **Fund Raising** - Any series of methods used to assemble revenues to supplement the tax and/or ticket revenues that support the athletic program.
8. **Marketing** - Enhancing the image and attractiveness of athletic activities or fund raising products.

Sample Question

12. Booster clubs should promote school spirit and increase the funds by:
 - a. selling sweatshirts in the school color with the school logo on it to provide new uniforms
 - b. having a car wash to gain enough money to pay off a coach with a poor record
 - c. using the slush funds for the president to attend school contests out of town
 - d. using their influence to pressure the coaches to play their sons and daughters

NIAAA/NFHS

The Mission of the National Interscholastic Athletic Administrators Association is to develop, enhance and preserve the educational values of interscholastic athletics. The NIAAA serves its members by providing resources to develop and to enhance leadership skills and to offer opportunities for professional growth. Through a partnership with the National Federation of State High School Association (NFHS), the NIAAA promotes a positive working relationship between the State High School Athletic/Activities and State Athletic Administrator Association. Furthermore, the NIAAA seeks not only to enhance current relationships but also to develop new ones with strategic alliances and partners.

The NIAAA prepares two references which the athletic administrator will find helpful both for the CAA exam preparation and for conducting day-to-day business. They are: *Athletic Administration: A Comprehensive Guide* and *A Guide for College-Bound Student-Athletes and Their Parents*. These publications are available from the NIAAA.

The NFHS consists of the 50 state high school athletic and/or activities associations and the association of the District of Columbia, as well as affiliated interscholastic organizations from several Canadian Provinces,

Bermuda, St. Croix and St. Thomas-St. John. These associations coordinate efforts to avoid duplication and increase efficiency.

The purpose of the NFHS is to coordinate the efforts of its member associations toward the objectives of interscholastic activities. In order to accomplish this, the NFHS is guided by a philosophy consistent with accepted purposes of secondary education. Member state associations' programs are administered in accordance with the basic beliefs stated in the philosophy.

These state high school associations are organizations of individual high schools. Each school designates an individual to represent it in the state association which is primarily concerned with the administration and establishment of controls to insure the proper conduct of activities and programs. These controls both protect and promote interscholastic activities.

Terms to identify:

1. NIAAA Origin- 1976- Kansas City meeting to form NIAAA
1977 First NIAAA Conference in Omaha, NE
2. NIAAA Objectives:
 - a. Provide knowledge and direction
 - b. Fuel passion, vision and willingness to take risks that will demonstrate a pursuit of excellence
 - c. Strategic Plan
3. NFHS Objectives
 - a. **Purpose** - Recommend regulations and standards to guide the conduct of high school athletic programs.
 - b. **Rule Writing/Policy Committees** - Advice from states, sections and regions.
 - c. **Bylaws/Philosophy** - Support for state association standards; defines participation as a privilege and suggests local standards be defined; defines spectator events as positive outlets for student participation; suggests physical exams every two years.
4. Healthy Lifestyle activities – Avoidance of performance enhancing and banned substances.
5. NFHS Origin – 1920 - School personnel from Illinois, Wisconsin, Michigan, Indiana, and Iowa.

Sample Question

13. Which of the following is **NOT TRUE** about the NIAAA Strategic Plan:
 - a. The plan is to help the Association to rain on the cutting edge
 - b. The plan will make deep changes that will lead the NIAAA to future excellence
 - c. The plan reflects innovative leadership
 - d. The plan is for 10 years

Ethics

An athletic administrator shall lead by example. It is the responsibility of each athletic administrator to maintain the highest moral principles and values. The NIAAA Code of Ethics sets the standard for the athletic administrator and his/her operations.

Terms to identify:

Operations - The athletic administrator is expected to conduct and supervise the daily operations of an athletic department in keeping with the highest standards of the school's policies, conference policies, state association

regulations, and the NIAAA/NFHS standards. Integrity and altruism must characterize the program's operation and the athletic administrator's behavior.

Moral principles – The principle of right and wrong that are accepted by an individual or social group.

Integrity – Adherence to moral and ethical principle.

Sample Question

14. The NIAAA Code of Ethics is designed to:
- be consistent with all districts in the geographic area
 - set specific guidelines for an athlete to qualify for participation
 - establish standards for all members to attempt to achieve
 - develop rules to operate sport activities

Medical/Health and Safety

The daily operation of an athletic program requires an up-to-date knowledge of emergency care. This information and practice application must be a working part of each coach's daily practice. The need for emergency care training, communication information, athlete health history and signs as well as symptoms of injury must be recognized. In addition, an effective, efficient emergency response plan must be ready for activation at a moment's notice because accidents DO happen.

Terms to identify:

- Stress** - can accrue from external and internal sources. Management of stress is an ongoing task for athletic administrators.
- Simple First Aid** - Emergency response to life threatening conditions (ABCs) first, then non-life threatening conditions.
- Athletic Trainer** - A professional trained in injury response, prevention and rehabilitation techniques. Must complete a four-year degree including 800 hours of supervised practical experience. Must pass a certification exam administered by the National Athletic Trainers Association (NATA).
- Physical Exam Standards** - Recommended by the NFHS, specified by the state association (usually a sports medicine committee).
- Nutrition** - Role of fats, proteins, carbohydrates, vitamins and supplements in health maintenance and athletic performance.
- Sports Medicine** - A science that focuses on sport injuries, management and rehabilitation.
- Weather Related Emergencies**
 - heat cramps, heat exhaustion, heat stroke (relation to pre-event hydration and electrolyte intake).
 - frostbite
 - dangerous weather-lightning warnings
- Kinesiology** - The scientific analysis of human movement in terms of physical and mechanical principles.

9. **Concussion** – A type of traumatic brain injury caused by a bump, blow or jolt to the head that can change the way the brain functions.

Sample Questions

15. Concussion management should include:
- A gradual return to play protocol after medical clearance is received.
 - Parents and coaches can encourage an athlete to return to play despite having concussion symptoms.
 - The game official has the responsibility of allowing an athlete to return to play.
 - The athlete can return to play on the same day after symptoms subside fifteen minutes after the injury.
16. Signs and symptoms of steroid use in a high school athlete could cause:
- a decrease in secondary sex characteristics
 - the development of excessive acne and aggressive behavior
 - the onset of weight loss
 - an increase in mental capacity

Leadership

Each athletic administrator may have been influenced by the leadership styles of those individuals' current and past that have been a part of professional and community associations. Each individual athletic administrator must develop his/her own style of leadership. In order to do that, he/she should have a working knowledge of the characteristics of the command (autocratic), cooperative (democratic), and submissive (laissez-faire) leadership styles. Administrators may prefer to utilize characteristics from these styles and develop their own combination (or eclectic) leadership style. Regardless, it is important to be able to recognize the various styles of leadership and utilize them as the situations demand.

Terms to identify:

- Staff Planning** - The essence of democratic leadership. Excellent procedure for policy development by a coaching staff.
- Methods of Communicating:**
 - sending, receiving
 - content, emotion
 - reinforcement of another person's communication (affirmation, head nodding)
 - autocratic-rigid-structured
 - laissez faire-unstructured
 - democratic-cooperative
- Analyzing Productivity:**
 - goal setting
 - regular assessment of progress
 - re-prioritizing goals and directions
 - resource allocation

Sample Questions

17. An autocratic or dictatorial leadership style is not characterized in the following manner:
 - a. authoritative
 - b. inflexible
 - c. extremely restrictive
 - d. cooperative

18. The management role of the athletic administrator:
 - a. varies with each season
 - b. if handled correctly will provide the athletic administrator with time to perform other more important tasks
 - c. may be the most varied of all school administrators
 - d. is a role which can be delegated to others within the school

General Administration

The athletic administrator must have knowledge of personnel management. It is necessary to understand all aspects of the employment of coaches including: certification, qualifications, contracts, non-discrimination policies, job descriptions, evaluation policies, salary schedules and contract obligations for both coaches and athletic department support personnel.

Terms to identify:

1. Education of Coaches:

- a. self-assessment
- b. principal as advocate for coaches
- c. input from players and parents
- d. collaborative goal-setting

Sample Question

19. Which of the following steps should not be included to implement a broad comprehensive evaluation of the coaching staff in your school?
 - a. a thorough job description
 - b. a plan for self evaluation by the coach
 - c. a comprehensive written end-of-season evaluation
 - d. a weekly parent evaluation

Suggested References and Study Materials

It is not necessary for all these publications to be read/studied in preparation for the CAA examination. These are only some of the suggested materials that could be used to build a sound working knowledge for the athletic administrator as well as integral resource for their reference library.

Books

1. Administration of High School and College Athletic Programs. Hirsh, Olson, Breitenbach and Saunders, CBS College Publishers.

2. Administration of High School Athletics. Keller, I. A., and Forsythe, C. E., Prentice-Hall.

Newsletters and Magazines

1. *Athletic administrator and Coach*, published monthly, Magna Publications, Inc., 3690 N. Peachtree Road, Suite 200, Atlanta, GA 30341.
2. *From the Gym to the Jury*. The Center for Sports Law & Risk Management, Inc., Summerfield, North Carolina 27358- www.gym2jury.com

NIAAA/NFHS

1. *Interscholastic Athletic Administration*. Published four times annually by NIAAA.
2. *Athletic Administration: A Comprehensive Guide*. Produced by the NIAAA on CD
3. *The National Federation of State High School Associations Handbook*. Published annually.
4. *A Profile of Athletic Administration*. **Published by the NIAAA**

Miscellaneous

1. State Associations' Athletic and Activities Handbooks and Publications.
2. State Athletic Administrator Associations' Publications.

Leadership Training Institute

The NIAAA Leadership Training Program has been developed to provide formal instruction and resource material for a series of topics integral to the daily life of an athletic administrator. Courses are taught annually at the National Conference of High School Directors of Athletics, and at numerous state association conferences and workshops. **Current and future identified courses are:**

Foundation:

LTC 501	Philosophy, Leadership Organizations and Professional Programs
LTC 502	Principles, Strategies and Methods
LTC 504	Legal Issues I: Risk Management
LTC 506	Legal Issues II: Title IX, Sexual Harassment and ADA
LTC 508	Legal Issues III: Hazing, Constitutional Law, and Statutory Law
LTC 511	Concepts and Strategies for Interscholastic Budgeting and Finance Using Excel Spreadsheets

Operations and Management:

LTC 608	Management Strategies and Organization Techniques
LTC 611	Concepts and Strategies for Interscholastic Fundraising, Marketing, Promotions and Booster Clubs
LTC 612	Technology I - Basic Computer Skills
LTC 613	Technology II - Advanced Computer Application Skills
LTC 614	Technology III – Enhancing Public Presentations
LTC 615	Basic Principles of Athletic Field Management
LTC 616	Management of Indoor Physical Plant Assets
LTC 617	Administration of Interscholastic Sports Medicine Programs
LTC 618	Management of Interscholastic Athletic Player Equipment
LTC 619	The Power of Curbside Appeal
LTC 621	Synthetic Fields, Design & Construction Components
LTC 625	Management of Game and Event Announcing
LTC 627	Administration of Interscholastic Sports Strength & Conditioning Program
LTC 630	Interscholastic Contest Management – Planning, Preparation and Methods

Leadership:

LTC 700	Developmental Theory Administration of Middle School Athletic Programs
LTC 701	Administration and Application of Middle School Athletic Programs
LTC 703	Student Centered Educational Athletics – Performance Beyond the X’s and O’s
LTC 705	Coach Centered Educational Athletics – A Character Based Coach to Coach Mentoring Program
LTC 707	Assessment of Interscholastic Athletic Programs and Personnel
LTC 709	Communications, Methods and Applications for Athletic Administrators
LTC 710A	Current Issues in American Sports (Dealing with Parents, AD Burnout, Ethics & Media Relations, Retaining Coaches, Technology)
LTC 710B	Current Issues in American Sports (Booster Clubs, Home Schooling, Hazing, Specialization, Performance Enhancing Substances, Equity Issues)
LTC 714	Dealing With Challenging Personalities
LTC 719	Leadership, Management/Supervision and Decision Making Concepts, Methods and Applications
LTC 720	Community Centered Educational Athletics – A Character Based Approach to Identifying and Unifying the Whole Team
LTC 721	Positive Sporting Behavior – For the Love of the Game
LTC 723	Administration of Professional Growth Programs for Interscholastic Athletic Personnel
LTC 724	Stress Management Methods, Techniques and Systems
LTC 790	Leadership Training Instructional Methods and Techniques
LTC 799	Standards of Excellence in Interscholastic Athletic Programs

Answer Key & Rationale

Budget: Reference to LTC 502

1-C—When funds to operate the athletic program are provided by the board of education, the control of the program remains in its hands and the employees of the district. The entire thrust of the program is directed at accomplishing the goals and objectives of the school district. This includes the staff employed to work with the student-athletes as well as the means used to accomplish the intended experiences.

2-B—An itemized statement specifying the price of goods and the terms of the sale.

Crowd Management: Reference to LTC 502

3-C—The least appropriate activity for an athletic administrator would be to personally provide refreshments to the officials.

4-B—Federal Law – **Reference to LTC 506**

Sportsmanship: Reference to LTC 502

5-D—Integrity, dignity, self-control and regular assemblies to address sportsmanship create an atmosphere that promotes a positive atmosphere. The payment of officials should take place outside of the public's eye.

Fund Raising: Reference to LTC 502

6-D—Additional the LTC 611 (Interscholastic Athletic Budget Concepts and Supplemental Fundraising indicates that research has shown that projects should not extend more than four to six weeks.

Legal/Legislative: Reference to LTC 506

7-D, 8-A, 9-A —Refer to suggested references and study materials on the Freedom of Information Act.

Philosophy: Reference LTC 502

10-C—Pragmatism deals with a course of action which lies in it observable occurrences.

Communications: Reference LTC 502

11-B—The key to success is regular communications that are factual in nature and keep interested students, parents, staff, administrators, board of education and community members "in the know".

Booster Clubs: Reference LTC 502

12-A—Support groups should always confine their activities to positive activities that are designed to promote healthy growth in the athletic program, with input from the athletic administrator and coaching staff, and have a direct impact on all the student-athletes.

NIAAA/NFHS: Reference 501

13-D—The NIAAA Strategic Plan is a five-year plan

Ethics: Reference LTC 502

14-C—A code of ethics should be designed to create an atmosphere that creates challenges, encourages growth and sets expectations.

Medical/Health & Safety: Reference LTC 502

15-A— A gradual return to play protocol after medical clearance is received.

16-B-The development of excessive acne and aggressive behavior

Leadership: Reference LTC 501

17-D, 18-B—A knowledge of all the leadership styles (three basic plus a combination) is extremely important, as well as knowing how and when to employ each. The athletic administrator who has a complete "arsenal of tools" and can employ them at the appropriate time has potential for success.

General Administration: Reference LTC 502

19-D—A comprehensive program has a variety of different means to identify strengths as well as weaknesses and encourage growth.