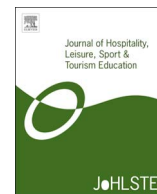


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People with disabilities and sport: An exploration of topic inclusion in sport management

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ABSTRACT

Sport management curriculum standards (COSMA, 2016) require sport management programs to prepare students to work in a “diverse sport management environment” (p. 54). People with disabilities in sport is a growing segment of the sport business industry with viable jobs and careers for graduates. There is also a movement to include people with disabilities in “mainstream” sport. Sport management professionals must be informed of these current trends and issues. Thus, it is crucial to examine course content in relation to diversity, specifically disability sport. This study explored if sport management faculty included any content about people with disabilities and sport, what topics or content is included, and how it is included. Specifically, this study was limited to the one course in which an overview of the sport business industry and the study of sport management are introduced, the traditional introduction to sport management course. Result show inclusion of topics such as the Paralympic Games or Paralympic sport, the Americans with Disabilities Act (ADA), Special Olympics International, and inclusion/integration of disabled athletes. A total of 16% of respondents indicated they do not include disability sport content in their introduction class. The connection of this content to sport management curriculum standards, methods of teaching disability sport, and implications for curriculum development are discussed.

1. Introduction

In organized and commercialized sports, the negative effects of stigma, disempowerment and social and economic marginalization experienced by individuals with disabilities are often amplified because persons with disabilities have been denied opportunity and access (United Nations, 2015). The United Nations, other world associations, and individual countries all formally include action plans to develop and encourage adoption, development, and support for sports activities for rehabilitating, educating, training, and improving the quality of life for persons with disabilities (Beacom et al., 2016; Depauw & Gavron, 2005; Parnes & Hashemi, 2007; United Nations, 2015). Within educational settings, an investigation by the United States Government Accountability Office (GAO) found that school age students with disabilities participated in sports at a much lower rate than students without disabilities (United States Government Accountability Office, 2010). Supporters stated that the report was historic because it provided statistics for the first time on the status of sport and physical education for students with disabilities in American public schools (Toppo, 2013). In response, the National High School Athletic Association and the National Interscholastic Athletic Administrators Association published a best practices document in adapted team sports for state athletic associations across the United States to examine their individual policies and practices with regard to equal opportunities for extracurricular athletics for students

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with disabilities (NFHS.org, 2015). From a rehabilitation perspective, a renewed focus has been on sport and recreation opportunities for military veterans with disabilities returning from service deployments (Smith, 2014; Smith & Pitts, 2014; Smith, Pitts, & Mougianis, 2017). This trend includes supporting military veterans with disabilities in a wide array of sports through such organizations and events as The Department of Veterans Affairs, Paralyzed Veterans of America, National Veterans Winter Sports Clinic, the Wounded Warrior Games, and Warfighter Sports (Disabled Sports USA, 2015; U.S. Department of Veterans Affairs, 2015). Many of these veterans are qualifying for the Paralympic Games, the latter of which in the past decade has grown exponentially in the number of athletes, countries, sports, spectators, sponsors, and media coverage (International Paralympic Committee, 2014).

The term disability sport tends to be used synonymously with adaptive sport or parasport (Disability World, 2015). Disability sport, used throughout this paper, describes the broadest entity and context of sport, physical activity, recreation, and leisure for and including individuals with disabilities (DePauw & Gavron, 2005). Opportunities for sports, recreation, and fitness for people with disabilities are increasing in number and diversity, and are becoming identified as part of a growing industry in the United States and around the world (Disabled World, 2015; Shapiro & Pitts, 2014). Disability sport is a growing segment of the sport business industry with viable jobs for graduates of sport management programs. Such growth and development of disability sport begs the question of who is organizing and managing these sports organizations, businesses, and events? One would assume these individuals are enrolled in curricula that train and educate them to be able to apply professional and successful sport management, sport business, sports event management, and sports programming knowledge. As other segments and businesses in the sport business industry, one would assume that many of these individuals are sport management graduates. While there is no data to support these assumptions, the field of sport management is the academic discipline that provides the foundation for specially educated sport business professionals to perform such roles and responsibilities (Pedersen & Thibault, 2014; Pitts, 2001; Pitts & Stotlar, 2013).

Sport management education programs at colleges and universities in the USA and around the world have grown in number over several decades, but in the past 20 years in particular (Zhang, Wang, Min, Chen, & Huang, 2016). Curricula and course work in sport management should reflect its curriculum standards, as well as be current to industry needs. Many sport management scholars have pushed for academia to offer quality and comprehensive curricula and challenged the lack of scope in the sport management literature (Barber, Parkhouse, & Tedrick 2001; Danylchuk, 2011; Quarterman, Hwang, Han, Jackson, & Pitts, 2013). Minten and Forsyth (2014) determined that a “key role of HE (higher education) was actually exposing students to the breadth of opportunities in sport” (p. 98). Minten & Forsyth further stated their research “suggests that when students enter HE many are only at the point where they are beginning to understand the range of opportunities available within the sport industry” (p. 98). A clear implication is that university educators, particularly those in sport management should be determined to offer curricula containing presentation of the multitude of job and career opportunities to at least be sure the student is introduced to the array.

The current organization focused on developing sport management curriculum standards and accreditation is the Commission on Sport Management Accreditation (COSMA). This organization, evolved in 2008 from the original NASSM-NASPE Accreditation Task Force that was begun in 1986, produces the current rendition of curriculum standards and accreditation protocol. The COSMA standards stipulates “excellence in sport management education requires that the design of each program offered...be consistent with current, acceptable practices and the expectations of professionals in the academic and sport management communities” (p. 13). In regard to disability sport, the words are not found in any COSMA documents. However, COSMA has a section titled “Diversity in Sport Management” which states: excellence in sport management education includes “diversity in its many forms” and that sport management students should be prepared to function effectively in an increasingly diverse sport industry” (p. 62). COSMA further states that the academic sport management program “...should ensure that students possess the knowledge, skills, and experiences to understand and operate effectively in a diverse sport environment ... and with a wide-range of people” (p. 62). Moreover, COSMA states that it “...expects its accredited members to be leaders in educating students to effectively function in a diverse sport environment...” which may include a wide variety of experiences or “the promotion of student/faculty diversity training” (p. 17). Although the current COSMA-produced documents offer no definition or description of diversity, one would assume COSMA includes addressing persons with disabilities and disability sport as it does other diverse groups based on race or gender, for example (Whitelaw, 2010).

Research conducted in sport management programs in attempts to determine if curriculum standards are being met is practically nonexistent. A search of the literature reveals merely five studies whose efforts were to examine curriculum and/or course content. Three of those studies collected course syllabi and reported on common elements offered according to the syllabus. Eagleman and McNary (2010) examined which courses were most frequently offered in undergraduate programs in sport management in the USA. They did not, however, include an examination of the actual literature/content being used in those courses. Determining what is and what is not being offered in the sport management classroom, then, needs attention. This type of research can be similar to the new area of research in which the sport management literature is being examined. There are now several studies analyzing sport management journals for content looking for what is and what is not covered. Such analysis can provide vital insight into the content of the classroom today, and forward an agenda for missing content to pave a path for tomorrow. In the studies examining the literature, most include an analysis of the published research to determine inclusiveness of the common sport management content areas, such as sport marketing, sport finance, and sport law; and if research produced in the body of knowledge is inclusive of the many different industry segments in this vastly diverse sport business industry, such as sporting goods retail or manufacture, girls sports, sport governance businesses, as well as the usual college sports and professional sports businesses (Pitts, 2016). Pitts (2016) also notes that in a young field such as sport management the body of knowledge is incomplete and in a state of constant improvement. In that article Pitts writes “a body of knowledge comprises the complete set of core concepts, terms, information, skills, and research in a field, is the foundation for the curriculum of programs, and is the set of knowledge needed by professionals to competently perform their jobs with best practices” (p. 1). The field of sport management should give attention to what is happening in classrooms in

efforts to determine if the current body of knowledge is being delivered to students. This is the domain and purpose of curriculum standards and accreditation guidelines – to identify the common body of knowledge needed by professionals that ought to be offered in the curriculum. If, as purported by Parks and Bartley (1996), “the future of sport management and its professoriate as respected entities in the academy will rest, in large measure, on the quality of the scholarship produced” (p. 119), then it seems as though the future of the sport management professional to be successful in the sport business industry will rest, in large measure, on the quality of the curriculum produced and offered to its students.

In an effort to document content outlined in the sport management curriculum standards, previous research in the sport management curriculum focused on examining specific courses for their content. Li and Cotton (1996) studied the topics covered in the introductory sport management courses to provide educators information about textbook selection, purpose of the course, and topics for coverage in the introductory course. Specific topics, such as disability sport, were not part of that study so there is no way to know if it was being covered at that time. In another study, Pitts and Danylchuk (2007) examined 129 textbooks in sport management for a number of variables, one of which was management topics. However, they did not examine topics or industry segments. Mondello, Andrew, Todd, and Mahony (2008) examined course syllabi for sport finance courses to determine how the content was being delivered. They also did not search for specific topics covered in the course. Young (2001) looked at sport law courses seeking to determine the content of the average course. A second study to our knowledge examined the Americans with Disabilities Act (ADA) in sport law textbooks (Grady & Andrew, 2004). These latter authors reported the most frequently covered topics were: Title I, Title II, and Title III of the ADA, eligibility and rule modifications, professional athlete participation, rights of spectators, facility accessibility, legal duty to provide reasonable accommodations to employees with disabilities, and accessibility guidelines for fitness centers, sport facilities and recreation areas. No previous research has been conducted regarding the inclusion of disability sport topics anywhere else in the sport management curriculum.

Outside the discipline of sport management, DePauw (1986) reported on seven areas of research on sport for people with disabilities designed to influence future research in adapted physical activity. These priority areas included: (a) effects of training and/or competition, (b) selection and training of coaches, volunteers and officials, (c) technological advances, (d) sociological/psychological aspects of sport, (e) differences/similarities among disabled and able-bodied athletes (f) demographics of sport for the disabled and (g) legal, philosophical and historical bases for sport. Since this time, two studies have examined the sport literature for individuals with disabilities. When comparing the findings of the studies by Lee and Porretta (2013) and Reid and Prupas (1998), a preponderance of data based papers across both studies addressed physiology and biomechanics, and psychology and sociology, with research pertaining to the legal, philosophical and historical category most represented in review articles. These findings mirror those of Haegele, Lee and Porretta (2015) who reported the most common topic categories published in the *Adapted Physical Activity Quarterly*, the premiere research journal in the field of adapted physical activity, were psychosocial, motor behavior, measurement/assessment/classification and exercise science/physical activity.

There has been an increase in the internationalization of research and scholarship in adapted physical activity coming from outside the U.S. inclusive of Canada and Europe bringing with it changes in the body of knowledge (Haegele et al., 2015). The extent to which the body of knowledge of disability sport and other related topics extend to and/or are related to disciplines outside of adapted physical activity, such as sport management, is not known. The purpose of this study was to explore sport management course content to determine what and how disability sport content is included in the introduction to sport management course and how the disability sport content aligns with the COSMA standards. While it is likely that more advanced courses in the sport management curriculum may address specific content related topics related to disability sport, the use of the traditional introduction to sport management course as a focus for this study was deemed to be appropriate because this course should provide the student with a basic understanding of the sport business industry and introduce areas in a broad manner (Li & Cotton, 1996). It is expected that sport management educators will gain valuable information from this study to help them discover specific topics about disability sport to cover in the introductory class, learn teaching methods to present material on disability sport, and access resources for information on disability sport. The primary significance of this study is adding to the body of knowledge in sport management education literature and building awareness for the field of disability sport in the sport management curriculum, specifically as it relates generally to the introduction to sport management course.

2. Methodology

2.1. Instrument/questionnaire development

Content related evidence of the questionnaire was determined using Crocker and Algina's (1986) four step approach: defining the domain of interest, selecting a panel of judges, having judges evaluate the instrument, and selecting appropriate items. Authors developed a list of possible topics related to sport for persons with a disability that could be included in an introduction to sport management class. This list of 33 topics was developed from the analysis of disability sport topics listed in a paper by Shapiro and Pitts (2014), from textbooks including that by DePauw and Gavron (2005), and from similar research in sport management (Li & Cotton, 1996; Mondello et al., 2008; Young, 2001). This list was sent to two experts in disability sport and sport management for content validation. The experts were selected in accordance with recommendations provided by Yun and Ulrich (2002) in which they outlined strategies to identify and select experts who understand the domain under investigation. Content experts provided feedback on the relevance of the topics for the introduction to sport management course, feedback on terminology used in the list to ensure it was general and understandable to people without expertise in disability sport, and suggestions for additional topics. Based on expert feedback, one concept was revised (e.g., disability sport governing bodies), one topic was eliminated (e.g., Scot Hollonbeck) and 7

topics were added (e.g., Medical model, person first language, “Murderball” (the movie), inclusive vs. population specific sport, international and domestic funding models of disability sport, disability and collegiate sport) for a total of 41 items related to disability sport. The management functions, industry segments and the questions specific to sport management were supported by previous research and curriculum standards in regard to sport management content (Hsu, Huang, & Teng, 2012; Kajos, 2014; Mondello & Pedersen, 2003; Pedersen & Pitts, 2001; Pitts, 2016; Pitts, Danylchuk, & Quarterman, 2014; Pitts & Pedersen, 2005; Saijadi, Benham, Hashemi, Bakhshandeh, & Ahmadi, 2013; Shapiro & Pitts, 2014). This method has been utilized in a number of studies listed above regarding the analysis of sport management content areas or functions and sport business industry segments as well as the content areas recognized by COSMA. These studies and others developed and used the same list of sport management functions and industry segments as used in the current study.

2.2. Questionnaire description

The questionnaire was divided into two sections, demographics and disability sport topics. Demographic questions included participants age range (20–29, 30–39, 40–49, 50–59, 60 and over), gender, rank (clinical instructor, assistant professor, associate professor, full professor and part time instructor), number of years teaching an introduction to sport management class (1–3, 4–6, 7–9, 10 or more), whether the introduction to sport management class was a required course in the respondents undergraduate and/or graduate sport management programs, and course textbook(s) used. For this latter question the following options, based on a survey of three leading sport management scholars in the field, were provided: *Contemporary Sport Management* by Pedersen and Thibault (2014), *Introduction to Sport Management: Theory and Practice* by Nagel and Southall (2010), *Principles and Practice of Sport Management* by Masteralexis, Barr and Hums (2011), *Managing Sport* by Hassan and Lusted (2013), *Sport Management Principles and Applications* by Hoye, Smith, Nicholson and Stewart (2012), *Fundamentals of Sport Management* by Baker and Esherick (2013), and a response option of “other” for respondents to write-in alternative resources.

The disability sport topics section of the questionnaire began with a list of 41 possible topics likely to be covered in an introduction to sport management class (see Table 1). An option of “other” was provided for participants to record topics not included in the original list. A final option of “I don’t mention disability sport” and a list of possible reasons for not discussing disability sport including “it is not considered part of the industry”, “it is not part of sport management”, “I don’t know enough about it to teach it”, “people don’t go into this field”, “not discussed in the textbook”, “it is addressed in other classes” and “other” also was included.

Participants were asked to check all topics presented. Based on the individual responses to the list of 41 disability sport topics, participants were asked to identify all the management functions ($n = 14$) and industry segments ($n = 17$) in which they addressed their selected topics. The list of management functions and industry segments was determined from the COSMA content areas (COSMA, 2016). All participants, inclusive of those who indicated they did not address disability sport in their introduction to sport management class, were directed to the demographic questions at the end of the survey and thanked for their participation. In this way demographic data was collected on all participants.

2.3. Participant recruitment and data collection procedures

Approval to conduct this study was obtained from the university’s institutional review board. A letter was sent to the contact people for the North American Society for Sport Management (NASSM) and the Women in NASSM (WIN) listservs requesting their permission to disseminate the questionnaire. Eligibility requirements to complete the survey were the individual had to (a) teach in a sport management program at the undergraduate or graduate level and (b) teach an introduction to sport management class.

The NASSM listserv goes to approximately 920 persons and the WIN listserv goes to approximately 200 persons considered to be sport management educators, practitioners, professionals, and other interested persons (Haggerty, Personal communication, July 22, 2015). There are likely other instructors who are not members of these listservs, thus a solicitation was sent through individuals who were also asked to forward the email invitation to those they know who are instructors of the introduction class. The following steps were taken to get a respectable response rate. The email invitation stated the purpose and benefits for completing the study with an active and direct hyperlink to the survey posted on the University’s Qualtrics system. The invitation email was sent three times separated by three weeks between March and April 2015.

Determination of response rate in the present study was not possible for the following reasons, there was no way to know: (a) exactly how many people on the listservs received the solicitation, (b) what percentage of people receiving the email solicitation taught the introduction to sport management class or (c) what percentage of those teaching the introduction class completed the survey. The demographics of respondents completing the questionnaire as reported below, however, appear to have self-selected consistent with the eligibility criteria for participation described in the introduction of the online survey. Responses provided by respondents are believed to adequately describe the experiences of people who teach an introduction to sport management course and can be useful in understanding the questions guiding this research study.

2.4. Data analysis

Data were collected through and analyzed using the Qualtrics online survey system. For this study, statistical analysis was limited to descriptive statistics such as frequencies and percentages. Given the number of possible items ($n = 41$) only the top 10 topics were analyzed in the present study. The decision to focus on the top 10 items was made after analyzing the frequencies of responses when it became clear there was a meaningful difference in the number of responses for 10 of the items on the list. The frequency of responses

Table 1
Disability sport topics addressed in introduction to sport management courses.

Disability topic	# of responses			% of responses		
	Total	Males	Females	Total	Males	Females
Americans with Disabilities Act	45	19	26	78%	63%	93%
Paralympic Games/Paralympic Sport	27	13	14	47	43	50
Special Olympics/ World Games	22	13	9	38	43	32
Facility Accessibility	19	7	12	33	23	43
Oscar Pistorius	13	6	7	22	20	25
Casey Martin	12	5	7	20	17	25
Olympic and Amateur Sports Act	11	6	5	19	20	18
Program Accessibility	11	6	5	19	20	18
Inclusion/integration of disabled athletes	11	5	6	19	17	21
International Paralympic Committee	10	7	3	17	23	10
Attitudes about Disability	8	3	5	13	10	18
I do not mention any of the topics	7	5	2	12	17	7
Disability Sport Organizations	5	4	1	9	13	4
Disability Awareness/orientation	5	2	3	9	7	11
Rehabilitation Act	5	4	1	9	13	4
Inclusive vs population specific sport	5	4	1	9	13	4
Disability and collegiate sport	4	2	2	7	7	7
Disability sport technology	4	1	3	7	3	10
Athletes with intellectual disabilities	3	1	2	5	3	7
Athletes with amputations	3	0	3	5	0	10
Disability sport governing bodies	3	3	0	5	10	0
Paralympic media coverage	2	2	0	3	7	0
National wheelchair basketball association	2	0	2	3	0	7
Disability etiquette	2	1	1	3	3	3
Warrior Games	2	0	2	3	0	7
Athletes with spinal cord injuries	2	0	2	2	0	7
Issues relating to ill or wounded veterans	2	1	1	3	3	3
Classification	1	1	0	2	3	0
Athletes with visual impairments	1	0	1	2	0	4
Deaf Olympics	1	1	0	2	3	0
Person first language	1	1	0	2	3	0
Paralympic school day	1	0	1	2	0	4
Murderball (the movie)	1	1	0	2	3	0
International and domestic funding models of disability sport	1	1	0	2	3	0
Tatyana McFadden	1	0	1	2	0	4
UN convention on the rights of persons with disabilities	0	0	0	0	0	0
Athletes with cerebral palsy	0	0	0	0	0	0
US Association of blind athletes	0	0	0	0	0	0
Dwarf athletes	0	0	0	0	0	0
Disabled sport USA	0	0	0	0	0	0
Super-crip theory	0	0	0	0	0	0
Interscholastic adapted sport	0	0	0	0	0	0

for the top 10 items ranged from 10 to 45 whereas the number of responses ranged from 0 to 5 for the remaining 29 items with only two items receiving 8 and 9 responses (attitudes about disability and I do not mention any of the above topics, respectively). The top 10 items were not the first 10 items listed on the survey but were distributed as far down the survey as item number 35 out of 41 items indicating that respondents read through the entire list of topics. Because participants could address their selected topics in multiple ways, the total number of responses for questions relating to management function, industry segment, and teaching methods exceeds the number of participants. The sum of all topics within a management function, industry segment, and teaching methodology were calculated to determine their respective popularity/ranking. Responses were pooled across gender and faculty rank to provide a comprehensive understanding of what is taught across the diverse faculty who teach the introduction to sport management course.

3. Results

3.1. Demographics of survey completers

A total of 58 faculty ($n = 30$ males, $n = 28$ females) from institutions of higher education from across the United States completed the survey. For 57 of 58 respondents, the introduction to sport management course was a required undergraduate class at their respective institutions. Table 2 describes the age of faculty, the rank faculty respondents held at their respective institutions, and the number of times each respondent indicated they have taught the introduction to sport management course. A total of 36 of 58 (62%) of the survey completers were between the ages of 30 and 49. Among participants, 39 of 58 (67%) held the rank of assistant or

Table 2
Demographics of survey completers.

	Males		Females	
	#	%	#	%
Age				
20–29	3	10%	3	10.7%
30–39	10	33.3	8	28.5
40–49	10	33.3	8	28.5
50–59	5	16.6	5	17.8
60 and over	2	6.6	4	14.9
Rank				
Clinical Instructor	3	10%	3	10.7%
Assistant Professor	11	36.6	10	35.7
Associate Professor	9	30	9	32
Full Professor	5	16.6	4	14
Part time instructor	2	6.6	2	7.1
Number of times taught Introduction to Sport Management Course				
1–3	9	30%	8	28.5%
4–6	4	13	7	25
7–9	6	20	4	14
10 or more	11	36.6	9	32

associate professor with 15% of respondents being full professors. Participants experience in teaching the introduction to sport management course ranged with the largest percentage of both male (37%) and female (32%) indicating they have taught the course 10 or more times. A total of 49 (84%) participants indicated they included disability sport content into their introduction to sport management class.

3.2. Disability sport topics

Of the 41 topics presented to participants the top 10 most commonly reported topics addressed in the introduction to sport management course (as listed in descending order in Table 1) were: Americans with Disabilities Act (ADA) (n = 45), Paralympic Games/Paralympic sport (n = 27), Special Olympics/Special Olympics World Games (n = 22), facility accessibility (n = 19), Oscar Pistorius (n = 13), Casey Martin (n = 12), Olympic and Amateur Sports Act (n = 11), program accessibility (n = 11), inclusion/integration of disabled athletes (n = 11), and International Paralympic Committee (n = 10). There were 24 topics addressed by 1–8 participants and seven topics that were not mentioned at all in the introduction to sport management class. Topics not included were athletes with cerebral palsy, interscholastic adapted sport, Disabled Sport USA, United Nations Convention on the Rights of Persons with Disabilities, United States Association of Blind Athletes, dwarf athletes and super-crip theory (see Table 1).

A total of nine faculty (16%) indicated they do not mention disability sport in the introduction to sport management class for the following reasons listed in descending order (a) it is not discussed in the textbook (n = 4), (b) it is addressed in other courses (n = 2), (c) “other” citing other topics as more important to discuss (n = 2), and (d) don’t know enough about it to teach it (n = 1). When mentioning disability sport in other courses, participants reported addressing Casey Martin in sport law, the Paralympic Games and/or Special Olympics in governance, Section 504 of the Rehabilitation Act in a Title IX course, the ADA in the facilities course, and disability sport in sport and technology. It is unclear if these same faculty members are the ones discussing these topics in other courses or if it is different instructors who do so. Topics written in by respondents included: US Army of One Civilian Career Opportunities in working/administering adaptive programs for wounded veterans with disabilities, intersectionality of gender, sexuality and social class, and the Accessible Icon Project.

3.2.1. Textbook selection

We found 27 of 58 respondents (46%) used the *Principles and Practice of Sport Management* (Masteralexis, Barr, & Hums, 2011) textbook, 16 (27%) used *Contemporary Sport Management* (Pedersen & Thibault, 2014), and 2 respondents used *Fundamentals of Sport Management* (Baker & Esherrick, 2013) (see Table 3). A total of 14 (24%) participants indicated they used a textbook other than one of the six textbooks listed in the survey and included: *The Management of Sport* (Parkhouse, 2005); *Principles and Practice of Sport Management* (Masteralexis, Barr & Hums, 2015); *Managing Sport Fitness and Recreation* (Stier, 1999); *Applied Sport Management Skill* (Lussier & Kimball, 2013); *Foundations of Sport Management* (Gillentine & Crow, 2014). Others responded the use of readings and articles, and the use of the *SportsBusiness Journal*, a popular-press periodical, for content for class. Of the nine respondents who indicated they did not mention disability sport, 4 (44%) indicated they do not discuss disability sport because of the lack of its mention in the textbooks.

3.3. Management function

The top 10 disability sport topics mentioned in an introduction to sport management class were aligned primarily with 7 of the 14

Table 3
Textbook adoption choices for introduction to sport management course.

Author, Publication Date, Textbook Title, Publisher	# Responses	% Responses
Masteralexis Barr and Hums (2011) . <i>Principles and practice of sport management</i> . Burlington, MA: Jones & Bartlett.	27	46%
Pedersen and Thibault (2014) . <i>Contemporary sport management</i> . Champaign, IL: Human Kinetics.	16	27%
Other	14	24%
Baker and Esherrick (2013) . <i>Fundamentals of sport management</i> . Champaign, IL: Human Kinetics.	2	3%
Nagel and Southall (2010) . <i>Introduction to sport management: Theory and Practice</i> . Dubuque, IA: Kendall Hunt.	1	2%
Hassan and Lusted (2013) . <i>Managing sport: Social and Cultural Perspectives: Foundations of sport management</i> . Routledge.	0	0%
Hoye, Smith, Nicholson and Stewart (2012) . <i>Sport management: Principles and Applications</i> . Routledge.	0	0%

management functions. Summed across all 10 disability topics and across gender, disability sport topics were primarily addressed in (a) legal aspects of sport (n = 101; 55%), (b) sport facility/venue management (n = 90; 50%), (c) social cultural (n = 68; 38%), (d) ethics in sport (n = 65; 36%), (e) governance and sport management (n = 58; 32%), (f) international sport and sport business management (n = 54; 30%), and (g) sport leadership (n = 36; 20%) (see [Table 4](#)). With regards to the individual disability sport

Table 4
Management Functions in which Top 10 Disability Sport Topics are Addressed.

Disability Topic	Management Functions (# of respondents, % of respondents)														
	n	SOC	ETH	LDR	INT	MKT	ACT	LGL	GOV	FAC	EXP	EDU	TEC	RES	OTH
Paralympics/Paralympic Sport	27	15	13	7	15	6	0	11	7	16	1	1	4	0	0
		(56%)	(48%)	(26%)	(56%)	(22%)		(40%)	(26%)	(59%)	(4%)	(4%)	(25%)		
Americans with Disabilities Act (ADA)	45	8	12	6	4	1	2	33	14	30	3	5	1	0	1
		(18%)	(27%)	(13%)	(9%)	(2%)	(4%)	(73%)	(31%)	(67%)	(7%)	(11%)	(2%)		(2%)
Special Olympics/Special Olympics World Games	22	12	6	5	12	4	1	7	10	9	2	1	1	0	2
		(55%)	(27%)	(23%)	(55%)	(18%)	(4%)	(32%)	(45%)	(41%)	(9%)	(4%)	(4%)		(9%)
Facility Accessibility	19	4	5	2	1	0	1	12	2	17	2	1	1	0	0
		(21%)	(26%)	(10%)	(5%)		(5%)	(63%)	(10%)	(89%)	(10%)	(5%)	(5%)		
Oscar Pistorius	13	6	9	1	5	2	0	6	2	0	1	1	1	0	0
		(46%)	(69%)	(8%)	(38%)	(15%)		(46%)	(15%)		(8%)	(8%)	(8%)		
International Paralympic Committee	10	5	5	3	7	0	0	3	8	3	0	0	0	0	0
		(50%)	(50%)	(30%)	(70%)			(30%)	(80%)	(30%)					
Olympic and Amateur Sports Act	11	3	4	2	5	0	0	6	5	1	0	2	0	0	0
		(27%)	(36%)	(18%)	(45%)			(54%)	(45%)	(9%)		(18%)			
Program Accessibility	11	6	5	3	2	2	2	9	4	6	3	0	1	0	0
		(55%)	(45%)	(27%)	(18%)	(18%)	(18%)	(82%)	(36%)	(55%)	(27%)		(9%)		
Inclusion/integration of disabled athletes	11	5	2	6	3	1	1	5	4	6	3	1	2	1	0
		(45%)	(18%)	(55%)	(27%)	(9%)	(9%)	(45%)	(36%)	(55%)	(27%)	(9%)	(18%)	(9%)	
Casey Martin	12	4	4	1	0	1	0	9	2	2	0	1	1	0	0
		(33%)	(33%)	(8%)		(8%)		(75%)	(17%)	(17%)		(8%)	(8%)		
Total	181	68	65	36	54	17	7	101	58	90	18	13	12	1	3
		(38%)	(36%)	(20%)	(30%)	(9%)	(4%)	(55%)	(32%)	(50%)	(10%)	(7%)	(6%)	(.05%)	(1%)

Note: SOC = Social cultural aspects of sport business; ETH = ethics in sport management; LDR = leadership in sport business management; INT = international sports and sport business management; MKT = sport marketing; ACT = accounting/economics; LGL = legal aspects of sport; GOV = governance and sport management; FAC = sport facility/venue management; EXP = integrative experiences; EDU = sport management education; TEC = technology and sport; RES = research methods in sport business management; OTH = other.

topics, the ADA and facility accessibility were discussed primarily with legal aspects of sport (n = 33; 73% and n = 12; 63%, respectively) and with sport facility/venue management (n = 30; 67% and n = 17; 89%, respectively). Paralympic Games and Special Olympics were addressed by 55–56% of respondents in social cultural aspects of sport business and international sports and sport business management. Oscar Pistorius was mentioned by 9 of 13 respondents (69%) when addressing ethics in sport and by 6 of 13 respondents (46%) when addressing both the legal aspects of sport and social cultural aspects of sport business. Also most commonly addressed when discussing legal aspects of sport was program accessibility (89%), Casey Martin (75%), and the Olympic and Amateur Sports Act (54%). Lastly, inclusion/integration came up in discussions of sport facility/venue management (n = 6; 55%) and leadership in sport business management (n = 6; 55%).

3.3.1. Industry segment

Disability sport topics were primarily addressed when discussing participant sport (n = 98; 54%), international sport (n = 91; 50%), facility/venue management (n = 84; 46%), professional sport (n = 61; 34%), sport event management (n = 59; 33%), college sports (n = 47; 26%) and 23% in both youth sport and high school sport. A look at each industry segment revealed that Paralympic Games (n = 16; 59%) and Special Olympics (n = 17; 77%) were addressed in participant sport and international sport (n = 22; 81% and n = 9; 41%, respectively). The ADA was mentioned most when discussing participant sport (n = 25; 56%) and sport event management (n = 19; 42%). Facility accessibility was mentioned across several industry segments including professional sport (n = 14; 74%), college sports and facility or venue management (n = 13; 68%) and participant sport (n = 11; 58%). Oscar Pistorius (n = 12; 92%), the International Paralympic Committee (n = 7; 70%) and the Olympic and Amateur Sports Act (n = 8; 73%) were discussed primarily in international sport. Program accessibility fell equally under participant sport and youth sport (n = 8; 73%) followed by high school (n = 7; 64%) and college sports (n = 6; 55%). Finally, inclusion was discussed equally in international sport and participant sport (n = 7; 64%) and Casey Martin with professional sport (n = 9; 75%) (see Table 5).

Table 5
Industry segments in which Top 10 Disability Sport Topics are Addressed.

Disability Topic	Industry Segments (# of respondents, % of respondents per topic)																	
	n	PS	YS	HS	CS	PRO	INT	CREC	MNF	SMD	SCM	MKT	EVM	FAC	MED	STR	GOV	FIT
Americans with Disabilities Act (ADA)	45	25	13	15	16	19	14	10	1	1	2	1	19	34	0	3	5	4
(25%)	(56%)	(29%)	(33%)	(36%)	(42%)	(31%)	(22%)	(2%)	(2%)	(4%)	(2%)	(42%)	(76%)		(7%)	(1%)	(9%)	
Paralympic Games/Paralympic Sport	27	16	2	1	2	4	22	3	2	2	2	3	7	10	0	4	6	2
(15%)	(59%)	(7%)	(4%)	(7%)	(15%)	(81%)	(11%)	(7%)	(7%)	(7%)	(11%)	(26%)	(37%)		(15%)	(22%)	(7%)	
Special Olympics/Special Olympics World Games	22	17	6	2	2	2	9	0	0	3	2	3	7	7	0	1	2	0
(12%)	(77%)	(27%)	(9%)	(9%)	(9%)	(41%)			(14%)	(9%)	(14%)	(32%)	(32%)		(5%)	(9%)		
Facility Accessibility	19	11	6	8	13	14	7	8	0	0	1	0	8	13	0	4	2	4
(10%)	(58%)	(32%)	(42%)	(68%)	(74%)	(37%)	(42%)			(5%)			(42%)	(68%)		(21%)	(10%)	(21%)
Oscar Pistorius	13	4	0	0	0	4	12	0	2	2	0	1	1	1	1	0	2	0
(7%)	(31%)				(31%)	(92%)		(15%)	(15%)		(8%)	(8%)	(8%)	(8%)			(15%)	
Casey Martin	12	1	0	1	1	9	1	0	1	1	0	0	2	5	1	0	1	0
(7%)	(8%)		(8%)	(8%)	(75%)	(8%)		(8%)	(8%)				(17%)	(42%)	(8%)		(8%)	
Olympic and Amateur Sports Act	11	6	1	0	1	0	8	0	0	0	0	0	2	1	0	0	1	0
(6%)	(55%)	(9%)		(9%)		(73%)							(18%)	(9%)			(9%)	
Program Accessibility	11	8	8	7	6	4	4	6	0	2	1	1	5	5	0	1	1	4
(6%)	(73%)	(73%)	(64%)	(55%)	(36%)	(36%)	(55%)		(18%)	(9%)	(9%)		(45%)	(45%)		(9%)	(9%)	(36%)
Inclusion/integration of disabled athletes	11	7	5	8	6	4	7	4	2	2	1	1	4	6	1	3	1	4
(6%)	(64%)	(45%)	(73%)	(55%)	(36%)	(64%)	(36%)	(18%)	(18%)	(9%)	(9%)		(36%)	(55%)	(9%)	(27%)	(9%)	(36%)
International Paralympic Committee	10	3	0	0	0	1	7	0	0	1	0	2	4	2	0	2	5	0
(5%)	(30%)				(10%)	(70%)			(10%)			(20%)	(40%)	(20%)		(20%)	(50%)	
Total	181	98	41	42	47	61	91	31	8	14	9	12	59	84	3	18	26	18
	(54%)	(23%)	(23%)	(26%)	(34%)	(50%)	(17%)	(4%)	(7%)	(5%)	(7%)	(33%)	(46%)	(8%)	(2%)	(8%)	(10%)	

Note: PS = participant sport; YS = youth sports; HS = high school sports; CS = college sports; PRO = professional sports; INT = international sports; CREC = campus recreation for college students; MNF = manufacturing; SMD = Sports media; SCM = sports communication and PR; MKT = sport marketing; EVM = sport event management; FAC = facility or venue management; MED = sports medicine; STR = sports tourism; GOV = sports governing business; FIT = fitness or health industry.

Table 6
Teaching and Assessment Methods Used to Facilitate Student Learning of Top 10 Disability Sport Topics.

lecture	guest speaker	film	student presentation	in class debate	collaborative learning	group	simulations	class exercise	service learning	volunteer	article review	reflection	research paper	case study	student project	quizzes/exams
Americans with Disabilities Act (ADA) (n = 45)																
39	5	7	5	2	6		3	8	0	0	4	1	0	6	2	32
	(87%)	(1%)	(1.5%)	(1%)	(1.3%)		(.06%)	(2%)			(.08%)	(26%)		(1.3%)	(.04%)	(71%)
Paralympics/Paralympic Sport (n = 27)																
25	3	11	4	2	5		1	5	3	3	1	4	1	2	3	16
	(93%)	(11%)	(41%)	(15%)	(19%)		(3.7%)	(19%)	(11%)	(11%)	(3.7%)	(15%)	(3.7%)	(7%)	(11%)	(59%)
Special Olympics/World Games (n = 22)																
19	3	3	2	1	4		0	3	0	2	1	1	0	0	0	10
	(86%)	(1.4%)	(1.4%)	(9%)	(18%)			(14%)		(9%)	(5%)	(5%)				(45%)
Facility Accessibility (n = 19)																
17	2	4	1	2	2		0	5	0	0	0	2	0	2	1	13
	(89%)	(11%)	(21%)	(5%)	(11%)			(26%)				(11%)		(11%)	(5%)	(68%)
Oscar Pistorius (n = 13)																
11	0	4	2	2	2		0	1	0	0	0	2	0	0	0	0
	(85%)		(31%)	(15%)	(15%)			(7.6%)				(15%)				
Casey Martin (n = 12)																
9	0	4	0	0	0		1	1	0	0	2	1	0	1	0	6
	(75%)		(33%)				(8%)	(8%)			(16%)	(8%)		(8%)		(50%)
Olympic and Amateur Sports Act (n = 11)																
10	2	1	2	1	2		0	4	0	0	1	0	1	0	0	5
	(91%)	(18%)	(9%)	(18%)	(18%)			(36%)			(9%)		(9%)			(45%)
Program Accessibility (n = 11)																
10	2	2	2	2	2		1	5	0	0	1	2	0	2	1	8
	(91%)	(18%)	(18%)	(18%)	(18%)		(9%)	(45%)			(9%)	(18%)		(18%)	(9%)	(73%)
Inclusion/integration of disabled athletes (n = 11)																
10	1	3	2	2	4		1	3	1	1	1	2	0	2	2	11
	(91%)	(9%)	(27%)	(18%)	(36%)		(9%)	(27%)	(9%)	(9%)	(9%)	(18%)		(18%)	(18%)	(100%)
International Paralympic Committee (n = 10)																
10	2	2	1	2	2		0	1	0	0	2	0	0	0	0	4
	(100%)	(20%)	(20%)	(20%)	(20%)			(10%)			(20%)					(40%)
Total																
160	20	41	21	16	29		7	36	4	6	13	15	2	15	9	105
	(85%)	(11%)	(23%)	(9%)	(16%)		(4%)	(20%)	(2%)	(4%)	(7%)	(8%)	(1%)	(8%)	(5%)	(58%)

3.3.2. Teaching and assessment methods

Across all topics, faculty primarily relied on lectures (n = 160; 88%) to communicate disability sport content followed by quizzes and exams (n = 105; 58%). The third most common approach to teaching disability sport was through film (n = 41; 23%), followed by class exercises (n = 36; 20%), collaborative group learning (n = 29; 16%), student presentations (n = 21; 12%) and guest speakers (n = 20; 11%). The least common approaches to incorporating disability sport topics into the introduction to sport management course were service learning opportunities (n = 4, 2%) and research papers (n = 2, 1%) (see [Table 6](#)).

4. Discussion

The purpose of this study was to examine what disability sport content is addressed in the introduction to sport management course, how this course content aligns with the management functions and industry segments outlined in the Commission on Sport Management Accreditation (COSMA) standards, and how faculty teach disability sport content in their introduction to sport management class. The list of 41 topics appears reflective of the depth and scope of the field of disability sport in that all but 7 topics were addressed by at least one respondent and the number of topics written in by faculty was minimal and reflected a specific area of knowledge in the area of disability sport.

Online surveys in general tend to be less likely to achieve response rates as high as surveys administered on paper with an average of 33% versus 52%, respectively ([Nulty, 2008](#)). Research using contact by email and responses via the web, as was the case in the present study, have found very low response rates ranging from 5% to 19% ([Rand.org, n.d.](#)). It is very likely that upon reading the title of the study those who talk about disability sport chose to complete the online survey resulting in a somewhat biased group of respondents toward disability sport. This may in part explain the few respondents who indicated they do not mention disability sport in their class. Faculty who do not discuss this content may have self-selected away from completing this survey. This makes the insights from those who reported not doing so meaningful in understanding possible barriers or limitations to including disability sport content in their introduction to sport management class. It also provides meaningful insights from those who do include this topic that can be used by colleagues who do not include this content to explore the possibility of doing so. A further justification for the responses provided in this study reflects the use that is being made of the data. The data gathered in the present study are being used to bring about formative changes in content and teaching of disability sport. Even one response that provides information which can be used in this way supports the purpose of the survey reducing the relevance of the response rate ([Nulty, 2008](#)).

Less than half the respondents reported getting their information from their selected textbook, the most popular one being *Principles and Practice of Sport Management* ([Masteralexis et al., 2011](#)). Lack of inclusion of disability sport in the sport management literature might not mean that a topic is not covered in the classroom, since information may be obtained from outside a field's literature. Journals and books whose focus is adapted and/or disability sports, such as *Adapted Physical Activity Quarterly*, *Palaestra* and *Disability and Health Journal* are literature where sources about disability sport may be obtained. Moreover, sport management is still a young and developing field of study and does not yet have an extensive body of literature, although the number of journals has seen unprecedented growth in recent years. One study and a report states there are over one hundred sport management journals ([NASSM Report, 2014](#); [Shapiro & Pitts, 2014](#)) with the number of textbooks in the field also increasing. To meaningfully include disability sport content, instructors most likely collect information from a variety of sources for presentation in their classrooms.

Faculty appeared to be able to align each of the disability sport topics to one of the 14 management functions outlined in the COSMA standards ([COSMA, 2016](#)). The popularity of addressing disability sport when discussing legal aspects of sport is consistent with findings from [Lee and Poretta \(2013\)](#) who found the legal/philosophical category resulted in 46% of all non-data based articles published between 2002 and 2012. Conversely, however, [Shapiro and Pitts \(2014\)](#) found only 7% of articles addressed legal/philosophical/historical dimensions of disability sport, admittedly, however, this was in a single law journal. The inclusion of legal considerations relating to disability sport in the introduction to sport management class also may reflect current events with the international media coverage of the murder trial of Oscar Pistorius during the same time period as this study was conducted and the long term impact of the preeminent case of Casey Martin on the PGA. Also consistent with the findings of [Shapiro and Pitts \(2014\)](#) is the emphasis in the present study on sport facility and venue management which also can subsume the legal aspects of sport class through discussions of the ADA such as facilities, seating, and concessions. The third most popular management function where faculty addressed disability sport was social/cultural aspects of sport business. This is consistent with the findings of [Shapiro and Pitts \(2014\)](#) who reported 43% of the articles in their literature review addressed this same topic.

It is not surprising that the majority of disability sport topics align with participant sport reflecting both the vast opportunities now available for persons with disabilities not only in sport but also in recreation and leisure activities offered by community, public, and nonprofit organizations around the world as well as the lack of professional sport opportunities for athletes with disabilities that parallel professional sports for able bodied athletes. A reliance on participant sport when addressing opportunities for persons with disabilities is consistent with the findings of [Shapiro and Pitts \(2014\)](#) who reported over 48% of disability sport articles addressed participant sport. It is also not surprising that international sport (Paralympic Games, Special Olympics, and the International Paralympic Committee) were among the most common industry segments in which to mention disability sport. Given the size and scope of these two events and the affiliation of the International Paralympic Committee with the Olympic Committee in hosting their respective events in the same host city and using the same venues two weeks apart from each other, discussing them in class makes sense.

The frequency of addressing disability sport when discussing youth and high school sport was an unexpected finding. Until the recent release of the Dear Colleague Letter, the requirements for schools to provide equitable sport opportunities for students with disabilities had been largely ignored by all but a few states (among the exceptions are Georgia, Minnesota, Illinois and most recently

Massachusetts) (Haddix, 2014). The fact that sport management faculty are addressing high school sport for students with disabilities speaks volumes to the impact the Dear Colleague Letter appears to have had on opening dialogue within and across states and opportunities for student athletes with disabilities.

There were several management functions and industry segments in which disability sport is sparsely mentioned including manufacturing, sports media communication and public relations, sport marketing, sports tourism, sports governing business, fitness and health industry, and research methods in sport business management. This is somewhat consistent with the findings of Shapiro and Pitts (2014) who reported only 7% of articles addressed sport communication and sport marketing, less than 5% addressed health promotion of persons with a disability and 3% addressed sport tourism. The preponderance of information on disability sport communication can be found outside the United States (e.g., Beacom, French & Kendall, 2016; “Canadians to Benefit,” 2014; Chang, Grossman, Taylor & Walker, 2011). Given that respondents in the present study were solely from the United States, a country noticeably void of print and visual media portraying disability sport, specifically the Paralympic Games and Special Olympics World Games, these findings are not surprising. One study on elite parasport athletes discusses the lack of attention by the sporting goods industry for specialized equipment for people with disabilities in sport (Hambrick, Hums, Bower, & Wolf, 2015). This study presents many sport management concepts in relation to people with disabilities in sport such as consumer demand: a sport marketing concept; equipment manufacturing process: a sport management concept; technology in sporting goods: a sport technology concept; and expenses to produce and product pricing: sport finance, accounting, and economics concepts. The many arguments and framework presented in the Hambrick et al. (2015) study make for a good case in support of increasing attention to and addition of disability sport as a topic across all sport management content areas. It is likely, however, that topics related to disability sport marketing and communication are more thoroughly addressed in these respective courses elsewhere in the sport management curriculum.

How faculty address disability sport in their introduction to sport management course speaks in large part to the contexts in which information is available. Respondents primarily relied on lectures, quizzes and film to include disability sport in their course. The reliance on tests in the present study is similar to Young (2001) and Mondello et al., (2008) who reported lectures and exams as the primary instructional strategy and evaluative tool in the undergraduate finance and law/risk management classrooms. However, in the study by Young (2001), research papers and case analyses/student presentation were also commonly used strategies. The teaching methods and evaluative strategies used may reflect differences in class size (large lecture versus small discussion), format (in person, blended/hybrid, online) and credit hours (1 versus 3) across the various institutions with which respondents are affiliated, factors not assessed in the current study. However, other creative and student directed initiatives also were employed including in-class debates, class exercises, article reviews, reflections, analysis of case studies and collaborative group learning. These multiple approaches to exposing students to topics related to disability sport support the argument that faculty use a variety of resources to expose their students to disability sport. The vastness of the approaches used may again reflect a possible bias among respondents toward the inclusion of disability in the class. More needs to be done to share specifics about these approaches so that those not as familiar with the area of disability sport can utilize these ideas in their own teaching.

The COSMA program standards already stipulate “excellence in sport management education requires that the design of each program offered...be consistent with current, acceptable practices and the expectations of professionals in the academic and sport management communities” (p. 13). However, in regard to persons with disabilities and sport and/or disability sport, the words are not found in any COSMA documents. While COSMA has a section titled “Diversity in Sport Management” which states the academic program “...should ensure that students possess the knowledge, skills and experiences needed to understand and deal effectively with diversity in a diverse sport environment” (p. 13), “...excellence in sport management education includes diversity in its many forms”, and “...sport management students possess the knowledge, skills and experiences to understand and operate effectively in a diverse sport environment” (p. 54). Moreover, COSMA states that it “...expects its accredited members to be leaders in educating students to effectively function in a diverse sport environment...” (p. 54). Although COSMA offers no definition or description of diversity, nor do they offer a list of what or who might be included in these ‘diverse sport environments’, one would assume COSMA includes addressing persons with disabilities and disability sport as it does other diverse groups based on race or gender, for example (Whitelaw, 2010).

Perhaps moving forward, COSMA and individual faculty in the multitude of programs in the USA (and around the world) could offer more definition and description of diversity and diverse sport environments. Leaving it invisible might be perpetuating invisibility in textbook material. Whereas in many organizations when diversity is mentioned, quite often it is followed by definitions and descriptions of what it fully means.

5. Summary and practical applications

In the present study, three underlying messages emerged from the analysis of disability sport content in the introduction to sport management course. First, there was considerable consensus from faculty respondents who include disability sport in their introduction to sport management course as to what topics are the most applicable and how these topics align with the COSMA standards. This gives instructors clear examples of what others are using for content, textbooks, and class assignments. Second, it is possible using simple instructional and assessment techniques such as lectures and quizzes to include topics relating to disability sport in the introduction to sport management course. Third, the topics addressed were those commonly mentioned in the sport management literature and reported by faculty respondents to be discussed in the introduction to sport management textbooks typically used in the field. It is not possible from the current analyses, however, to determine the depth, rigor, or degree to which the various disability sport topics are discussed in the class (Young, 2001). While it is recognized that the final choice for content in the

introduction to sport management class is that of the instructors, hopefully this study motivates those who currently do not include disability sport to examine the most popular topics reported here and select ones of personal interest or greatest relevance to them for inclusion. For those who currently include disability sport, the authors hope these findings will provide additional topic ideas or suggestions as to how to diversify the application of these topics to different management functions and industry segments. The introduction of terminology and the basic premises for disability sport are important for all students in the introduction to sport management class. To facilitate such knowledge, faculty teaching this content should actively pursue opportunities to share their strategies and resources for the delivery of disability sport content at conferences and through manuscripts that focus on practical teaching strategies.

6. Future research

To better understand the scope and depth with which topics related to disability sport are addressed in the sport management curriculum, it will be important to examine its infusion across the entire curriculum rather than in a single introductory class. While this study looked at one course in a typical program, the introduction to sport management course, it is possible some programs do not offer this particular course. Therefore, disability sport ought to be covered as a typical industry segment throughout the curriculum. Additionally, while it is most likely that many industry segments are infused across the curriculum, one would expect to see such a growing segment such as disability sport infused across the curriculum as well. Job and career opportunities are growing. Moreover, the types of specialized and/or modified equipment and facilities needed for some sports and recreational activities for people with disabilities are a growing industry segment, in need of specialized sport management professionals to design, produce, offer, and manage them.

Second, faculty can explore their own scholarship of teaching and learning by linking the inclusion of disability sport topics in any given course(s) or techniques most successful with changes in student's attitudes and intentions. For example, research could focus on consuming disability sport as a spectator or participant (e.g., goalball, wheelchair basketball) or exploring internships and careers in the area of disability sport management.

Lastly, the comment from the respondents in the present study who said they do not include disability sport because it was not in the textbook suggests the need to more fully explore sport management textbooks and their content. This research might examine what topics are or are not discussed, and how the authors go about addressing such topics not just in the textbooks used in the introductory class but in textbooks used across the sport management curriculum (e.g., law, finance, facilities). Sport management purports to be the field that produces sport management professionals for the sport business industry. Therefore, its body of literature ought to be inclusive of what future sport managers will encounter in the industry.

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