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AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS IN THE  
FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION UNDER THE  
CONTROL OF THE TENNESSEE STATE BOARD OF REGENTS

*Middle Tennessee State University*

D.A.

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TENNESSEE STATE BOARD OF REGENTS

Peter W. Shoun

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TENNESSEE STATE BOARD OF REGENTS

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## ABSTRACT

### AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS IN THE FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION UNDER THE CONTROL OF THE TENNESSEE STATE BOARD OF REGENTS

by Peter W. Shoun

The purpose of this study was to collect and analyze the data needed to evaluate the status of the physical education programs in the six four-year institutions of higher education under the control of the Tennessee State Board of Regents. The participating institutions included Austin Peay State University, East Tennessee State University, Memphis State University, Middle Tennessee State University, Tennessee State University, and Tennessee Technological University. The Neilson-Comer-Griffin Score Card was utilized in this study to evaluate the six major areas of the total physical education program. The six areas were instructional staff, facilities, program (organization), program (activities), administration, and professional education curricula.

Three sources were used to gather the data. These included: (1) personal interviews--each of the six campuses

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was visited so that personal interviews could be held with each physical education department chairperson, athletic director, and intramural director; (2) faculty questionnaire--each faculty member was requested to complete a questionnaire concerning his/her professional background; and (3) the 1979-1980 college catalogues--the catalogues were reviewed to ascertain specific course offerings at the undergraduate, master's, and doctoral levels.

The findings revealed:

Program (activities) was the highest rated unit by the universities, lacking only one percentage point of being rated at above average. Program (organization) was the lowest rated unit receiving a below average rating. The remaining large units of the score card received an average rating.

One institution received an overall rating of above average. Three universities received an overall rating of average, and two universities received an overall rating of below average.

The universities scored above 83 percent in five of the ten sub-units in the large unit, program (organization). The institutions were rated above average in providing activities for their students in their service, intramural, and athletic programs.

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According to the Neilson-Comer-Griffin Score Card, the overall mean score for the six four-year institutions of higher education under the control of the Tennessee State Board of Regents was 73 percent or a rating of average.

## ACKNOWLEDGEMENTS

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## Chapter 1

### INTRODUCTION

Physical education departments strive to maintain the best possible programs. To maintain the best programs, the physical education departments must continually evaluate and revise their programs. Not only should physical educators revise the original programs but, as Zeigler states, we should evaluate the revised program regularly from the standpoint of its effectiveness in achieving the stated objectives.<sup>1</sup>

Barrow stated that professional preparation is not a product that one acquires once; it is a process that continues throughout life. As people change, the preparation of educators must change.<sup>2</sup>

Education must strive to stay abreast of changes in our modern society. Tyler believed that future educational

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<sup>1</sup>Earle F. Zeigler, "The Competency Approach Applied to the Fivefold Function of Sport and Physical Education Within Higher Education," The Physical Educator, XLIX (December, 1978), 182.

<sup>2</sup>Harold M. Barrow, "Professional Preparation: Anatomy of a Conference that Worked," Journal of Health, Physical Education and Recreation, XLV (September, 1974), 6.

systems will reflect a strong emphasis upon problem solving, upon learning how to meet new situations, upon the skills of observation, analysis, and communication, and upon the development of attitudes appropriate to change.<sup>3</sup>

One new phase of the total educational picture is the area of adult education. Adult education is not a coming thing; it is here today. Universal educational opportunities throughout one's lifetime should be available for all interested participants. All educators, especially physical educators, must provide their students with a practical, workable education which will allow them to prosper in our rapidly changing society. An American Alliance on Health, Physical Education and Recreation International Relations Council Special Task Force formulated the following statement:

Education, if it is to be effective, is for the purpose of facilitating change and learning. Its primary focus is on the processes of seeking and acquiring knowledge and of developing appropriate attitudes to change.<sup>4</sup>

In most instances, the worth of physical education is determined by people outside of physical education. Davis states that few will question that the status of a

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<sup>3</sup>Ralph Tyler, "Purposes, Scope, and Organizations of Education," Implications for Education of Prospective Changes in Society (New York: Citation, 1967), p. 36.

<sup>4</sup>"Professional Preparation: An International Relations Approach," Journal of Physical Education and Recreation, XLVII (October, 1976), 19.

profession is determined in large part by the value others place upon it. For this reason, it is imperative that members of our profession be cognizant of the fact that they are continuously under scrutiny and evaluation by colleagues, peers, students, and the public. As students, teachers, coaches, administrators, we owe it to ourselves and to our profession to always maintain the very highest standards of professionalism.<sup>5</sup>

How can the physical education profession maintain the highest standards of professionalism? One answer is continuous evaluation and revision of all phases of the physical education program. Evaluation is the basis for change, and is a continuous process, for it determines the value or lack of value of a process, an action, a characteristic, or a device.<sup>6</sup>

Because of the aforementioned importance of evaluation and the fact that no previous study has been completed which includes all of the six four-year institutions of higher education under the supervision of the Tennessee State Board of Regents, a study of this nature seemed warranted. The results of this study will provide valuable information to department chairmen and others

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<sup>5</sup>H. Davis, "Profile of the Ideal Physical Educator," The Physical Educator, XXX (March, 1973), 48-49.

<sup>6</sup>Harold Barrow and R. McGee, Measurement in Physical Education (Philadelphia: Lea and Febiger, 1968), 20.



concerned with the administration of physical education programs.

#### STATEMENT OF THE PROBLEM

The purpose of this study was to collect and analyze the data needed to evaluate the status of the physical education programs in the six four-year public institutions of higher education under the direct control of the Tennessee State Board of Regents. The Neilson-Comer-Griffin Score Card was used as the evaluation instrument. The following major areas were selected for study: instructional staff; facilities; program (organization); program (activities); administration; and professional education curricula.

#### SIGNIFICANCE OF THE STUDY

How important is the evaluation of our present-day programs? Should educators spend their precious time evaluating? Helen Heitman can answer these questions and many more concerning evaluation with one short statement: "Only through evaluation of the past and present performance can we get at what is really important--the future."<sup>7</sup> Evaluation is the tool we use to shape the future.

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<sup>7</sup>Helen Heitman, "Curriculum Evaluation," Journal of Physical Education and Recreation, XLIX (March, 1978), 37.

Standards for the conduct of a program should be capable of evaluation and amenable to change. This is especially true of education in general and of higher education in particular.<sup>8</sup> McIntyre stated that goals, both programatic and individual faculty, should be examined, revised, and sharpened. The tremendous increase in the body of knowledge of physical education or any educational discipline and the practical situation of a shifting job market make once relevant professional programs and faculty competencies now outmoded.<sup>9</sup>

Thus, evaluation and revision are integral parts of the American education system. With the shrinking educational dollar, evaluation will take on added significance in the future.

Several studies (Reece, 1969; Scott, 1973; Fisher, 1977; and Suriyasasin, 1977) have been completed in the state of Tennessee. These studies dealt with an evaluation of the undergraduate professional preparation programs in physical education in various institutions in Tennessee. The physical education departments are justifiably concerned with those students involved in their professional

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<sup>8</sup>"Standards for the General College Physical Education Program," Journal of Physical Education and Recreation, XLVI (September, 1975), 24.

<sup>9</sup>Martin H. McIntyre, "Motivation of the Faculty," The Physical Educator, XLVIII (December, 1977), 179-180.

preparation programs, but there is a definite obligation to all students involved in any area of the physical education program including those involved in the basic service programs, intramurals and athletics. This study investigated the six major areas of the total physical education program. The six areas were: instructional staff; facilities; program (organization); program (activities); administration; and professional education curricula by utilizing the Neilson-Comer-Griffin Score Card.

No evidence could be found of any studies that dealt with all of the six four-year public institutions of higher education under the supervision of the Tennessee State Board of Regents. In addition, no evidence could be found of any doctoral studies in the state of Tennessee utilizing the Neilson-Comer-Griffin Score Card.

Because of the limited information available pertaining to the physical education programs in the Tennessee State Board of Regents four-year public system, a study of this nature seemed warranted.

This study may be considered of value for the following reasons:

1. This study could provide valuable information to the chairman of the participating physical education department.

2. This study will contain information pertaining to all the four-year institutions of higher education under the supervision of the Tennessee State Board of Regents.

3. This study may lead to the development of program criteria which could be applicable in physical education programs state-wide.

4. This study may serve as a pilot study for future studies in the state of Tennessee.

#### DELIMITATIONS

This study was limited to:

1. The six four-year public institutions of higher education under the supervision of the Tennessee State Board of Regents. These institutions included Austin Peay State University, East Tennessee State University, Memphis State University, Middle Tennessee State University, Tennessee State University, and Tennessee Technological University.

2. The revised Neilson-Comer-Griffin Score Card, including an open-end section, as the evaluating instrument.

3. The questionnaire, personal interviews, and analysis of college catalogues as methods of obtaining data.

4. The following major areas of study:  
instructional staff; facilities; program (organization);  
program (activities); administration; and professional  
education curricula.

5. The point values and percentage rating standards as stated in the Neilson-Comer-Griffin Score Card.

#### DEFINITIONS OF TERMS

1. Four-year public institutions under the direct supervision of the Tennessee State Board of Regents: Austin Peay State University, East Tennessee State University, Memphis State University, Middle Tennessee State University, Tennessee State University, and Tennessee Technological University.

2. Tennessee State Board of Regents: The governmental management and controlling body of the Tennessee State University and Community College System.<sup>10</sup>

3. Unit: In the Neilson-Comer-Griffin Score Card is defined as a subject area.

4. Instructional staff: In the Neilson-Comer-Griffin Score Card included the kind, extent, and recency of professional preparation, membership in professional organizations, attendance at professional meetings, and length of teaching experience.

5. Facilities: In the Neilson-Comer-Griffin Score Card included indoor and outdoor areas.

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<sup>10</sup>Tennessee Blue Book, Carney Printing Company, 1977-1978, p. 189.

6. Program (organization): In the Neilson-Comer-Griffin Score Card included the percentage of students enrolled, time allotment for physical education classes, assignment of students to classes, size of regular and adapted activity classes, teaching load, records, class credit and grading for activity classes, athletic award systems, and provisions for prevention and emergency care of injuries.

7. Program (activities): In the Neilson-Comer-Griffin Score Card included the instructional service program, intramural activities and intercollegiate athletics.

8. Administration: In the Neilson-Comer-Griffin Score Card included organization, general budget, sources of budget support, budget ratio, rank, salaries and duties of staff, recruiting athletes, and assignment and distribution of grants-in-aid to athletes.

9. Professional education curricula: In the Neilson-Comer-Griffin Score Card included the undergraduate degree, master's degree, and doctor's degree programs.

## Chapter 2

### REVIEW OF RELATED LITERATURE

This chapter includes a description of the following areas: a brief outline of the historical growth of physical education programs in the United States; the results of the national conferences on physical education; a study of accreditation agencies and certification standards, including the Tennessee State Certification requirements for physical education teachers; an area dealing with curriculum content and teacher competencies; an outline of new curricula innovations; an area pertaining to previous studies concerning physical education programs; a survey of the available evaluative instruments; and a study of the development of the Neilson-Comer-Griffin Score Card which has been selected for use in this study.

### HISTORICAL GROWTH

1859--The trustees of Amherst College voted to establish a department of physical education, the first such college department in the United States.<sup>1</sup>

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<sup>1</sup>Mabel Lee and C. W. Hackensmith, "Notable Events in Physical Education: 1829-1979," Journal of Physical Education and Recreation, L (February, 1979), 14.

1861--The first class of physical education teachers graduated from the Normal Institute of Physical Education in Boston founded by Dio Lewis.

1866--The Normal College of the American Gymnastic Union, New York, was founded by the North American Turnerbund.

1881--The Sargent School of Physical Education was established by Dr. Dudley Sargent in Boston.

1886--The Brooklyn Normal School for Physical Education was founded by William C. Anderson in Brooklyn, New York.

1886--The International Young Men's Christian Association College at Springfield, Massachusetts was established. It was later known as Springfield College.

1889--The Boston Normal School of Gymnastics was founded by Mrs. Mary Hemenway and taught by Baron Posse. In 1909, the school became the Department of Hygiene and Physical Education of Wellesley College.

1890--The Posse Normal School of Gymnastics was organized by Baron Posse. At his death in 1895, his wife, Baroness Rose Posse, carried on as the school's director.

1894--The State Normal College in Ypsilanti, Michigan, under the direction of Wilbur P. Bowen made the first attempt in a state controlled institution to prepare physical education teachers.



1897-1898--The University of California, Indiana State University, and the University of Nebraska initiated courses designed to train physical education teachers.

1899--The University of Wisconsin started a program of professional training in physical education.

1900--Oberlin College began its program.

1903--Teachers College, Columbia University, started a physical education training program.

1909--Wellesley College, privately endowed by Mary Hemenway, offered courses for the degree in physical education.

1920-1930--New York University and Springfield College began to offer courses beyond the first four years of college.

1920-on--More stringent admission requirements by teacher training institutions, including selective admissions, guidance, and entrance examinations, were effected.<sup>2</sup>

1929--The University of Pittsburgh and Stanford University became the first institutions to establish a program leading to the Doctor of Education degree with specialization in physical education.

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<sup>2</sup>Charles A. Bucher, Foundations of Physical Education (Saint Louis: The C. V. Mosby Company, 1975), pp. 525-529.

1930--The American Physical Education Review was replaced by the Journal of Health and Physical Education and the Research Quarterly.

1949--Forty-one states had a state physical education law. Over 400 colleges and universities offered an academic major in physical education.

1969--It was estimated that 650 college and university teachers had specialized in health, physical education, and/or recreation.

1979--This was the ninety-fourth anniversary of the founding of the American Association for the Advancement of Physical Education, today known as AAHPER.<sup>3</sup>

In 1975, Charles A. Bucher noted the tremendous growth in the number of institutions offering programs in physical education. After World War I and again after World War II, great eras of expanding teacher education programs developed in various colleges and universities. In 1918, there were twenty institutions preparing teachers of physical education; in 1929, 193; in 1944, 295; in 1946, approximately 361; and, today, over 700.<sup>4</sup>

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<sup>3</sup>Lee and Hackensmith, p. 14.

<sup>4</sup>Bucher, p. 530.

### NATIONAL CONFERENCES

Three national conferences have been held during the last twenty-two years. The first such conference was held at Jackson's Mill in Weston, West Virginia, in 1948. The purpose of the conference was to improve undergraduate professional preparation in health education, physical education, and recreation. The recommendations of the 1948 conference in regard to physical education were as follow:

- (1) the major portion of the freshman and sophomore years should be devoted to instruction and experience in the area of general education;
- (2) some formal specialized professional instruction should begin in the freshman year and be increased each year until graduation;
- (3) the exact amount of time required to produce the competent teacher and cultured citizen will vary with individuals and institutions;
- (4) competency in achieving the objectives of the curriculum should be the criterion for graduation rather than a set time or course requirement;
- (5) one-half of all semester hours required for graduation should be devoted to the area of general education, including the foundation sciences basic to physical education; and
- (6) the remaining half should be divided approximately as follows--one-third

to general professional education and the remaining two-thirds to specialized professional courses.<sup>5</sup>

The second national conference was held in Washington in 1962. The main purpose of the conference was to improve professional preparation in health and safety education, physical education and athletics, and outdoor education at the undergraduate level and the first phase of graduate study. The basic recommendations of the conference pertaining to physical education were: (1) fifty percent of the four-year undergraduate programs should be devoted to general education; (2) five years of professional preparation should be considered as essential for the basic preparation of personnel in physical education; (3) professional preparation is a continuous process, there is no terminal point of professional preparation; (4) the profession itself should determine the nature of professional preparation; (5) the physical education curriculum must be responsive to change; (6) the program should be evaluated frequently; (7) candidates for master degrees must have attained the competencies required in the undergraduate major; (8) a professional preparation program fails if it does not include emphasis upon the

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<sup>5</sup>National Conference on Undergraduate Professional Preparation in Health, Physical Education, and Recreation (Chicago: The Athletic Institute, 1948), pp. 1-18.

professional obligations and responsibilities of a professional person; (9) a single agency in every institution should be responsible for developing policies governing all teacher education; (10) the policies and practices in all aspects of the professional preparation program in health and safety education, physical education, and recreation should be consistent with those of all departments within the institution; (11) men who have coaching responsibilities should be certified if they are not professionally prepared as physical education majors; and (12) persons in athletic administration and coaching need particular competencies in public relations and courage to withstand pressures from the noneducational emphasis.<sup>6</sup> Additional accomplishments of the 1962 conference included a much better understanding of National Council for Accreditation of Teacher Education standards and the development of a history of professional preparation in physical education.<sup>7</sup>

The most recent undergraduate conference on professional preparation took place in New Orleans,

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<sup>6</sup>Professional Preparation in Health, Physical Education and Recreation (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1962), pp. 2-6.

<sup>7</sup>Arthur A. Esslinger, "Professional Preparation Conference--Washington, D.C., January 8-12, 1962," Journal of Health, Physical Education and Recreation, XXXIII (May-June, 1962), 20-21.

Louisiana, in 1973. This conference dealt with developing standards and guidelines for curriculum building and program planning for training professionals in dance, physical education, recreation education, safety education, and school health. The theme "Unity through Diversity" was adopted as the approach to explore the problems of professional preparation programs.<sup>8</sup>

In the 1973 conference, individuals from each state and district helped identify issues and concepts in advance of the conference. This became known as the grass roots approach.<sup>9</sup>

The conference stressed new ideas, competencies, and experiences for the various specialties and gave special attention to such things as accountability, evaluation, accreditation, certification, and differentiated staffing.<sup>10</sup>

In summing up the 1973 conference, Barrow stated:

Much still needs to be done. Competencies must be extended, criteria devised, and experiences refined

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<sup>8</sup>Professional Preparation in Dance, Physical Education, Recreation, Safety Education, and School Health Education (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1974), p. vii.

<sup>9</sup>Harold M. Barrow, "Professional Preparation; Anatomy of a Conference that Worked," Journal of Health, Physical Education and Recreation, XLV (September, 1974), 6.

<sup>10</sup>Bucher, p. 530.

and extended through explorations, research, and confirmation in an ever expanding body of knowledge.<sup>11</sup>

### ACCREDITATION

To regulate programs in a discipline, standards are established by the profession and programs are measured against these standards. This regulatory process is called accreditation.<sup>12</sup> Three ways in which accreditation takes place is by governmental agencies such as state departments of education, regional accreditation agencies such as the Southern Association for Colleges and Secondary Schools, and professional associations such as the American Association for Health, Physical Education and Recreation.<sup>13</sup>

Two national non-profit organizations have been created to monitor, support, coordinate, and improve all accrediting activities conducted at the college and university level.

The Council on Post-Secondary Accreditation (COPA) was created in 1975 as a coordinating organization designed to help maintain the correctness and increase the awareness and understanding of a broad constituency regarding the

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<sup>11</sup>Barrow, p. 6.

<sup>12</sup>P. Stanley Brassie, "Accreditation," Journal of Physical Education and Recreation, L (March, 1979), 19.

<sup>13</sup>Bucher, p. 538.

accreditation enterprise.<sup>14</sup> A second national organization which monitors accreditation agencies is the United States Office of Education (USOE).

The National Council for Accreditation of Teacher Education (NCATE) has been authorized by COPA to adopt standards and procedures for accreditation and to determine the accreditation status of institutional programs for preparing teachers and other school personnel.<sup>15</sup> NCATE, also recognized by USOE, is governed by a council, the purpose of which is the accreditation of college and university programs of teacher education in the United States.<sup>16</sup>

Accreditation is a process whereby an association or agency recognizes an institution as having met certain predetermined qualifications and standards. This process focuses on two principal concerns, educational quality and institutional probity.<sup>17</sup>

There are eleven general accreditation procedures. In proper sequence, these procedures consist of: (1) application for accreditation; (2) application review; (3)

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<sup>14</sup>"The Balance Wheel for Accreditation," Council for Post-Secondary Accreditation, July, 1978, p. 3.

<sup>15</sup>Brassie, p. 19.

<sup>16</sup>Brassie, p. 19.

<sup>17</sup>Brassie, p. 20.



institutional preparation of self-study; (4) council or commission makes initial review of self-study; (5) institution requests visitation team; (6) institution visited by peer evaluators; (7) draft of the visitation team report sent to institutions for response; (8) council acts on the visitation team recommendations; (9) appeal procedures; (10) council publishes list of accredited programs; and (11) periodic reaccreditation.<sup>18</sup>

#### CERTIFICATION

Certification is different from accreditation in that certification evaluates the product of an institution's program. The goal of certification is to protect the public by evaluating persons who wish to sell their professional services.<sup>19</sup>

Certification requirements represent a first step in any system that attempts to fill positions on the basis of merit. The minimum requirements for teaching, which comprise the rules and regulations concerning state teachers' certification, are designed primarily to secure teachers who are professionally and personally well equipped. They are designed to protect the teaching profession from unqualified teachers whose standards are so low that instruction suffers

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<sup>18</sup>Brassie, pp. 20-21.

<sup>19</sup>Brassie, p. 20.

and to protect children from poorly prepared and inefficient teachers.<sup>20</sup>

Most certification is administered by state agencies. A list of the minimum certification requirements for elementary and secondary physical education teachers in the state of Tennessee, as stated by the Tennessee Department of Education, is as follows:

#### Elementary Physical Education

Complete a minimum of thirty (30) quarter hours of physical education to include each of the following areas: (1) Introduction to Physical Education, (2) Administration and Supervision of Physical Education, (3) History and Philosophy of Physical Education, (4) Human Anatomy and Physiology, (5) Physiology of Exercise and Kinesiology, (6) Eight activities including each of the following areas: (a) aquatics, (b) exercise, (c) individual and dual sports, (d) team sports, (e) rhythms and movement exploration, (7) Measurement and Evaluation in Physical Education, (8) Elementary School Program Content in Physical Education For The Atypical Student.

#### Secondary Physical Education

Complete a minimum of thirty (30) quarter hours of physical education to include each of the following areas: (1) Foundations of Physical Education, (a) Introduction to Physical Education, (b) Administration and Supervision of Physical Education, (c) History and Philosophy of Physical Education, (2) Physical Education Sciences, (a) Human Anatomy and Physiology, (b) Physiology of Exercise and Kinesiology, (3) Physical Education activities (at least 3 of the following must be included) (a) aquatics, (b) exercise, (c) individual and dual sports, (d) team sports, (e) dance, (4) Physical Education Professional Subject Matter, (a) motor learning, relating to the secondary school student, (b) physical education for the atypical student, (c) measurement and evaluation in physical

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<sup>20</sup>Bucher, p. 565.

education, (d) secondary school program content in physical education.<sup>21</sup>

#### CURRICULUM CONTENT AND TEACHER COMPETENCIES

The amount and proficiency of teacher competencies and the total information in the curriculum continue to grow at an accelerated rate. Even with this tremendous increase of information and material, there are some basic beliefs physical educators must remember. The general physical education program should use human movement as a fundamental characteristic underlying all performance and as a basis for skill development.<sup>22</sup> While faculty qualifications, space, and facilities may influence course offerings, a quality program should provide a knowledge and understanding of the discipline of physical education through experience in the following areas: individual, dual, and team sports, rhythms, aquatics, combatives, conditioning, sports appreciation, and recreational carry-over skills.<sup>23</sup>

The curriculum specifies the program content in terms of objectives and activities. Curriculum planners

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<sup>21</sup>Certification Requirements, Tennessee Department of Education, 1979.

<sup>22</sup>"Standards for the General College Physical Education Program," Journal of Physical Education and Recreation, XLVI (September, 1975), 26.

<sup>23</sup>"Standards for the General College Physical Education Program," p. 25.

must make decisions concerning: (1) scope--what content is included; (2) structure--how content is clustered into units; and (3) sequence--how content is ordered.<sup>24</sup> Zeigler believed "the physical education curriculum should serve a fivefold function which includes philosophy, theory, professional preparation, professional practice, and disciplinary research."<sup>25</sup>

Individual content areas which need more attention include the following:

The ever-increasing dependence on the public has necessitated expertise in the skill of public relations. A course in public relations in physical education and athletics should be developed and included in the professional preparation of teachers and administrators of physical education.<sup>26</sup>

In the basic service program, Weich's study determined that both men and women rated having fun and getting regular exercise as the most important objectives of

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<sup>24</sup>Linda Bain, "Status of Curricular Theory in Physical Education," Journal of Physical Education and Recreation, XLIX (March, 1978), 25.

<sup>25</sup>Earle F. Zeigler, "The Competency Approach Applied to the Fivefold Function of Sport and Physical Education Within Higher Education," The Physical Educator, XLIX (December, 1978), 181.

<sup>26</sup>Irwin Rosenstein, "Public Relations--A Missing Competence in Professional Preparation," Journal of Physical Education and Recreation, XLVI (June, 1975), 44.

the service program.<sup>27</sup> If these are considered by the students, the service program should provide opportunities to meet these needs.

The area of research continues to gain strength even at the undergraduate level. Undergraduates should develop research competencies if research is to continue as an integral part of the physical education profession. Research competencies contribute to critical thinking, and may be conducted in both specific and general aspects of the undergraduate physical education programs.<sup>28</sup> Zeigler stated:

We are simply not producing a sufficient quantity of highly qualified scholars with a commitment to research and related scholarly endeavors and an opportunity for them to follow their professional inclinations.<sup>29</sup>

Physical education teachers should possess certain qualities and attributes. The professional preparation program should enable the student to obtain and be able to utilize these competencies. A scientific background is

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<sup>27</sup>Kathryn Weich, "Objectives of Physical Education Expressed as Needs by University Students," The Research Quarterly, XLVI (December, 1975), 387.

<sup>28</sup>Charles Hill and Donald Hilsendager, "Research Competencies for the Undergraduate," Journal of Physical Education and Recreation, XLVI (November-December, 1975), 61.

<sup>29</sup>Earle F. Zeigler, "Strengthening the United States Tradition in the New World of Sport and Physical Education," Journal of Physical Education and Recreation, L (March, 1979), 16.

basic to the prospective physical education teacher. Skill in reading and writing English and competence in verbal expression is a prerequisite for success in the teaching profession.<sup>30</sup>

Bucher listed the following specific qualifications for physical educators: (1) a graduate from an approved college or university preparing teachers for physical education; (2) the candidate should possess that degree of intelligence and the knowledge of the fundamental sciences to qualify for successful teaching; (3) the candidate should meet acceptable standards in oral and written English; (4) the candidate should not only be able to pass health examinations but should be in a state of robust, buoyant health so that he may carry out his duties with efficiency and regularity; (5) the candidate should possess a personality suitable for teaching; (6) the candidate should have a sincere interest in the teaching of physical education as a profession; (7) the candidate should possess an acceptable standard of motor ability--this may be determined by motor ability tests that meet acceptable test criteria; and (8) the candidate should have a sense of humor.<sup>31</sup>

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<sup>30</sup>John Nixon and Ann Jewett, An Introduction to Physical Education (Philadelphia: W. B. Saunders Company, 1974), p. 46.

<sup>31</sup>Bucher, pp. 505-506.

French and Lehsten listed six major areas of qualifications for prospective physical education teachers: (1) personality; (2) training; (3) experience; (4) intelligence and maturity; (5) physical qualifications; and (6) voice characteristics.<sup>32</sup>

Ingram produced an extensive list of attributes physical education teachers should possess. Some of these attributes are: (1) make learning a continuous and an adventurous experience; (2) accept and respect each person's uniqueness; (3) recognize and unmask half-baked ideas presented, spoken, or written without the facts to substantiate them; (4) possess the ability to listen, to find out about, and to assess the other's personality components so as to relate on an individual basis; (5) possess the ability to fire ambition in another, to expand the mind by reading, going, seeing, doing, exploring, and questioning; (6) challenge another to be satisfied with only his or her potential best; (7) sift through the morass of current written work so as to find the occasional diamonds of information buried among inconsequential facts; (8) develop original thinkers who are not afraid to break from the majority consensus; (9) relate with the rest of the world in time and space by reading outside of the immediate

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<sup>32</sup>Ester French and Nelson C. Lehsten, Administration of Physical Education for Schools and Colleges (New York: The Ronald Press Company, 1973), pp. 416-417.

field; and (10) possess the ability to impart to another the desire to know, along with self-discipline, to pursue the quest of learning for a lifetime.<sup>33</sup>

Progressive thinking individuals are needed in the physical education profession. Melograno speaks of the teacher-designer. The teacher-designer is one who: (1) generates educational goals and objectives specific to the learning environment; (2) selects and invents content based on explicit intended outcomes; (3) creates personalized curriculum materials and strategies; and (4) adjusts measurement techniques and criteria to individual learners.<sup>34</sup>

The process of professional preparation is huge. Zeigler stated,

The task within sport and physical education right now is as follows: (1) teaching the theory and practice of human motor performance in sport, play, exercise, and certain expressive activities (dance) within the context of one's socialization in an evolving world; (2) teaching coaches and teachers who will then coach and teach these motor performances to citizens of all ages; and (3) preparing scholars/researchers at the university level who will then develop the necessary body of knowledge upon which the profession should be based.<sup>35</sup>

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<sup>33</sup>Ann Ingram, "A Teacher of Physical Education Should Have These Attributes," The Physical Educator, XXXIV (March, 1977), 34.

<sup>34</sup>Vincent Melograno, "Status of Curriculum Practice--Are You A Consumer Or Designer," Journal of Physical Education and Recreation, XLIX (March, 1978), 27.

<sup>35</sup>Zeigler, "Strengthening the United States Tradition in the New World of Sport and Physical Education," p. 17.



## CURRICULA INNOVATIONS

The following is a summary of curricula innovations which have surfaced in the last decade.

An area which has received emphasis since the 1972 National Conference is competency based teacher education. Competency based teacher education brings accountability into our teacher training institutions.<sup>36</sup> Competencies fall into the areas of knowledge, performance, and consequences of performance on pupil behavior.<sup>37</sup>

Exit or terminal goals are written to describe the competencies of students when they have completed the curriculum. These goals are ends rather than means and each area should be surveyed or measured. They are assessed by result criteria.<sup>38</sup>

Differentiated staffing and paraprofessionals have emerged on the scene. Differentiated staffing means the assignment of personnel to different roles in terms of their training, abilities, career goals, aptitudes, and interests.<sup>39</sup> Paraprofessionals are either full-time or

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<sup>36</sup>Bucher, p. 494.

<sup>37</sup>Paul Darst, "A Direction for Teacher Education," The Physical Educator, XXXVI (March, 1979), 4.

<sup>38</sup>Helen Heitman, "Curriculum Evaluation," Journal of Physical Education and Recreation, XLIX (March, 1978), 36-37.

<sup>39</sup>Bucher, p. 394.

part-time employees who attend to clerical work, preparing instructional material, or operating machines.

There is a trend toward the certification of school affiliated personnel. The certification of athletic trainers in schools has been sponsored by the National Athletic Trainers Association. Presently, there is a big push toward the certification of coaches of athletic teams at the secondary level.<sup>40</sup>

Early field experience is gaining widespread acceptance. The University of Alabama is providing field experience in the sophomore year consisting of teaching fifteen hours per week for one semester in a local school.<sup>41</sup>

Increasing attention is being focused upon the needs of adults. West stated,

If more physical education departments move toward adult programs in the face of reduced demand for their traditional program, the profession may find itself flourishing in a new area and making a significant contribution against hypokinetic ailments.<sup>42</sup>

How laws affect the physical education profession is becoming more important. The smattering of information about legal matters that students receive in an organization

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<sup>40</sup>Bucher, p. 570.

<sup>41</sup>William F. Clipson, "What's New in Professional Preparation," Journal of Physical Education and Recreation, XLVI (March, 1975), 35.

<sup>42</sup>Glenn R. West, "The Coming of the Adult Physical Education Curriculum," Journal of Physical Education and Recreation, L (February, 1979), 55.

and administration course is inadequate for someone embarking on a career in a field governed by state and federal laws.<sup>43</sup>

The area of alternative career options in physical education is a major innovation. The University of West Virginia has an inter-disciplinary approach to its preparation of new teaching professionals. Its options included: (1) business and economic--sport management and sport equipment marketing; (2) journalism--newspaper reporting and spot broadcasting; (3) psychology--research of the function of the human body under strain; and (4) social psychology--sociological and psychological factors related to man's involvement in sports.<sup>44</sup>

Central Connecticut State College has an undergraduate professional program which contains six options: (1) physical education for the schools; (2) physical education for the exceptional child; (3) outdoor education; (4) athletic coaching; (5) athletic training; and (6) exercise specialist.<sup>45</sup>

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<sup>43</sup>Dorothy Wolff, "Legal Knowledge in Professional Preparation," Journal of Physical Education and Recreation, XLVIII (April, 1977), 23.

<sup>44</sup>J. William Douglass, "Preparation for Non-Teaching Professionals," Journal of Physical Education and Recreation, XLVI (March, 1975), 38.

<sup>45</sup>Richard Groves, "Career Options Within the Undergraduate Major," Journal of Physical Education and Recreation, L (June, 1979), 84.

Douglass conducted a study of eighty-five colleges and universities concerning alternative career professional preparation curricula at the undergraduate level. Forty-six of the eighty-five institutions indicated they offered non-teaching options. The specific alternatives offered included: adult fitness, aquatics, athletic administration, athletic coaching, athletic training, biodynamics, commercial fitness, corrective therapy, dance, exercise health maintenance, exercise physiology, geriatric kinetics, health sciences, kinesiological science, motor development, movement sciences, occupational therapy, physical conditioning, physical therapy, recreational-leisure sport, recreational therapy, sport behavioral counseling, sport biomechanics, sport careers, sports communication, sport equipment marketing and sales, sport leadership, sport management, sports medicine, sport psychology, sport sciences, sport sociology, and sport writing.<sup>46</sup>

Increasing student credit hours is of vital importance to all physical education departments. The University of Florida has instituted a program whereby the one year requirement in physical education, consisting of three one-hour courses, has been dropped. Florida now requires only one two-hour course with other courses being

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<sup>46</sup>J. William Douglass, "Assessment of Alternative Career Curricula at Four-Year Colleges and Universities," Journal of Physical Education and Recreation, L (May, 1979), 66-67.

of the elective nature. The number of students enrolled in the basic service program has declined 7 percent but the student credit hours produced have increased 18 percent over the same period of time.<sup>47</sup>

With the emergence of accountability came assessment procedure for faculty merit. There are many variations to assessing faculty merit. Bowling Green State University faculty merit rating scale is based on: (1) teaching effectiveness and assigned workload (60%); (2) professional activities and creative scholarly productivity (20%); and (3) service to the university community (20%).<sup>48</sup>

#### COMPLETE STUDIES OF PHYSICAL EDUCATION PROGRAMS

Several studies concerning the status of physical education programs have been conducted. In 1932, Brownell's study noted the lack of uniformity in methods used to select students; number of hours required for the physical education major; opportunities for practice teaching;

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<sup>47</sup>C. A. Moore, "Survival: Playing the Student Credit Hours Game," Journal of Physical Education and Recreation, L (January, 1979), 20.

<sup>48</sup>Terry W. Parsons, "Criteria and Procedures for Faculty Merit Judgments in Health, Physical Education, and Recreation," The Physical Educator, XXIV (October, 1977), 130-131.

equipment available; and teaching and training of persons teaching the courses.<sup>49</sup>

Rogers' study on "Methods of Improving the Professional Preparation of Teachers" was summarized with the following findings: (1) the physical education program should have continuous inventory; (2) in many areas the supply of physical education teachers is greater than the demand; and (3) many institutions are not prepared to give a physical education major.<sup>50</sup>

Cottrell believed that professional preparation of teachers of health and physical education could be improved by concentrating on selecting well qualified students. Cottrell's input for the questionnaire came from interviews with 200 members of the profession, institutional catalogs, authorities, and the application forms from 150 teacher agencies. Cottrell listed the following standards for selection of prospective physical education teachers: (1) admissions--(a) graduation from an accredited high school, (b) rank in upper two-thirds of the class, (c) I.Q. of 100 or more, (d) required health examination, (e) satisfactory oral and written command of English, (f) satisfactory skill

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<sup>49</sup>C. L. Brownell, "Present Status of Professional Preparation of Teachers in Physical Education," Research Quarterly, III (May, 1932), 107-117.

<sup>50</sup>J. E. Rogers, "Methods of Improving the Professional Preparation of Teachers," Research Quarterly, III (May, 1932), 123-125.

in motor activities, (g) confidential character report; and (2) administrative--(a) complete records on file of all students in training program, (b) names and copies of all tests filed by institution, (c) admission records open to inspection.<sup>51</sup>

In 1946, Bleck published the results of his doctoral dissertation which dealt with evaluative criteria in physical education. Bleck sent questionnaires to several agencies including a list of thirty-five experts in the field of physical education. The data obtained from these questionnaires noted the following factors as criteria for course standards: (1) the prospective teacher should have at least four years of college preparation and hold a bachelor's degree; (2) a minimum of 120 semester hours should be required for a bachelor's degree; (3) the total curriculum percentage in the general education area should range from 21 percent to 25 percent; (4) the total curriculum percentage allotted to foundation sciences should range from 18 percent to 22 percent; (5) the total curriculum percentage allotted to professional education should range from 15 percent to 17 percent; (6) the total curriculum percentage allotted to health and physical education course work should range from 33 percent to 40 percent; (7) the

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<sup>51</sup>Elmer B. Cottrell, "Standards for the Selection of Persons to Be Trained for Placement in Health and Physical Education," Research Quarterly, XVII (May, 1946), 114-126.

general education area should include courses in humanities--that is, English composition, English literature, modern languages, philosophy, and courses in the social sciences; (8) The area of foundation sciences should include courses in general psychology, general chemistry, human physiology, human anatomy, biology, or zoology; (9) the area of professional education should include student teaching, educational psychology, methodology, and courses dealing with history of education; and (10) the health and physical education area should include specific courses in problems of interpretation and objectives, classification and testing, the physical education program, leadership, and administration.<sup>52</sup>

Goodwin developed two evaluative instruments. One was administered at the University of Alberta. The other was used to evaluate the competence of the teacher graduates from the Alberta program. These two evaluations were compared. Goodwin stated the following results from his study: (1) a close relationship was noted between the rating of preparation for professional physical education on the one hand, and the rating on character and professional development and cooperation with administration and community on the other; (2) little relationships seemed to

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<sup>52</sup>T. Erwin Bleck, "Evaluative Criteria in Physical Education," Research Quarterly, XVII (May, 1946), 114-126.



exist between the scores on facilities and equipment at the university and the rating of teacher competency; (3) the rating of the section on staff in the University of Alberta instrument was low; and (4) the overall results of the evaluation indicated that teacher education in physical education at the University of Alberta was very good.<sup>53</sup>

Ottinger evaluated the Auburn University program of physical education preparation by using the personal interview method. He concluded that: (1) Auburn University tried to help students attain seven competencies comprised of seventy-five skills, knowledge, and abilities; (2) staff members felt the program to be more effective than did the graduates; (3) the program was more effective in preparing graduates to teach team sports and individual sports than it was in preparing them to teach gymnastics, aquatics, rhythm, or combatives; (4) it was more effective in basketball, baseball, and track than football; (5) it was ineffective in teaching how physical education contributes to the goals of general education; and (6) it was ineffective in preparing graduates to perform many technical tasks involved in

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<sup>53</sup>Luther Goodwin, "An Evaluation of Teacher Education in the Physical Education Degree Program at the University of Alberta" (unpublished Doctoral dissertation, University of Washington, 1962).

administering school physical education and athletic programs.<sup>54</sup>

Griffin, in 1966, utilizing the Neilson-Comer-Griffin Score Card, evaluated six Western Athletic Conference college physical education programs and concluded: (1) the membership of physical education instructors in professional organizations was poor; (2) attendance at professional meetings by physical education instructors was generally below average and needed improvement; (3) the area of school sites was excellent; (4) the outdoor facilities at the different institutions were superior to the indoor facilities; (5) the variety of physical education activities offered in the service program was generally good; (6) the intramural athletic programs were good; (7) institutions face a definite problem relating to budget support for intercollegiate athletics; and (8) rank, salaries, and duties of the physical education staff members were generally good and in line with faculty members in other departments.<sup>55</sup>

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<sup>54</sup>Richard Estes Ottinger, "An Evaluation of the Auburn University Program of Professional Preparation in Physical Education, 1955-1961" (unpublished Doctoral dissertation, Auburn University, 1963).

<sup>55</sup>L. E. Griffin, "An Evaluation of the Physical Education Programs for Men in Selected Universities" (unpublished Doctoral dissertation, University of Utah, 1966).

Jones evaluated the physical education program for men in selected colleges and universities in Colorado using the Neilson-Comer-Griffin Score Card. He concluded that the professional preparation of physical education instructors by the Colorado colleges and universities was above average.<sup>56</sup>

Dollenger appraised fifteen colleges and universities in Indiana in a study evaluating the first edition of the Bookwalter Score Card. He found that the teaching act ranked first in percent of attainment with 78.2 percent and indoor facilities ranked last with 62 percent.<sup>57</sup>

Erlewine, using an AAHPER checklist to study the professional preparation program at Chadron State College, concluded that the program was weak in the foundation services and adequate to weak in the general academic area, professional education and professional physical education.<sup>58</sup>

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<sup>56</sup>James R. Jones, "An Evaluation of the Physical Education Program for Men in Selected Colleges and Universities and an Appraisal of the Score Card Employed" (unpublished Doctoral dissertation, Colorado State College, 1967).

<sup>57</sup>Robert J. Dollenger, "A Critical Appraisal of a Selected Score Card for Evaluation of the Undergraduate Professional Program in Physical Education" (unpublished Doctoral dissertation, Indiana University, 1965).

<sup>58</sup>T. J. Erlewine, "A Study of the Professional Preparation Program in Health and Physical Education for Men at Chadron State College" (unpublished Master's thesis, Chadron State College, 1966).

Price evaluated undergraduate professional programs in physical education in eighteen Missouri colleges and universities. Acknowledged observations concluded that teacher college institutions scored the highest, while small liberal arts colleges scored the lowest. Indoor facilities rated the lowest, while staff standards rated the highest.<sup>59</sup>

Reece evaluated twenty-five coeducational institutions in Kentucky, Tennessee, and West Virginia. He ascertained that the five highest ranked areas were personality of teachers, selection, guidance and counseling, and general practices, while the five lowest areas were admissions, numbers (staff), follow-up and in-service education, instructional-recreational facilities, and foundation sciences.<sup>60</sup>

Bowie, utilizing the Neilson-Comer-Griffin Score Card, evaluated six Canadian physical education programs in the province of Alberta and reported that organic fitness, personality character, and teaching efficiency of the instructors seemed to be excellent; professional preparation

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<sup>59</sup>M. A. Price, "An Evaluation of the Undergraduate Professional Preparation Program in Physical Education in Missouri Colleges and Universities" (unpublished Doctoral dissertation, University of Missouri, 1968).

<sup>60</sup>Alfred M. Reece, Jr., "A Critical Evaluation of Undergraduate Professional Preparation in Physical Education in Selected Coeducational Institutions in Kentucky, Tennessee, and West Virginia" (unpublished Doctoral dissertation, Indiana University, 1969).

of staff members was generally above average; and winter athletic activities, membership, participation in professional organizations, class time allotment, guidance to meet individual activity needs, and library resources were poor or limited.<sup>61</sup>

Bennett, utilizing the Neilson-Comer-Griffin Score Card, evaluated six universities in North Carolina and reported that attendance at professional meetings by staff members was below average; professional preparation of staff members, facilities, variety and number of activities as well as rank, salaries, and duties of instructors received a good rating.<sup>62</sup>

In 1971, Fornia received 349 opinionnaires from representative faculty of both public and private institutions in forty-eight states and Canada. The conclusions were: (1) redefinition of the profession and reassessment of purpose; (2) emphasis on a stronger academic base for professional preparation; (3) more specialization in undergraduate professional preparation; (4)

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<sup>61</sup>G. W. Bowie, "A Survey to Obtain Information from Selected Colleges in the Province of Alberta to Develop and Apply an Evaluation Instrument for Men's Physical Education Programs" (unpublished Doctoral dissertation, University of Utah, 1970).

<sup>62</sup>J. C. Bennett, "An Evaluation of Physical Education Programs for Men in Selected Universities of North Carolina" (unpublished Doctoral dissertation, University of Utah, 1971).

intensification of elementary physical education in public schools; (5) more support for elective physical education at secondary and college-university level; (6) increased emphasis upon intercollegiate competition for girls and women; and (7) division between administration of athletics and physical education.<sup>63</sup>

Alost revealed that a visitation of recent graduates of Northwestern State University by representatives of the school's Health, Physical Education and Recreation faculty was most beneficial to the continued development of the University's physical education program.<sup>64</sup>

Baumgartner reported an undergraduate evaluation procedure to evaluate student majors' progress as a potential physical education teacher at Indiana University. Each physical education teacher evaluated students in the following five areas at the end of seventeen professional physical education courses: (1) potential as a teacher; (2) class attendance and responsibility; (3) professional attitude and interest; (4) appropriate dress and

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<sup>63</sup>D. Fornia, "Signposts for the Seventies," Journal of Health, Physical Education and Recreation, XLIII (October, 1972), 33-36.

<sup>64</sup>Robert A. Alost, "Teacher Education--A Follow-Up," Journal of Health, Physical Education and Recreation, XLIV (September, 1973), 67.

appearance; and (5) ability in skill course or theory course.<sup>65</sup>

Scott evaluated the status of the undergraduate professional program in physical education at Middle Tennessee State University using the Bookwalter-Dollenger Score Card. The percentage of attainment for the total institutional score was 67.4, which is 1.3 percent above the national mean.<sup>66</sup>

McNamee conducted a status survey of physical education programs in fifteen selected Louisiana colleges utilizing the Neilson-Comer-Griffin Score Card. His conclusions were: (1) state colleges are superior to private colleges in regard to the physical education program; (2) colleges with a graduate program in physical education offer more diverse educational opportunities in physical education to the college student; and (3) though physical education programs vary in some instances, instructional staff remains similar in extent and recency of

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<sup>65</sup>T. A. Baumgartner, "Screening and Evaluation Procedures for Undergraduate Majors at Indiana University," Journal of Health, Physical Education and Recreation, XLV (April, 1974), 83.

<sup>66</sup>Nancy C. Scott, "An Evaluation of the Undergraduate Professional Program in Physical Education at Middle Tennessee State University" (unpublished Doctoral dissertation, Middle Tennessee State University, 1973).

professional preparation, participation in professional organizations, and teaching experience.<sup>67</sup>

Suriyasasin, using the Bookwalter-Dollenger Score Card, reported that the selected institutions in Tennessee had a raw score slightly higher than the total raw score national mean.<sup>68</sup>

Oxendine, in 1977, conducted a study of 667 four-year colleges and universities. The study was designed to gain much needed information about the general instructional program in physical education. The findings of Oxendine's study were: (1) 632 of 667 institutions were identified as coeducational; (2) 57 percent of all reporting institutions stated that physical education is required of all students prior to graduation--the 57 percent requirement figure compares with previously reported figures of 83 percent in 1961, 87 percent in 1968, and 74 percent in 1972; (3) slightly more than half of the institutions have a one-year requirement, while just under one-third retain the two-year requirement; (4) competency tests as a means of "opting out"

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<sup>67</sup>Matthew A. McNamee, "A Status Survey of Physical Education Programs in Selected Louisiana Colleges" (unpublished Doctoral dissertation, Northwestern State University of Louisiana, 1975).

<sup>68</sup>Kampee Suriyasasin, "An Evaluation of the Undergraduate Professional Preparation Programs in Physical Education in Selected Coeducational Institutions in Tennessee" (unpublished Doctoral dissertation, Middle Tennessee State University, 1977).



of the physical education requirement are available in one-third of the institutions; (5) 89 percent of all courses are available to both men and women; (6) categories of activities which showed the greatest gain during recent years include individual sports, dual sports, and outdoor skills, including survival activities; (8) most popular course is tennis; (9) most successful new courses are (a) various forms of fitness, (b) outdoor activities, (c) racket sports, (d) all forms of dance, (e) winter sports, and (f) skin and scuba diving; (10) less than one-half of the faculty teaching physical education are tenured teachers; (11) 89 percent of all institutions award credit for physical education--this has risen substantially from 74 percent in 1968 to 82 percent in 1972; and (12) the most important factors in arriving at final grades include skill proficiency, participation and attendance, knowledge, and personal qualities, in that order.<sup>69</sup>

#### EVALUATIVE INSTRUMENTS

Several different types of evaluation instruments have been utilized by investigators who have evaluated

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<sup>69</sup>Joseph B. Oxendine, "The General Instructional Program in Physical Education at Four-Year Colleges and Universities, 1977," Journal of Health, Physical Education and Recreation, XLIX (January, 1978), 21-23.

physical education programs. Score cards and checklists are the most widely used.

The Neilson-Comer-Griffin Score Card has been used by McNamee (1975), Bennett (1971), Bowie (1970), Jones (1967), Griffin (1966), and Comer (1964) to evaluate the areas of instructional staff, facilities, program--organization, program--activities, administration, professional assistance, and professional education.

The Bookwalter-Dollenger Score Card was used by Suriyasasin (1977), Scott (1973), McLain (1971), Reece (1969), Price (1968), and Livingston (1967) to evaluate the areas of personality of instructors, recruitment, selection, guidance and counseling, general practice, placement, professional affiliation and accreditation, admissions, instructional-recreational facilities, and foundation services.

The AAHPER (American Association for Health, Physical Education and Recreation) Check List was used by Erlewine (1966) to evaluate the areas of foundation sciences, general academics, professional education, professional physical education areas, and staff.

The Towens Check List was used by Geter (1970), Davis (1970), Ellison (1970), and Jones (1970) to evaluate the status of general institutional practices, practices in course requirement, student selections, and administrative, instructional, and service facility practices.

A questionnaire and interview schedule was utilized by Wright (1970) to evaluate the following areas: general; faculty; student; curriculum; facilities; and administration.

#### NEILSON-COMER-GRIFFIN SCORE CARD

The Neilson-Comer-Griffin Score Card was originally developed by Dr. N. P. Neilson of the University of Utah. Many accomplishments in the area of program evaluation have been credited to Dr. Neilson's efforts. Walker reported the following historical data: Dr. Neilson has served as President and Executive Secretary and Treasurer of the American Association for Health, Physical Education and Recreation and as President of the American Academy of Physical Education, National Society of State Directors of Physical and Health Education, and Western College of Men's Physical Education Society; helped organize the California Association for Health, Physical Education and Recreation, the Southwest District of the American Association for Health, Physical Education and Recreation, The National Conference for Cooperation in School Health Education, and The American College of Sports Medicine; chairman of the National Study Committee for Professional Education in Health and Physical Education which was an eight-year quest for nation-wide standards and a rating system for teacher

training institutions; and published six books and seven score card booklets.<sup>70</sup>

A score card for the evaluation of physical education programs for high school boys was begun in February, 1929, at a regional conference held in California.<sup>71</sup> Under the direction of N. P. Neilson, then State Supervisor of Physical Education for California, twelve regional conferences were held and at each one a discussion of the score card problem brought forth many constructive ideas. As each unit was considered for inclusion on the score card, the unit was checked against the following criteria: (1) Does the unit have validity? (2) Does the unit justify its inclusion in terms of objectives? (3) Does the unit justify its inclusion in terms of concepts of physical education which are generally accepted? (4) Does the unit encourage the school to improve its score?<sup>72</sup>

When all of the units had been developed, the score card was mimeographed and sent to fifty men holding responsible positions in physical education in California.

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<sup>70</sup>C. H. Walker, "A Bibliography of Neils P. Neilson and His Contributions to Health, Physical Education, and Recreation" (unpublished Doctoral dissertation, University of Utah, 1972).

<sup>71</sup>Griffin.

<sup>72</sup>Griffin.

These experts rendered judgments by first allotting 2,000 points to the five major headings and then distributing these allotments to various sub-headings. Twenty-four summary sheets were returned involving the judgments of 112 persons. Tabulations were made and medians were used as a guide while making the final allotment of points to each unit in the score card. The original score card was published in 1931 by the California State Department of Education as Bulletin Number E-2.<sup>73</sup>

Revisions of the original score card were made by Comer in 1964 and Griffin in 1966. McNamee, in 1975, made a small revision in the Neilson-Comer-Griffin Score Card.

The widespread acceptance of the Neilson-Comer-Griffin Score Card has influenced the writer to select this score card as the evaluative instrument utilized in this study.

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<sup>73</sup>Walker.

## Chapter 3

### METHODS AND PROCEDURES

The methods and procedures which should be utilized in a study of this nature are determined by the design of the evaluative instrument. The remainder of this chapter will be a description of the selection of the survey sample, selection of the evaluative instrument, the procedures employed to administer the evaluative instrument, and statistical analysis of the data.

### SURVEY SAMPLE

All of the four-year public institutions of higher education under the supervision of the Tennessee State Board of Regents were selected for inclusion in this study. These six institutions included Austin Peay State University, located in Clarksville, Tennessee; East Tennessee State University, located in Johnson City, Tennessee; Memphis State University, located in Memphis, Tennessee; Middle Tennessee State University, located in Murfreesboro, Tennessee; Tennessee State University, located in Nashville, Tennessee; and Tennessee Technological University, located in Cookeville, Tennessee.

## SELECTION OF THE EVALUATIVE INSTRUMENT

After an extensive search of the literature, the Neilson-Comer-Griffin Score Card<sup>1</sup> was selected as the instrument best suited to accomplish the purpose of this study. The Score Card is a revision of the technique used in the original Score Card in 1929 at twelve regional conferences held in California.<sup>2</sup> McNamee, in 1975, made small revisions in the Neilson-Comer-Griffin Score Card.<sup>3</sup> McNamee's revisions were applied to this study.

The Neilson-Comer-Griffin Score Card consists of the following major areas and sub-topics within each major area: (1) Instructional Staff--(a) Professional Preparation (Kind), (b) Professional Preparation (Extent), (c) Professional Preparation (Recency), (d) Membership in Professional Organizations, (e) Attendance at Professional Meetings, (f) Teaching Experience (Length); (2) Facilities--(a) Indoor, (b) Outdoor; (3) Program (Organization)--(a) Percentage of Students Enrolled, (b) Time Allotment for

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<sup>1</sup>L. E. Griffin, "An Evaluation of the Physical Education Programs for Men in Selected Universities" (unpublished Doctoral dissertation, University of Utah, 1966).

<sup>2</sup>Griffin.

<sup>3</sup>Matthew A. McNamee, "A Status Survey of Physical Education Programs in Selected Louisiana Colleges" (unpublished Doctoral dissertation, Northwestern State University of Louisiana, 1975).

Physical Education Courses, (c) Assignment of Students to Classes, (d) Size of Activity Classes (Regular), (e) Size of Activity Classes (Adapted), (f) Teaching Load (Assigned Time), (g) Records Kept and Used, (h) Credit, (i) Grading in Activity Classes, (j) Athletic Awards System, (k) Provision for Prevention and Emergency Care of Injuries; (4) Program (Activities)--(a) Instructional Program (Service Program), (b) Intramural Athletics, (c) Intercollegiate Athletics; (5) Administration--(a) Administration Organization, (b) General Budget, (c) Source of General Budget Support, (d) Budget Ratio, (e) Rank of Staff, (f) Salaries of Staff, (g) Duties of Staff, (h) Recruiting Athletes, (i) Assignment of Grants-In-Aid to Athletes, (j) Distribution of Grants-In-Aid to Athletes; and (6) Professional Education Program--(a) Undergraduate Program, (b) Graduate Program--Master's Degree Program and Doctor's Degree Program.

#### PROCEDURE FOR ADMINISTERING THE EVALUATIVE INSTRUMENT

A letter from the writer was forwarded to Dr. N. P. Neilson requesting permission to use the Neilson-Comer-Griffin Score Card. Dr. Neilson was also requested to make any suggestions he deemed important in the administration of the Score Card. A copy of the letter to Dr. Neilson is found in Appendix A.



After selection of the evaluative instrument, consideration was given to obtaining official permission to conduct this study. A letter requesting permission to conduct the study on their campuses was mailed to each university president. The letter contained a brief description of the study and the statement that all data concerning each institution would be kept confidential. Code numbers were assigned to each school to insure anonymity. A copy of the letter to the presidents is found in Appendix B.

After permission was received from each university president and/or his designee, an introductory letter was mailed to the Physical Education Department Chairman at each participating institution. The letter contained a description of the study, a statement that the study had been approved by the respective president (or his designee), and a notation that the writer would personally contact the chairman to schedule a time for the interview process. Also, each department chairman was requested to direct all full-time college personnel who teach physical education to complete the faculty questionnaire. Faculty were to submit the completed questionnaire to the chairman prior to the time the department chairman was to be interviewed. A copy of the letter to the Chairman of the Physical Education Department is found in Appendix C.

One week after the introductory letter was mailed to the Physical Education Department Chairman, the writer telephoned each chairman to schedule the personal interview.

#### STATISTICAL ANALYSIS OF DATA

The method for scoring was based on the instructions contained in the Neilson-Comer-Griffin Score Card found in Appendix H. The Score Card included units which contribute to a well rounded physical education program. All units have a predetermined point value which were scored to the standards determined by Neilson-Comer-Griffin.

The maximum total points for any institution were 3,191. The summary sheet contained the total points for each unit plus the percentages based on the highest score possible. The percentages were rounded off to the nearest whole number. An interpretation of the percentages is as follows: 90 percent and above--excellent; 80-89 percent--above average; 70-79 percent--average; 60-69 percent--below average; and 59 percent and below--poor.

Various tables were formulated to present the data. Tables indicating the maximum score possible, the average score assigned, and the percentage of the score assigned were constructed for each unit of the Neilson-Comer-Griffin Score Card.

Totals and percentages were determined for each institution so that strengths and weaknesses could be

determined. However, the results of each institution were not to be compared with each other. The results should only be compared to the standards set by the Score Card.

Personal interviews, a questionnaire, and examination of each college catalogue were used to obtain the data. The personal interview consisted of a personal visit with each physical education department chairman, the athletic director, and the intramural director.

## Chapter 4

### ANALYSIS OF DATA

The Neilson-Comer-Griffin Score Card was used as the evaluative instrument. The six major areas of the score card included: instructional staff; facilities; program (organization); program (activities); administration, and professional education curricula. In addition, open-end questions were used to obtain data concerning (1) the number of undergraduate physical education majors, (2) type of teaching term, (3) physical education activity credit hours, (4) university physical education requirements, (5) total hours required for the physical education major, (6) option areas offered in the physical education department, and (7) type of graduate program.

Three sources were utilized to collect the data for this study. The sources were faculty questionnaires, personal interviews with the physical education department chairperson, athletic director, and intramural director, and the 1979-1980 college catalogues. One hundred fifty-six faculty questionnaires were returned which revealed data concerning the individual faculty members' professional

backgrounds. Personal interviews with each of the six physical education department chairpersons, athletic directors, and intramural directors afforded the information requested by the Neilson-Comer-Griffin Score Card. The review of the 1979-1980 college catalogues gave data pertaining to course offerings at the undergraduate, master's and doctoral levels.

#### SCORING OF DATA

The data for this study were placed into the following units: A. Instructional Staff; B. Facilities; C. Program (organization); D. Program (activities); E. Administration; and F. Professional Education Curricula. Tables indicating maximum total points, total points awarded, and percentages of the total points awarded are included for each score card unit for each participating institution. Data for the open-end section are presented in essay form.

##### A. Instructional Staff

The unit of instructional staff included the sub-units of professional preparation (kind); professional preparation (extent); professional preparation (recency); membership in professional organizations; attendance at professional meetings; teaching experience (length); and score card data.

Professional Preparation (Kind). The data for professional preparation (kind) were compiled from faculty questionnaires from the six universities. One hundred fifty-six were completed, returned, and eligible for use in this study.

Seventy-three percent of the physical education teachers were male and 27 percent were female (Table 1). Two of the six physical education department chairpersons were women.

Table 1  
Participating Faculty

Institution	Men	% Men	Women	% Women	Total
A	18	82	4	18	22
B	21	75	7	25	28
C	15	56	12	44	27
D	29	73	11	27	40
E	16	70	7	30	23
F	15	94	1	6	16
Totals	114	73	42	27	156

Table 2 indicates the range of professional ranks. The ranks were divided as follow: 11 percent professors, 17 percent associate professors, 21 percent assistant professors, 49 percent instructors, and 2 percent other. The area of instructors ranged from a high of 75 percent in

Table 2  
Faculty Rank

Institution	Prof.	%	Assoc. Prof.	%	Ass't. Prof.	%	Instr.	%	Other	%	Total
A	2	9	3	14	3	14	14	63			22
B	2	7	3	11	7	25	14	50	2	7	28
C	1	4	3	11	5	18	18	67			27
D	8	20	10	25	9	30	12	30	1	2	40
E	2	9	6	26	8	35	7	30			23
F	2	13	1	6	1	6	12	75			16
Totals	17	11	26	17	33	21	77	49	3	2	156

one university to a low of 30 percent in another university (Table 2).

In the sub-unit of highest degree held by the faculty, 66 percent held master's degrees, 25 percent held doctoral degrees, and 9 percent held bachelor's degrees (Table 3).

Table 4 is a breakdown of the degrees received from Tennessee colleges by participating physical education teachers. The breakdown is as follows: 50 percent of the degrees earned in the state of Tennessee were master's degrees, 44 percent were bachelor's degrees, and 6 percent were doctoral degrees. Also included in Table 4 is a listing of the degrees conferred by colleges outside of Tennessee. The listing of degrees by faculty teaching in Tennessee universities with degrees earned outside the state is as follows: 41 percent were bachelor's, 39 percent were master's, and 20 percent were doctorate.

Included in Table 5 are data pertaining to the total number of degrees earned inside and outside the state of Tennessee. Fifty-eight percent of all bachelor's degrees were earned in Tennessee, while 42 percent were earned outside the state. Sixty-three percent of all master's degrees were earned in Tennessee, while 37 percent were earned outside Tennessee. Twenty-eight of all doctorate degrees were earned in Tennessee, while 72 percent were earned outside Tennessee. Fifty-six percent of all degrees



Table 3  
Highest Degree Held

Institution	Doctorate				Master's				Bachelor's
	Ed.D.	Ph.D.	P.E.D.	Other	M.S.	M.E.D.	M.P.E.	Other	
A	3	2		1	8	4			4
B	6	1			9	7			5
C	3	2			11	8			3
D	9	2	2	1	13	10		2	1
E	1	2	1		14	3		2	0
F	3				11	1			1
Totals	25	9	3	2	66	33	0	4	14
Total	Doctorate				Master's				Bachelor's
	39				103				14
Percent	25				66				9

Table 4  
Degrees Conferred

Instit.	Degrees Conferred by Tennessee Colleges								Degrees Conferred by Colleges Outside Tennessee							
	Bach.	%	Mast.	%	Doct.	%	Total	%	Bach.	%	Mast.	%	Doct.	%	Total	%
A	13	50	11	42	2	8	26	62	7	44	5	31	4	25	16	38
B	13	54	10	42	1	4	24	52	6	27	10	48	6	27	22	48
C	13	45	15	52	1	3	29	55	12	50	8	33	4	17	24	45
D	16	41	21	54	2	5	39	53	12	34	14	40	9	26	35	47
E	10	40	14	56	1	4	25	57	8	42	8	42	3	16	19	43
F	7	33	11	53	3	14	21	66	7	64	4	36	0	0	11	34
Totals	72	44	82	50	10	6	164	56	52	41	49	39	26	20	127	44

Table 5

Total Number of Degrees Earned Inside and  
Outside the State of Tennessee

Bachelor's			Master's			Doctorate		
In Tenn.	Outside Tenn.	Total	In Tenn.	Outside Tenn.	Total	In Tenn.	Outside Tenn.	Total
72	52	124	82	49	131	10	26	36
% 58	42		63	37		28	72	
Total Percent of Degrees Conferred in Tennessee						Total Percent of Degrees Conferred Outside Tennessee		
56						44		

were earned in the state of Tennessee, while 44 percent were earned from schools outside of Tennessee.

Professional Preparation (Extent). The extent of professional preparation is summarized in Table 8. The mean points awarded for the six universities were 123 or 82 percent. This indicates that each faculty has earned an average of 40 to 50 semester hours above the bachelor degree.

Professional Preparation (Recency). The maximum points possible according to the score card instructions were 40. The mean score of 25 was awarded. This indicates that each faculty member who does not hold the doctorate has completed between three and six semester hours of credit during the last four years (Table 8).

Membership in Professional Organizations. Of the 156 participating faculty members, exactly 50 percent belonged to the American Alliance for Health, Physical Education, Recreation, and Dance; 19 percent belonged to the National Education Association; 44 percent belonged to the Tennessee Association for Health, Physical Education and Recreation; 19 percent belonged to the Tennessee Education Association; 24 percent belonged to at least one additional organization; and 31 percent belonged to at least two additional organizations. Overall, 83 percent of the participating faculty belonged to at least one professional organization (Table 6).

Table 6

## Faculty Membership in Professional Organizations

Instit.	Partici- pating Faculty	AAHPERD	%	NEA	%	TAHPER	%	TEA	%	1 Other Organ.	%	2 Other Organ.	%	Member of at Least 1 Organ.	%
A	22	8	36	8	36	5	23	7	32	4	18	6	27	15	68
B	28	14	50	4	14	11	39	2	7	7	25	7	25	22	79
C	27	16	59	1	4	16	59	3	11	4	15	9	33	24	79
D	40	24	60	8	20	19	48	9	23	8	20	18	45	34	85
E	23	10	43	3	13	12	52	4	17	7	30	6	26	21	91
F	16	6	38	6	38	5	31	5	31	8	50	3	17	14	88
Totals	156	78	50	30	19	68	44	30	19	38	24	49	31	130	83

Attendance at Professional Meetings. Taking the total faculty as one group, the mean score awarded was 25 points or 50 percent of the maximum possible score. This indicates that, during the last four years, the average faculty member has attended between five to eight professional meetings (Table 8).

Teaching Experience (Length). The mean score for length of teaching experience was 137 or 91 percent (Table 8). The overall mean length teaching physical education was 14.9 years. The mean length for teaching physical education at the faculty member's present school was 9.1 years (Table 7).

Table 7  
Teaching Experience

<u>Institution</u>	<u>Overall Mean Years Teaching Physical Education</u>	<u>Overall Mean Years Teaching Physical Education at Present School</u>
A	9.6	5.3
B	15.1	8.8
C	10.0	7.4
D	18.2	10.4
E	21.3	14.3
F	15.3	8.4
Total	14.9	9.1

Score Card Data for Instructional Staff. The total mean score for the six universities pertaining to the instructional staff was 328 points or 75 percent of the maximum of 440 points. The 75 percent mean resulted in an overall rating of average for instructional staff. The institution scores ranged from a low of 70 percent to a high of 82 percent (Table 8).

#### B. Facilities

Point values were not awarded in either of the facility sub-units of indoor and outdoor. Therefore, the author will highlight the information found in Tables 9 and 10.

Indoor Facilities. The most frequent indoor facilities were: basketball courts, 27; handball-racquetball courts, 38; multi-purpose areas, 18; field houses or coliseums, 10; and tennis courts, 10. Some of the more unique indoor facilities included: football field, 1; rifle range, 1; bowling area, 1; tracks, 2; and archery areas, 3. Other indoor facilities included: dance studios, 8; weight rooms, 8; and human performance labs, 4 (Table 9).

Five of the six universities have constructed a field house or coliseum in the last ten years. Most of these new field houses are labeled multi-purpose facilities. These field houses range in use from one which has

Table 8  
Score Card Data for Instructional Staff

Instit.	Profes. Prep. (Extent)	%	Profes. Prep. (Recency)	%	Mbrshp. Profes. Organ.	%	Attend. Profes. Mtgs.	%	Tchg. Exper. (Length)	%	Total	%
A	118	79	32	80	17	34	25	50	114	76	306	70
B	118	79	13	33	17	34	22	44	141	94	311	71
C	121	81	29	73	19	38	26	52	126	84	321	73
D	135	90	29	73	23	46	30	60	145	97	362	82
E	132	88	25	63	18	36	24	48	149	99	348	79
F	115	77	20	50	19	38	22	44	144	96	320	73
Maximum Points	150		40		50		50		150		440	
Mean Points	123		25		19		25		137		328	
Mean Percent	82		63		38		50		91		75	



Table 9  
Facilities (Indoor)

<u>Indoor Facilities</u>	<u>Existing Number</u>
Basketball Courts	27
Swimming Pools	8
Field Houses or Coliseums	10
Handball/Racquetball Courts	38
Dance Studios	8
Bowling Area	1
Multi-purpose Areas	18
Human Performance Lab.	4
Tracks	2
Tennis Courts	10
Rifle Range	1
Weight Rooms	8
Football Fields	1
Archery Area	3
Horseshoes	1

Table 10  
Facilities (Outdoor)

Outdoor Facilities	Existing Number
Basketball Courts	16
Archery Areas	4
Baseball Diamonds	6
Bicycle Paths	0
Bridle Paths	1
Field Hockey Fields	2
Football Fields (Intramural)	21
Football Stadiums	4
Golf Courses	0
Horseshoe Courts	23
Marinas	0
Shooting Areas	3
Soccer Fields	7
Softball Fields	15
Speedball Fields	1
Tennis Courts	94
Tracks	7
Volleyball Courts	2
Vita Parcours Fitness Trail	1
Camping Area	1
Handball Courts	3
Rock Climbing and Rappelling	1

approximately 12,000 permanent seats to one in which football can be played indoors.

Indoor facilities needed, according to the department chairpersons, included: handball-racquetball courts; dance studios; multi-purpose areas; and swimming pools. Some of the universities have contract agreements for the use of private facilities off campus. Activities included in this area were bowling, roller skating, water sports, racquetball, snow skiing, horseback riding, and golf.

Outdoor Facilities. The most frequent outdoor facilities were: tennis courts, 94; horseshoe courts, 23; intramural fields (football, soccer, and softball), 43; basketball courts, 16; tracks, 7; and baseball diamonds, 6. Some of the more unique outdoor facilities included: rock climbing and rappelling area, 1; vita parcours fitness trail, 1; camping area, 1; and bridle path, 1. No facilities were reported in the area of bicycle paths, golf courses, or marinas (Table 10).

Most of the universities reported multi-use of the same outside area. For example, the same field would be used for football, soccer, and softball, depending on the season.

According to the department chairpersons and intramural directors, outdoor facilities needed included: tennis courts (lighted); volleyball courts; basketball courts; and multi-purpose fields.

### C. Program (Organization)

The unit of program (organization) included the sub-unit of percentage of students enrolled; time allotment for physical education classes; assignment of students to class; size of activity classes (adapted); teaching load (assigned time); records kept and used; credit; grading in activity courses; athletic award system; provision for prevention and emergency care of injuries; and score card data.

Percentage of Students Enrolled. The range of students enrolled in activity classes ranged from a low of 9 percent to a high of 41 percent. An overall mean of 27 percent of the total head count enrollment for the six universities was enrolled in physical education activity classes (Table 11). Also included in Table 11 is a listing of the number of physical education majors at the respective universities. The number of physical education majors ranged from 2 percent to 7 percent of the total head count enrollment with an overall mean of 3 percent. The number of physical education majors was not listed in the Neilson-Comer-Griffin Score Card as scoring data but was listed in the area added by the author as open-end questions.

Time Allotment for Physical Education Classes. The length of the physical education period, including time used in passing from class to class and time used at the

Table 11

## Student Enrollment in Physical Education Activity Classes

Institution	No. Physical Education Majors	%	No. Students Enrolled in Activity Classes	Total Headcount Enrollment	% Enrolled in Activity Classes
A	175	3	435	5096	9
B	300	3	2803	9947	28
C	475	2	4800	21191	23
D	400	4	3331	10316	32
E	360	7	1841	5396	34
F	200	3	3000	7255	41
Totals	1910	3	16210	59201	27

beginning and end of the period for dressing, ranged from fifty to sixty minutes per week. The overall mean of 40 score card points indicates the physical education activity classes met twice a week for fifty-five minutes (Table 13).

Assignment of Students to Classes. The six universities were unanimous in their assignment of students to activity classes. All universities allowed the student to register for any activity class but students could only register for the same numbered activity class once. The score card points assigned to this response were 15 out of a maximum of 35 points or 43 percent (Table 13).

Size of Activity Classes (Regular). Three of the universities reported that 85 percent of their students were enrolled in classes of thirty or under. This option carries the maximum score card points (75). One university reported that 85 percent of its students were enrolled in classes of thirty-five or under. Two universities reported that 90 percent of their students were enrolled in classes of forty or under (Table 13).

Size of Activity Classes (Adapted). All six universities scored 100 percent of the maximum score card points for the sub-unit size of the adapted activity classes. The universities reported 80 percent of the students were enrolled in adapted classes of fifteen or under (Table 13).

Teaching Load. The author encountered a problem with this sub-unit. The information used to determine the score card points was very inconsistent. The questions listed on the faculty questionnaire, pertaining to this area, lacked the preciseness to evaluate this important area. Added to this fact were the instructions given in the score card which stated that activity class contact hours should be multiplied by two; theory class contact hours should be multiplied by three; office hours should be multiplied by one; and other assignments in hours should be multiplied by one when computing the total clock hours assigned per week. The maximum score possible for forty clock hours was 100 points. This score decreased to 10 points as the total clock hours approached fifty. The vast majority of the questionnaires in this sub-unit, teaching load, contained questionable information; therefore, the data for this sub-unit are not included in the overall study.

Records Kept and Used. Six of the six universities kept the following records: class rolls; clinical examination (by physician); student intercollegiate athletic accomplishments; majors and minors in physical education; graduate students in physical education; accidents; finances for the instructional program; intramurals, and inter-collegiate athletic programs. No records were kept of

clinical examinations by instructors at any university  
(Table 12).

Table 12  
Records Kept and Used

Type of Record	Institution					
	A	B	C	D	E	F
Class Roll	Y	Y	Y	Y	Y	Y
Clinical Examination (by Physician)	Y	Y	Y	Y	Y	Y
Clinical Examination (by Instructor)	N	N	N	N	N	N
Issue of Supplies and Equipment	Y	Y	Y	Y	N	N
Student Intramural Accomplishment	Y	Y	Y	Y	N	Y
Student Intercollegiate Athletic Accomplishment	Y	Y	Y	Y	Y	Y
Majors and Minors in Physical Education	Y	Y	Y	Y	Y	Y
Graduate Students in Physical Education	Y	Y	Y	Y	Y	Y
Accidents	Y	Y	Y	Y	Y	Y
Finances for Instructional Program	Y	Y	Y	Y	Y	Y
Finances for Intramural Program	Y	Y	Y	Y	Y	Y
Finances for Intercollegiate Athletics	Y	Y	Y	Y	Y	Y

Y = Yes, record is kept.

N = No, record is not kept.

Credit. All six universities gave credit for physical education. Physical education was required for graduation. This response carries the maximum score card points of 75 (Table 13).

Grading in Activity Courses. Two universities had no specific written guidelines for grading in activity classes. The overall mean of 18 points results in a percentage of 40 (Table 13).



Table 13  
Score Card Data for Program (Organization)

Instit.	% of Students Enrolled	Time Allot- ment	Assign. Students to Class	Size of Activity Class	Size of Adaptive Class	Records Kept and Used	Cr.	Gr.	Athletic Awards	Care of Injuries	Total Points	%
A	35	25	15	50	25	44	75	0	32	40	341	55
B	35	50	15	75	25	44	75	10	40	40	409	65
C	35	40	15	75	25	44	75	35	52	50	446	71
D	45	50	15	65	25	44	75	0	44	32	395	63
E	45	25	15	50	25	38	75	35	50	50	408	65
F	55	50	15	75	25	40	75	30	58	50	473	76
Totals	250	240	90	390	150	254	450	110	276	262	2472	
Mean	42	40	15	65	25	42	75	18	46	44	412	
Maximum Points	125	75	35	75	25	50	75	45	70	50	625	
Mean Percent	34	53	43	87	100	84	100	40	66	88	66	

Athletic Awards System. Two categories are included in this sub-unit: (1) awards for intramural athletics and (2) awards for intercollegiate athletics.

All universities gave some type of award in all activities including awards to winning teams and individuals. Trophies are being given at some schools but the emphasis is on individual awards such as a t-shirt etc. The cost of intramural awards is borne by the intramural budget at the six universities. However, there is a growing sentiment to accept and solicit donations from outside sources to help defray the total cost of intramural awards.

All of the six universities have adopted standards for eligibility awards. Athletes may receive awards in more than one sport at all schools but few do because of the high degree of specialization in each collegiate sport. The general sequence of athletic awards is a jacket, sweater, blanket, and a ring. The cost of all athletic awards is borne by the athletic budget at all six universities.

The mean score of 46 was calculated for the six universities for the sub-unit of athletic awards. The score of 46 translates to 66 percent (Table 13).

Provision for Prevention and Emergency Care of Injuries. Three schools reported a written statement governs instructors in their prevention of injuries and their rendering of first aid. All six universities stated

that students are sent to the university health service after first aid treatment. Basic first aid supplies are available to instructors, and trainers are employed for intercollegiate athletics.

The overall score of 44 of 50 points results in a percentage of 88. Three universities earned the maximum score in this sub-unit (Table 13).

Score Card Data for Program (Organization). Table 13 shows the score card data for the unit program (organization). The total score card points, omitting teaching load, were 625. The total mean score of 412 points was calculated from the reported information. The mean percent for program (organization) was 66 or a rating of below average. The scores for the universities ranged from a low of 55 percent to a high of 76 percent.

#### D. Program (Activities)

The unit of program (activities) included the sub-units of instructional program (service program); intramural athletics; intercollegiate athletics; and score card data.

Instructional Program (Service Program). A total of 350 points were assigned to this area and three universities scored that total for their service programs. The overall mean of 328 points translates to 94 percent. Only one university scored below 91 percent in this category (Table 17). Besides the activities listed on the score

card, several additional activities were being taught at the respective schools. A list of these may be found in Table 14.

Intramural Athletics. An overall mean score of 74 percent was calculated for the sub-unit of intramural athletics. No university scored 100 percent in this sub-unit. The highest score was 226 of 250. The lowest score was 132 (Table 17). There were no intramural sports in fencing, field hockey, or speedball at any of the universities. There were several additional activities that were not listed on the score card. A list of these may be found in Table 15.

Although all six schools had activities separate for men and women, there were coeducational activities. The intramural program at two schools was administered by the physical education department. At four schools, the intramural department was administered by other departments such as student services.

Intercollegiate Athletics. The overall mean score of 120 points was awarded for intercollegiate athletics. With 200 points maximum, the 120 points mean a percentage of 60. The range of points was from a low of 95 to a high of 136 (Table 17).

No intercollegiate athletic teams were reported in bowling, fencing, field hockey, handball, and speedball.

Table 14  
Service Program

Activity	Institution					
	A	B	C	D	E	F
Angling				Y		Y
Gymnastics	Y	Y	Y	Y	Y	Y
Archery	Y	Y	Y	Y	Y	Y
Badminton	Y	Y	Y	Y	Y	Y
Basketball	Y	Y	Y	Y	Y	Y
Bowling	Y	Y	Y	Y	Y	Y
Canoeing			Y	Y		Y
Correctives	Y	Y		Y	Y	Y
Dancing (Ballroom)	Y	Y	Y	Y	Y	Y
Dancing (Folk)	Y	Y	Y	Y	Y	Y
Dancing (Modern)	Y	Y	Y	Y	Y	Y
Dancing (Square)	Y	Y	Y	Y	Y	Y
Diving	Y	Y	Y	Y		
Fencing		Y	Y			
Golf	Y	Y	Y	Y	Y	Y
Handball	Y		Y	Y	Y	Y
Water Safety and Life Saving	Y	Y	Y	Y	Y	Y
Sailing			Y			
Shooting		Y	Y			Y
Soccer	Y		Y	Y	Y	Y
Softball	Y	Y		Y	Y	Y
Speedball	Y		Y	Y	Y	
Swimming	Y	Y	Y	Y	Y	Y
Tennis	Y	Y	Y	Y	Y	Y
Track and Field	Y		Y	Y	Y	Y
Tumbling	Y	Y	Y	Y	Y	Y
Volleyball	Y		Y	Y	Y	Y
Water Skiing						Y
Weight Training	Y		Y	Y	Y	Y
Wrestling			Y	Y	Y	Y

Others Not Listed on the Score Card

Snow Skiing  
Racquetball  
Billiards  
Conditioning  
Horseback Riding  
Backpacking  
Rock Climbing  
Bicycling

Scuba  
Ballet  
Jazz Dance  
Tap Dance  
Skin Diving  
Roller Skating  
Karate

Y = Yes, we offer the activity.  
If blank = We do not offer the activity.

Table 15

## Intramural Athletics

Activity	Institution																	
	A			B			C			D			E			F		
	M	W	C	M	W	C	M	W	C	M	W	C	M	W	C	M	W	C
Touch or Flag Football	Y		Y	Y	Y		Y	Y		Y	Y		Y			Y	Y	
Archery				Y	Y		Y	Y										
Badminton				Y	Y	Y	Y	Y		Y	Y		Y	Y		Y	Y	Y
Basketball	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	
Bowling				Y	Y		Y	Y		Y	Y					Y		
Diving										Y	Y							
Fencing																		
Field Hockey																		
Golf	Y			Y	Y		Y									Y		
Gymnastics				Y	Y											Y		
Handball	Y	Y					Y			Y	Y	Y				Y		
Horseshoes				Y	Y		Y						Y	Y		Y	Y	
Softball	Y	Y		Y	Y	Y	Y	Y		Y	Y		Y	Y		Y	Y	
Soccer				Y			Y	Y		Y	Y							
Speedball																		
Swimming	Y	Y		Y	Y		Y	Y		Y	Y							
Table Tennis				Y	Y		Y	Y		Y	Y		Y	Y		Y	Y	Y
Tennis	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y
Track and Field	Y	Y		Y	Y		Y	Y		Y	Y		Y	Y		Y		
Cross Country Run				Y	Y		Y	Y		Y	Y							
Volleyball	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y		Y	Y	Y
Weight Lifting				Y	Y											Y		
Wrestling				Y			Y									Y		

Table 15 (Continued)

Activity	Institution																	
	A			B			C			D			E			F		
	M	W	C	M	W	C	M	W	C	M	W	C	M	W	C	M	W	C
Others																		
	Distance Running									Baseball								
	Racquetball									Par-3 Golf								
	Putt-Putt									Frisbee								
	Foul Shooting (basketball)									Air Hockey								
	One-on-One (basketball)									Chess								
	Short People (basketball)									Backgammon								
	Inner Tube Water Polo									Whiffle Ball								

Y = Yes, we offer the activity in our intramural program.

If blank = we do not offer the activity.

M = Men

W = Women

C = Coeducational

Most of these activities and others were handled through sports clubs or other such organizations.

All six schools reported offering baseball for men, basketball for men and women, golf for men, tennis for men, and track and field for men. The only coeducational intercollegiate activities, swimming and golf, were reported by the same institutions (Table 16).

Score Card Data for Program (Activities). The total mean score for the six universities for this unit, program (activities), was 633 points or 79 percent. This was only one percentage point from being ranked at above average. The individual schools ranged from a low of 73 percent to a high of 85 percent (Table 17).

#### E. Administration Organization

All six universities stated that their physical education departments were organized under the college of education. Intercollegiate athletic departments were organized as a separate division, and physical education and intercollegiate athletics were administered separately.

Four of the six universities had the administration of the intramural department separated from the physical education department.

General Budget. Physical education and intercollegiate athletics operate under a separate budget at each of the six universities. Each activity in the athletic



Table 16

## Intercollegiate Athletics

Activity	Institution																	
	A			B			C			D			E			F		
	M	W	C	M	W	C	M	W	C	M	W	C	M	W	C	M	W	C
Basketball-Softball	Y			Y			Y			Y			Y			Y		
Basketball	Y	Y		Y	Y		Y	Y		Y	Y		Y	Y		Y	Y	
Bowling																		
Cross Country	Y	Y		Y			Y			Y	Y		Y			Y	Y	
Diving													Y					
Fencing																		
Field Hockey																		
Football	Y			Y			Y			Y			Y			Y		
Golf	Y			Y			Y			Y			Y		Y	Y	Y	
Gymnastics					Y			Y										
Handball																		
Shooting				Y	Y													
Soccer													Y			Y		
Speedball																		
Swimming															Y			
Tennis	Y	Y		Y	Y		Y			Y	Y		Y	Y		Y	Y	
Track and Field	Y	Y		Y	Y		Y			Y	Y		Y	Y		Y	Y	
Volleyball		Y		Y	Y			Y			Y						Y	
Wrestling										Y						Y		

Y = Yes, we offer the activity in our intercollegiate athletic program.

If blank = we do not offer the activity.

M = Men

W = Women

C = Coeducational

Table 17

## Score Card Data for Program (Activities)

Institution	Service Program	Intramural Program	Intercollegiate Athletics	Total	Percent
A	320	149	111	580	73
B	268	226	125	619	77
C	350	216	95	661	83
D	350	212	119	681	85
E	329	132	136	597	75
F	350	171	136	657	82
Total Points	1967	1106	722	3795	
Mean	328	184	120	633	
Maximum Points	350	250	200	800	
Mean Percent	94	74	60	79	

budget has a definite allotment in the budget. None of the six schools reported a definite allotment in the budget for each activity in the physical education program. All schools reported that only one budget was administered and that budget included all activities (Table 18).

Source of Budget Support. The six universities scored the maximum point value on this question. Total appropriation is a part of the general budget for the institution (Table 18).

Budget Ratio. The ratio of the physical education budget to the budget for intercollegiate athletics was one to more than five in four institutions (Table 18).

Rank of Staff. Three of the six colleges stated their coaches were qualified to teach physical education and were eligible for rank. At two schools, coaches were qualified to teach physical education but were not eligible for rank. One school reported its coaches were not qualified to teach in physical education and were not eligible for rank (Table 18).

Salaries of Staff. Five of the six universities agreed that salaries of their instructors in physical education were generally in line with other faculty members of equal rank in the college of education. Three universities stated the salaries of coaches in general were in line with salaries of other faculty members of equal rank. One institution stated emphatically that its

Table 18  
Score Card Data for Administration

Insttit.	Gen. Budget	Source of Budget Support	Budget Ratio	Rank of Staff	Salaries of Staff	Duties of Staff	Recruiting Athletes	Assignment of Aid	Distribu- tion of Aid	Total	%
A	33	75	10	15	40	34	25	30	13	277	65
B	35	75	10	35	40	42	10	30	23	300	71
C	35	75	20	25	0	42	10	10	16	233	55
D	35	75	20	35	75	50	25	30	23	368	87
E	35	75	10	35	75	42	18	30	8	328	77
F	35	75	10	25	75	34	22	30	6	312	73
Total Points	210	450	80	170	305	244	110	160	89	1818	
Mean	35	75	13	28	51	41	18	27	15	303	
Maximum Points	50	75	50	35	75	50	30	30	30	425	
Percent	70	100	26	80	68	82	60	90	50	71	

faculty salaries in general were behind those of other faculty members of the same rank in other departments, and the salaries of their coaches in general were above those of other faculty members of equal rank (Table 18).

Duties of Staff. No head coaches serve as athletic directors at any of the participating institutions. Assistant athletic directors were employed at four of the six schools and do not have any coaching duties. According to the personal opinion of the athletic directors, public relations were administered by a qualified person at each of the six universities (Table 18).

Recruiting Athletes. The points awarded for the percentage of out-of-state athletes were 18. This translates to a mean of 40 percent of athletes being recruited from out of state (Table 18).

Assignment of Grants-In-Aid to Athletes. All universities except one assigned their grants-in-aid by the same authority that assigns scholarships to all students. In the exception, the director of athletics assigned the grants-in-aid (Table 18).

Distribution of Grants-In-Aid to Athletes. All universities awarded grants-in-aid to both men and women. The mean score for this sub-unit was 15 points or 50 percent. The mean score of 50 percent falls into the option of 90 or more percent of the full grants-in-aid assigned to football, basketball, baseball, and track and field for

males and basketball, volleyball, and swimming for females (Table 18).

Score Card Data for Administration. The total mean score for the six universities from the Neilson-Comer-Griffin Score Card for the unit of administration was 303 points or 71 percent, which resulted in an overall rating of average. The range of scores resulted in a low of 55 percent to a high of 87 percent (Table 18).

#### F. Professional Education Curricula

The unit of professional education curricula included the sub-unit of the undergraduate program, master's program, doctorate degree program, and score card data.

Undergraduate Program. All six universities offered a physical education major at the undergraduate level. The criteria for the undergraduate professional education curricula included specific courses in the areas of foundation science, general education, health education, and physical education. The last area, physical education, was broken down into the areas of science, stunt activities, dance activities, athletic activities, water activities, formal movements, and recreation. A listing of the number of courses offered in each category is found in Table 19.

The mean score card percent for the undergraduate program was 93. Only one school scored below 90 percent in

Table 19  
Undergraduate Course Offerings

Instit.	Foundation Sciences	General Educ.	Health Educ.	Physical Education						
				Science Courses	Stunt	Dance	Athletics	Water	Formal Movement	Recreation
A	7	9	5	15	2	4	16	4	1	4
B	7	9	5	13	2	4	11	2	0	2
C	7	10	5	15	2	4	17	5	1	4
D	7	10	5	15	2	4	17	5	1	4
E	7	10	5	15	2	4	15	2	1	4
F	7	10	5	15	2	4	15	5	1	4
Total on Score Card	7	10	5	15	2	4	19	7	2	4

the sub-unit. This rating for the undergraduate program was considered excellent (Table 21).

Master's Degree Program. Each of the six universities offered a master's degree program. The Neilson-Comer-Griffin Score Card listed nineteen courses related to the master's degree program. Table 20 shows the number and percentage of courses offered by each institution in the master's degree program.

Table 20  
Master's Program Course Offerings

Institution	Maximum on Score Card	Course Offerings	Percent
A	19	16	84
B	19	11	58
C	19	19	100
D	19	19	100
E	19	11	58
F	19	14	74
Total		90	
Mean		15	79

The mean score card points for the master's degree program were 167 or 80 percent. Two institutions scored 100 percent in this sub-unit (Table 21).



Table 21

## Score Card Data for Professional Education Curricula

Institution	Undergraduate Program	Master's Program	Doctor's Program	Total	Percent
A	380	182		562	70
B	320	116		436	54
C	380	209		589	74
D	384	209	200	793	99
E	370	128		498	62
F	356	155		511	64
Total	2190	999	200	3389	
Mean	365	167	200	565	
Maximum Points	392	209	200	801	
Percent	93	80	100	71	

Doctor's Degree Program. One university offered a doctorate in physical education. This university scored the maximum of 200 points in this sub-unit (Table 21).

Score Card Data for Professional Education Curricula. The mean score for the unit of professional education was 565 points or 71 percent which resulted in an overall rating of average. The individual institutions ranged from a low of 54 percent to a high of 99 percent (Table 21).

Data for Total Score Card Summary. Table 22 shows the total score card data for the Neilson-Comer-Griffin Score Card. When omitting the sub-unit, teacher load, the Neilson-Comer-Griffin consists of a maximum of 3091 points. This overall total summary mean score for the six universities from the Neilson-Comer-Griffin Score Card was 2240 points or 73 percent. This score, according to the score card rating, is defined as average. The individual institutions ranged from 67 percent to 84 percent. One university was rated above average, three were rated average, and two were rated below average for the total score card. The highest ranked unit of the Neilson-Comer-Griffin Score Card was program (activities) and the lowest ranked was program (organization). Four of the five large units of the score card ranked in the average classification.

Table 22  
Score Card Summary

Instit.	Instruc. Staff	%	Prog. Organ.	%	Prog. Activities	%	Admin.	%	Profes. Educ. Curricula	%	Total Points	%
A	306	70	341	55	580	73	277	65	562	70	2066	67
B	311	71	409	65	619	77	300	71	436	54	2075	67
C	321	73	446	71	661	83	233	55	589	74	2250	73
D	362	82	395	63	681	85	368	87	793	99	2599	84
E	348	79	408	65	597	75	328	77	498	62	2179	70
F	320	73	473	76	657	82	312	73	511	64	2273	74
Total	1968		2742		3795		1818		3389		13442	
Mean	328		412		633		303		565		2240	
Maximum Points	440		625		800		425		801		3091	
Percent	75		66		79		71		71		73	

Open-End Questions. The unit of open-end questions included the sub-units of: number of physical education majors; type of teaching term; physical education activity credit hours; college physical education requirements; total hours required for the physical education major; option area offered in the physical education department; and types of graduate program.

Number of Physical Education Majors. Table 11 shows the number of physical education majors as being a total of 1910 which calculates as 3 percent of the total head count enrollment for the six universities.

Type of Teaching Term. Three institutions are on the quarter teaching term and three are on the semester teaching term. One school on the quarter term is slated to change to the semester term in the fall of 1980.

Physical Education Activity Credit Hours. Five universities award one hour for physical education activity credit. One institution awards two semester hours credit for each activity course.

College Physical Education Requirements. The three universities on the semester term required four semester hours of physical education as the university requirement. The three universities on the quarter term required from three to six quarter hours of physical education as the university requirement.

Total Hours Required for the Physical Education

Major. The total hours in physical education needed for the physical education major ranged from 37 to 52 semester hours or 53 to 92 quarter hours.

Options Offered in the Physical Education

Department. Four universities offered the following options for majors in the physical education department: elementary physical education; secondary physical education; and health and physical education K-12. One school offered elementary, secondary, and health as options for majors. The final institution offered two options, elementary K-9 and secondary 7-12.

Types of Graduate Programs. Four universities offer a Master of Arts in Physical Education in their graduate program. One institution offers the Master of Science in Physical Education.

One university offers a Doctor of Arts in Physical Education. None of the other universities offers the doctoral degree.

## Chapter 5

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

The purpose of this study was to collect and analyze the data needed to evaluate the status of the physical education programs in the six four-year public institutions of higher education under the direct control of the Tennessee State Board of Regents. After an extensive review of related literature and evaluative instruments, the Neilson-Comer-Griffin Score Card was selected for this study.

The six four-year institutions of higher education include: Austin Peay State University, East Tennessee State University, Memphis State University, Middle Tennessee State University, Tennessee State University, and Tennessee Technological University.

Permission was granted from Dr. N. P. Neilson to use the Neilson-Comer-Griffin Score Card. Letters requesting permission to conduct the study on their campuses were mailed to each university president. After permission was

granted from all six presidents and/or their designees, introductory letters were mailed to each department chairperson explaining his input into the study. Personal interviews, questionnaires, and examinations of college catalogues were employed as methods of obtaining the data. The personal interview consisted of a personal visit with each physical education department chairperson, athletic director, and intramural director.

The areas evaluated by the Neilson-Comer-Griffin Score Card are instructional staff, facilities, program (organization), program (activities), administration, and professional education curricula.

#### FINDINGS AND CONCLUSIONS

The analysis of the data revealed the following findings and conclusions:

1. Male faculty members outnumber female faculty members by almost a three to one margin. One reason for the large percentage of male faculty members was the number of coaches, mostly male, who participated in this study.
2. Half of all faculty members were classified as instructors.
3. The mean overall length of experience for teachers of physical education was fifteen years. Teachers are not moving from university to university as quickly as

in the past as evidenced by the mean length of nine years teaching at their present schools.

4. The salaries of faculty members teaching physical education were generally in line with other faculty members in the college of education of the same rank.

5. One institution received an overall rating of above average. Three universities received an overall rating of average, and two universities received an overall rating of below average. Except for the one university which rated above average, the remaining five institutions had an overall rating within seven percentage points in range from low to high.

6. Program (activities) was the highest rated unit by the universities, lacking only one percentage point of being rated at above average. Program (organization) was the lowest rated unit by the six institutions, receiving a below average rating. The remaining three large units of the score card received an average rating. Thirteen percentage points separated the lowest rated unit from the highest rated unit.

7. The highest degree held by 66 percent of all faculty members in this study was the master's. Twenty-five percent of all participating faculty held the doctorate degree.

8. Fifty-eight percent of the bachelor's, 63 percent of the master's, and 28 percent of the doctorates



were earned by the faculty members from colleges and universities inside the state of Tennessee.

9. Fifty percent of all participating faculty members belong to the American Alliance for Health, Physical Education, Recreation and Dance. The percentage of faculty who belong to at least one professional organization was 83.

10. The universities, as a group, scored in the excellent category for the sub-unit teaching experience (length).

11. Even though there was a total of ninety-four outdoor tennis courts, they were the most requested outdoor facility.

12. There appears to be a need for additional handball/racquetball courts.

13. There appear to be adequate physical facilities at the six universities.

14. Twenty-seven percent of the total student population was enrolled in physical education activity courses. Three percent of the student population were physical education majors.

15. The universities scored above 83 percent in five of the ten sub-units in the large unit program (organization).

16. The lowest score, 26 percent, for any sub-unit in the entire score card was found in the question dealing with the ratio of the physical education budget to the

athletic budget. This represents the large amount of money budgeted to athletics as compared to the small amount budgeted to physical education.

17. More than half of the athletes were recruited from Tennessee.

18. The number of intercollegiate athletic activities is usually determined by NCAA guidelines, conference guidelines, and/or total available revenue.

19. The six universities scored in the excellent classification, 94 percent, in the sub-unit service program activities.

20. A large number of service program activities courses were not listed on the Neilson-Comer-Griffin Score Card.

21. The basic service program at the respective institutions offers many and varied activities for their students.

22. The universities offer a wide variety of undergraduate and graduate courses related to physical education as evidenced by the high score card percentages of 93 and 80 in their respective areas.

23. Only one of the six universities offered the terminal degree in physical education.

24. Institution A scored below the mean in all five large units of the Neilson-Comer-Griffin Score Card.

25. Institution B scored below the mean in the units: instructional staff; program (organization); program (activities); and professional education curricula.

26. Institution C scored below the mean in the units of instructional staff and administration.

27. Institution D scored below the mean in the program (organization) unit.

28. Institution E scored below the mean in the units: program (organization); program (activities); and professional education curricula.

29. Institution F scored below the mean in the instructional staff and professional education curricula units.

30. Fifty-four percent of the maximum was the lowest scored by any university on any unit.

31. Ninety-nine percent was the highest unit score by any university.

32. According to the Neilson-Comer-Griffin Score Card, the universities are rated above average at providing activities in their service, intramural, and athletic programs, and are below average in the organization of their programs.

33. The overall mean score for all six universities on the score card was 73 percent or a rating of average.

34. The overall mean score of 73 percent for the six universities in the Tennessee State Board of Regents system was considerably higher than mean scores in related studies utilizing the Neilson-Comer-Griffin Score Card. Based on the results of this study and the results of related studies, it is the writer's conclusion that it would be extremely difficult for any university to obtain an overall rating of excellent based on the present scoring standards of the Neilson-Comer-Griffin Score Card.

#### RECOMMENDATIONS

Based on the findings of this study utilizing the Neilson-Comer-Griffin Score Card, the following recommendations are proposed:

1. Due to the small percentage of faculty members who hold the doctorate degree, some institutions should consider incentives to stimulate faculty members to obtain the terminal degree.

2. Institutions with a small percentage of faculty members in the professor and associate professor ranks should consider raising these percentages when possible.

3. Considering only one institution in the Tennessee Board of Regents system offers the terminal degree in physical education and the fact that only a small percentage of the total faculty of the six institutions

holds the terminal degree, consideration should be given to the feasibility of other regional institutions offering the doctorate in physical education.

4. There is a general need for increased membership in professional organizations by the faculty of the six universities.

5. An effort should be made to attract more students to enroll in physical education activity courses.

6. The universities should seek to improve the organization of the physical education programs.

7. Based on the low score in the area of grading in activity courses, some form of general departmental guidelines for grading in this area should be considered.

8. The ratio of the athletic budget to the physical education budget needs to be reduced.

9. Each university should establish a program for self-study of its physical education programs to insure continuous improvement.

10. A follow-up study should be conducted in three to five years to ascertain the improvement in the physical education programs of the respective universities.

11. The Neilson-Comer-Griffin Score Card evaluates the process of the educational project, which is the program. An evaluative instrument should be developed to evaluate the product of the educational project, which is how much the student has learned. By evaluating both the

"means" and the "ends" of our programs, universities should be able to graduate students with the best possible training in physical education.

Recommendations pertaining to the Neilson-Comer-Griffin Score Card are as follow:

1. A process should be developed to assure the researcher of factual and accurate information in the sub-unit faculty teaching load.
2. The sub-units instructional service program and intramural athletics program of the unit program (activities) should be revised to include the names of current course offerings.
3. Since most physical education departments, intramural departments, and athletic departments are administered separately, a score card should be developed pertaining only to physical education.
4. A complete reevaluation of the Neilson-Comer-Griffin Score Card is needed to update, appraise, and simplify the instrument to maintain the instrument's high national credibility.

## APPENDIXES

APPENDIX A

LETTER TO DR. N. P. NEILSON



2129 Gary Street  
Kingsport, Tennessee 37660

Dr. Neils P. Neilson  
Professor Emeritus  
University of Utah  
Salt Lake City, Utah 84100

Dear Dr. Neilson:

I am completing the requirements for the Doctor of Arts degree in Physical Education at Middle Tennessee State University. My dissertation project will be an evaluation of the undergraduate physical education programs at the six institutions under the direction of the Tennessee State Board of Regents. These institutions include East Tennessee State University, Austin Peay State University, Middle Tennessee State University, Memphis State University, Tennessee Technological University, and Tennessee State University. Finding a valid, approved instrument is a major consideration when conducting this type of study. The Neilson-Comer-Griffin Score Card will meet my needs.

I respectfully request permission to use the Neilson-Comer-Griffin Score Card for my dissertation project to be conducted during the Spring Term of 1980. Should I request permission from Dr. Comer and Dr. Griffin, or is your approval sufficient?

Your approval and any suggestions you may have concerning the proper use of the Score Card would be greatly appreciated.

Thank you.

Sincerely,

Peter W. Shoun

PWS;kwh

APPENDIX B

LETTER TO THE PRESIDENTS OF  
THE UNIVERSITIES

2129 Gary Street  
Kingsport, Tennessee 37660

\_\_\_\_\_, President  
\_\_\_\_\_, University  
\_\_\_\_\_, Tennessee

Dear Dr. \_\_\_\_\_:

As part of the requirements for the Doctor of Arts degree in Physical Education at Middle Tennessee State University, I am planning a study to gain a greater insight into the present status of physical education programs in the six universities under the direction of the Tennessee State Board of Regents. A valid instrument, the Neilson-Comer-Griffin Score Card, will be utilized in this study. The six major areas of your physical education program that will be studied include: instructional staff, facilities, program (organization), program (activities), administration, and professional education curriculum.

This study is not designed for, nor will it be used as, a comparison between institutions; however, it can be used to assess strengths in certain areas of your physical education program. All correspondence and contact with your institution will be kept confidential. Code numbers will be assigned to all of the selected universities to insure anonymity. Upon completion of this study, the findings will be forwarded to the Chairman of the Physical Education Department of each participating university. It is my sincere belief that this study will be of significant value to those involved in the study.

I respectfully request permission to conduct this study on your campus during the Spring Term of 1980. Your approval and support will be greatly appreciated.

I will be happy to answer any questions you may have concerning this study.

Sincerely,

Peter W. Shoun

PWS:kwh

APPENDIX C

LETTER TO THE CHAIRMEN OF THE PHYSICAL  
EDUCATION DEPARTMENT

2129 Gary Street  
Kingsport, Tennessee 37660

\_\_\_\_\_, Chairman  
Department of Physical Education  
\_\_\_\_\_, University  
\_\_\_\_\_, Tennessee

Dear Dr. \_\_\_\_\_:

I am planning a dissertation study that will evaluate the physical education program in the six universities under the control of the Tennessee State Board of Regents. The evaluation instrument used in this study will be the Neilson-Comer-Griffin Score Card.

Approval has been received from President \_\_\_\_\_ to conduct this study. President \_\_\_\_\_ also expressed his support for the completion of the study.

I would like to visit with you during the Spring Term of 1980 to obtain information concerning your instructional staff, facilities, program (organization), program (activities), administration, and professional education program. All correspondence and contact with you and your school will be kept confidential. Code numbers will be assigned to each school to insure anonymity.

Upon completion of this study, a copy of the findings will be forwarded to you. Each institution's results should not be compared with other institutions. The results should only be compared with the standards set by the Neilson-Comer-Griffin Score Card.

I will be contacting you in the near future to further explain the study, explain your input into the study, and arrange a date for a personal interview. Your cooperation is essential for the satisfactory completion of this study and will be greatly appreciated.

Sincerely,

Peter W. Shoun

PWS:kwh

APPENDIX D

LETTER FROM DR. N. P. NEILSON

(SEAL) THE  
UNIVERSITY  
OF UTAH

Feb. 14/80

College of Health  
Salt Lake City, Utah  
84112  
801-581-6456

Peter W. Shoun  
2129 Gary Street  
Kingsport, Tennessee 37660

Dear Mr. Shoun:

Your letter of January 29 received. Permission is hereby granted for you to use the Neilson-Comer-Griffin Score Card in dissertation for the doctorate. My judgment is that it will not be necessary for you to write Dr. Comer or Dr. Griffin since I know they would approve. At an appropriate place you will need a line of acknowledgement of the permission from the authors to use the instrument.

I served for 8 years as Chairman of the National Committee that studied professional education. You should study the report on this, printed in the Research Quarterly sometime between 1934 and 1943. Also the two articles by Clark W. Hetherington printed in J1. of H. PE. & Rec. about 1935 or 1936?

Cordially yours,

/s/ N. P. Neilson

N. P. Neilson

APPENDIX E

LETTERS FROM THE UNIVERSITY PRESIDENTS  
AND/OR THEIR DESIGNEES



EAST TENNESSEE STATE UNIVERSITY  
Johnson City, Tennessee 37601

OFFICE OF THE PRESIDENT

February 6, 1980

Mr. Peter W. Shoun  
2129 Gary Street  
Kingsport, TN 37660

Dear Peter:

I am pleased to express our willingness to cooperate with you in your study of physical education programs as part of the requirements of the Doctor of Arts degree from Middle Tennessee State University. Based on your description of the work to be done, we would be interested in seeing a copy of the report.

It was a special pleasure to me to learn that you are continuing work on the doctoral degree. As you well know, we are vitally interested in seeing our faculty members make progress in their areas of specialization, even more so after one has gained tenure as you have. This illustrates a strong commitment to do those things which can benefit you as well as the University.

We look forward to hearing from you on the results of the study.

Sincerely,

/s/ Arthur H. DeRosier, Jr.  
Arthur H. DeRosier, Jr.  
President

AHD/db

cc; Dr. Bramlett  
Dr. Carmichael  
Dr. Davis

## MIDDLE TENNESSEE STATE UNIVERSITY

Murfreesboro, Tennessee 37132

Office of the President

February 7, 1980

Mr. Peter W. Shoun  
2129 Gary Street  
Kingsport, Tennessee 37660

Dear Mr. Shoun:

I have discussed your request to study the present status of physical education programs at MTSU with Dr. Jack Carlton and he concurs with me that you should be permitted to do this study on our campus. This permission is contingent upon approval from Dr. A. H. Solomon, chairman of the HPERS department. Feel free to contact Dr. Solomon at your convenience. I am assuming that you will also receive permission from the other regional universities prior to asking them to participate.

Sincerely,

/s/ Sam H. Ingram

Sam H. Ingram  
President

ch

cc: Dr. Jack Carlton  
Dean D. B. Pockat  
Dr. A. H. Solomon

(SEAL)

TENNESSEE TECHNOLOGICAL UNIVERSITY  
Cookeville, Tennessee  
38501

Office of  
The President

February 12, 1980

Mr. Peter W. Shoun  
2129 Gary Street  
Kingsport, TN 37660

Dear Mr. Shoun:

Yes, we will be pleased to participate in your study of physical education programs in the State Board of Regents universities. Please communicate directly with Dr. Flavious Smith, Department Chairman of Health and Physical Education, Box 5043.

Best wishes to you on your study. We shall be pleased to receive a copy of your final report.

Sincerely yours,

/s/ Arliss L. Roaden

Arliss L. Roaden  
President

stb

xc: Dr. Flavious Smith

(EMBLEM)

AUSTIN PEAY  
STATE UNIVERSITY Clarksville, Tennessee 37040  
Department of Health and Physical Education

February 12, 1980

Mr. Peter W. Shoun  
2129 Gary Street  
Kingsport, TN 37660

Dear Mr. Shoun:

Your letter to Dr. Riggs inquiring about conducting a study on the Austin Peay campus has been referred to me by Dr. Carl Stedman, Dean of the College of Education and Human Services. I will be happy to cooperate with you in the collection of data for your study. I will also appreciate receiving a copy whenever the copy has been completed.

If you need any other information, please let me know.

Sincerely yours,

/s/ Joe Brown

B. J. Brown,  
Chairman

BJB:vlm

MEMPHIS STATE UNIVERSITY  
Memphis, Tennessee 38152

Office of the President

March 12, 1980

Mr. Peter W. Shoun  
2129 Gary Street  
Kingsport, TN 37660

Dear Mr. Shoun:

As I have told you on the telephone, you certainly have my permission to conduct your dissertation study on our campus. I know the people in our Department of Health, Physical Education and Recreation will be happy to help you. Perhaps by this time you already are in contact with them.  
Good luck.

Sincerely yours,

/s/ Jerry N. Boone

Interim President

cc: Dean Robert Saunders  
Dr. Mel Humphreys

(EMBLEM) Office of the  
VICE PRESIDENT FOR ACADEMIC AFFAIRS  
Tennessee State University  
Nashville, TN 37203

February 6, 1980

Mr. Peter W. Shoun  
2128 Gary Street  
Kingsport, Tennessee 37660

Dear Mr. Shoun:

Your letter dated January 25, 1980, to Dr. Frederick S. Humphries has been forwarded to my office. I am sending a copy of your letter to Dr. Audrey Lewis, Chairman of the Health, Physical Education and Recreation Department at Tennessee State University. She will contact you directly concerning your request.

With best wishes, I am

Cordially yours,

/s/ Bernard G. Crowell

Bernard G. Crowell  
Vice President for Academic  
Affairs

BGC:b

cc: Dr. Audrey Lewis

APPENDIX F

FACULTY QUESTIONNAIRE

## FACULTY QUESTIONNAIRE

1. Name: \_\_\_\_\_ 2. Sex: M F
3. Professional Rank: Prof. \_\_\_\_\_; Assoc. Prof. \_\_\_\_\_; Ass't. Prof. \_\_\_\_\_;  
Inst. \_\_\_\_\_; Other \_\_\_\_\_; (Explain) \_\_\_\_\_
4. Highest Degree Held: Ed.D. \_\_\_\_\_; Ph.D. \_\_\_\_\_; PE.D. \_\_\_\_\_; MPE \_\_\_\_\_;  
M.S. \_\_\_\_\_; M.A. \_\_\_\_\_; M.E.D. \_\_\_\_\_; Bachelor's \_\_\_\_\_;  
Other \_\_\_\_\_; (Explain) \_\_\_\_\_
5. College and state from which following degree was received, and  
specialization of major area.  

<u>Degree</u>	<u>College</u>	<u>State</u>	<u>Specialization</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
6. Total hours completed beyond bachelor's degree.  
\_\_\_\_\_ quarter hours \_\_\_\_\_ semester hours
7. Check all professional organizations belonged to:  
\_\_\_\_\_ AAHPERD \_\_\_\_\_ NEA \_\_\_\_\_ TAAHPERD \_\_\_\_\_ TEA \_\_\_\_\_ Other (List) \_\_\_\_\_  
\_\_\_\_\_
8. State number of professional conferences or meetings attended  
during the past four years (1975-1979) \_\_\_\_\_
9. State total number of years teaching physical education at all  
levels: \_\_\_\_\_
10. State the total number of years employed by present institution:  
\_\_\_\_\_
11. List total teaching load per week for 1979 Fall Term as follows:  
Class contact hours (activity) \_\_\_\_\_  
Class contact hours (theory) \_\_\_\_\_  
Office hours \_\_\_\_\_  
Other assignments (please specify) \_\_\_\_\_  
\_\_\_\_\_
- Total hours per week \_\_\_\_\_
12. State total quarter hours \_\_\_\_\_ or total semester hours \_\_\_\_\_  
taken during past eight years. If you hold the doctorate, do not  
answer this question.



## APPENDIX G

### OPEN END INFORMATION

## OPEN END INFORMATION

Name of College \_\_\_\_\_

Physical Education Head \_\_\_\_\_

Athletic Director \_\_\_\_\_

School Enrollment \_\_\_\_\_

Number of Physical Education Majors \_\_\_\_\_

Type of Term: Semester \_\_\_\_\_ Quarter \_\_\_\_\_

Physical Education Activity Credit Hours: \_\_\_\_\_

College Physical Education Requirements \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total hours required for physical education major:

Semester hours \_\_\_\_\_ Quarter hours \_\_\_\_\_

Options offered in physical education department. (Please specify)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Type of graduate program: \_\_\_\_\_

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These consist of pages:

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