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AN EVALUATION OF THE UNDERGRADUATE PROFESSIONAL
PROGRAM IN PHYSICAL EDUCATION AT MIDDLE
TENNESSEE STATE UNIVERSITY

By

Nancy Charlene Scott

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

August, 1973

AN EVALUATION OF THE UNDERGRADUATE PROFESSIONAL
PROGRAM IN PHYSICAL EDUCATION AT MIDDLE
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ABSTRACT

AN EVALUATION OF THE UNDERGRADUATE PROFESSIONAL PROGRAM IN PHYSICAL EDUCATION AT MIDDLE TENNESSEE STATE UNIVERSITY

By Nancy Charlene Scott

This study was designed to evaluate the status of the undergraduate professional program in physical education at Middle Tennessee State University. The Bookwalter-Dollgener score card (third edition) was selected as the evaluative instrument.

As a result of interviews, observations, and personal research, a score card rating of zero, minimal, good, or excellent was assigned for each of the 318 items. The item scores were added to obtain the sub-area scores, the sub-area scores were added to obtain the area scores, and, finally, the area scores were added to obtain the total institutional score.

The raw total score and raw area scores were converted to national percentile equivalents. The area

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national percentile equivalents were ranked to show their relationship to the national mean.

Percents of attainment were computed for items, sub-areas, areas, and the total institutional score. Areas and sub-areas were ranked based on percents of attainment. In addition, they were compared to national percents of attainment. An item analysis using percents of attainment was made to determine the need for short range program improvements.

The total institutional score was 674.5 of a possible 1,000 points. The percent of attainment for the total institutional score was 67.4 percent which was 1.3 percent above the national mean.

Area VII, Library-Audio-Visual, had the highest national percentile equivalent. The area with the lowest national percentile equivalent was Area IV, The Teaching Act. Area VII, Library-Audio-Visual, ranked first in percent of attainment. The area with the lowest percent of attainment was Area VI, Student Services.

Sub-area IA, General Policies, ranked first in percent of attainment. The sub-area with the lowest percent of attainment was Sub-area IC, Admission Policies. Thirty-three of the sub-areas of the score card had percents of attainment of 50.0 percent or above.

An item analysis revealed 100.0 percent of attainment for 159 of the 318 score card components.

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Further analysis revealed that seventy-one of the score card items had a percent of attainment below 50.0 percent. Of these, forty-nine had zero percent of attainment.

Recommendations for program improvement were made on the basis of the seventy-one score card items which had a percent of attainment below 50.0 percent.

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Chapter 1

INTRODUCTION

Quality is one of the goals for which professional programs in physical education must constantly strive. This particular objective can be accomplished only through continual evaluation which determines whether or not the programs are meeting those standards necessary for the preparation of professional physical educators.

STATEMENT OF THE PROBLEM

This study was designed to evaluate the status of the undergraduate professional program in physical education at Middle Tennessee State University.

PURPOSES OF THE STUDY

The purposes of this study were: (1) to determine the status of the undergraduate professional program in physical education at Middle Tennessee State University using the Bookwalter-Dollgener score card,¹ (2) to

¹Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (3d ed.; Bloomington, Indiana: n.p., 1967), pp. 1-37.

interpret the results of the evaluation, (3) to compare the results with national norms, and (4) to use the findings as a basis upon which to make recommendations for program adjustments.

DELIMITATIONS OF THE STUDY

This study was limited to the undergraduate professional program in physical education at Middle Tennessee State University during the Spring Semester, 1973. Health education, recreation education, and safety education were not directly included due to the design of the evaluative instrument.

Further, the study was limited to the specific areas contained in the evaluative instrument. They were: (1) General Institutional and Departmental Practices, (2) Staff Standards, (3) Curriculum Policies and Practices, (4) The Teaching Act, (5) Service Program and Extended Curriculum, (6) Student Services, (7) Library-Audio-Visual, (8) Supplies and Equipment, (9) Indoor Facilities, and (10) Outdoor Facilities.

DEFINITIONS OF TERMS

Undergraduate. "That portion of higher education which results in the attainment of a baccalaureate degree."²

Professional programs in physical education. "All the functions and aspects of the undergraduate curriculum concerned with teacher education in physical education."³

Selected score card.⁴ The Bookwalter-Dollgener score card (third edition) was selected as the evaluative instrument. These terms were used interchangeably throughout the study: the Bookwalter-Dollgener score card, evaluative instrument, score card, selected score card.

An area of professional programs in physical education. One of the ten principal components of the selected score card, e.g., General Institutional and

²Alfred Marion 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), p. 12.

³Reece, p. 12.

⁴Bookwalter and Dollgener, pp. 1-37.

Departmental Practices, Staff Standards, and Curriculum Policies and Practices.⁵

A sub-area of professional programs in physical education. One of the subordinate, or second-order, parts of an area, e.g., Area I, General Institutional and Departmental Practices contains the following four sub-areas: A. General Policies, B. Professional Affiliations and Accreditation, C. Admissions, and D. General Departmental Practices.⁶

An item of professional programs in physical education. One of the components of a sub-area, e.g., "A well formulated statement of institutional aims, objectives, and philosophy is published and readily available,"⁷ is the first item contained within Sub-area A., General Policies, Area I, General Institutional and Departmental Practices.⁸

An evaluation of professional programs in physical education. To analyze and appraise the worth and desirability of all aspects of the program in terms of

⁵Reece, p. 12.

⁶Reece, p. 13.

⁷Bookwalter and Dollgener, p. 1.

⁸Reece, p. 13.

specific items, sub-areas, areas, total score, and percents of attainment and to make recommendations based on the findings.⁹

Percent of attainment. The percent of the total number of points which could be obtained for the total score card, for an area, for a sub-area, or an item within the score card. These scores were determined by dividing the obtained score by the total number of points possible.¹⁰

National percentile equivalent. The percentile score from national norms which corresponds to the raw score obtained by the institution for either the total score card or one of the ten score card areas.¹¹

⁹Marjorie Ann Price, "An Evaluation of the Undergraduate Professional Preparation Programs in Physical Education in Missouri Colleges and Universities" (unpublished Doctoral dissertation, University of Missouri, 1968), p. 4.

¹⁰William Marshall McClain, "An Evaluation and Analysis of the Undergraduate Professional Preparation Programs in Physical Education for Men in the Colleges and Universities of North Carolina" (unpublished Doctoral dissertation, University of Alabama, 1971), p. 11.

¹¹McClain, p. 11.

Chapter 2

REVIEW OF RELATED LITERATURE

The literature which has been reviewed will be presented to develop a meaningful sequence in the evolution of selected aspects of undergraduate professional preparation in physical education.

Brownell stated that high priority should be given to the establishment of standards in professional physical education. He pointed out that the employer, the student, the college, and the profession all had the right to expect and receive quality in terms of professional training in physical education. Accordingly, he wanted immediate attention given to the following program areas: organization of teacher preparation as a separate school, department, or college of physical education; selection of professional students; the professional curriculum; qualifications of teachers of professional courses; facilities and equipment; directed teaching; classification of professional preparation institutions; and teacher certification.¹

Concern for the improvement of professional preparation led physical educators to convene the 1948

¹C. L. Brownell, "The Present Status of Professional Preparation of Teachers in Physical Education," The Research Quarterly, III (May, 1932), 107-117.

National Conference. The purpose of the Conference, which was held at Jackson's Mill, Weston, West Virginia, was to establish standards for undergraduate professional preparation programs in health, physical education, and recreation. This goal was to be accomplished by: developing recommendations for professional programs in health, physical education, and recreation; developing guiding principles and standards in professional preparation concerning staff, facilities and equipment, resource materials, selective recruitment and guidance, curricula, and teaching load; relating the work of the Conference to sponsoring and cooperating organizations at the state, regional, and national levels; improving the professional status of personnel in health, physical education, and recreation; and developing methods for dissemination of the Conference's recommendations to the profession. While it succeeded in synthesizing the thinking of the day in regard to undergraduate preparation, the recommendations which emanated from this meeting resulted in a variety of interpretations by individual institutions.²

In making more specific recommendations than were provided by the National Conference, Snyder outlined the following steps which he considered necessary for the

²National Conference on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation (Chicago: The Athletic Institute, Inc., 1948).

improvement of undergraduate professional physical education programs: improving attitudes toward the profession by both its members and the public; strengthening local, state, and national professional associations; encouraging evaluation and experimentation by professional preparation institutions; and developing a more functional approach to teacher education. He felt that work in these four areas would result in intelligent, imaginative, and cooperative planning for the preparation of future teachers.³

In 1954 the American Association for Health, Physical Education, and Recreation reaffirmed its position on teacher education by vigorously supporting and participating in the program designed by the National Council for Accreditation of Teacher Education. Major goals in this course of action were: organized effort toward the recognition of teaching as a profession; provision of programs, facilities, and other resources designed to insure professional competence; and the establishment of suitable standards and effective procedures for the voluntary accreditation of teacher education programs.⁴

³Raymond A. Snyder, "Improving Undergraduate Preparation," The Journal of the American Association for Health, Physical Education, and Recreation, XXIII (January, 1952), 27-28, 31.

⁴"AAHPER Resolutions, 1954," The Journal of the American Association for Health, Physical Education, and Recreation, June, 1954, p. 13.

Bucher urged professional preparation institutions to examine carefully their role in the training of future teachers. He noted weaknesses in the following aspects of the professional program: selection of candidates, the professional curriculum, professional standards, and follow-up and aid to graduates.⁵ He stated that only when these deficiencies were corrected would those in positions of leadership "be able to accomplish the great potentialities our work has for enriching human lives everywhere."⁶

Sauter developed a score card with which to evaluate the undergraduate professional preparation programs in physical education for men in twenty-one selected colleges and universities in Indiana. The score card items, amassed from standards which had been validated by authorities in the profession and accepted in reputable physical education publications, were weighted by a jury of specialists to determine their point value. The score card was comprised of the following areas: general institutional practices; faculty and staff; educational program--curricular and extra-curricular;

⁵Charles A. Bucher, "Where Are We Heading in Professional Preparation?" The Physical Educator, XII (December, 1955), 131-133.

⁶Bucher, p. 133.

professional laboratory experiences; selection, guidance, and recruitment of students; library and audio-visual aids materials; facilities--indoors; facilities--outdoors; health services; and placement and follow-up. He found the average percent of attainment for the institutions involved in the study to be 64.7, ranging from 80.2 percent to 44.5 percent. Of the ten areas, Area II, Faculty and Staff, ranked first with an 83.5 percent of attainment. With a 38.8 percent of attainment, Area VIII, Facilities--Outdoor, ranked last. He concluded that, on the average, large, state-supported universities which had a definite school or division responsible for the professional preparation of physical educators most closely met the recommended standards.⁷

Using a combination of the critical incident and the analytical survey methods, Thomas determined the effectiveness of the professional physical education program for men at Northwestern State College of Louisiana. Analysis of responses from graduates of the program, their employers, and college faculty members revealed strengths in the following program areas: methods and techniques of teaching physical education, intramurals, program

⁷Waldo E. Sauter, "An Evaluation of the Undergraduate Professional Preparation in Physical Education for Men in Selected Colleges and Universities in Indiana" (unpublished Doctoral dissertation, Indiana University, 1957).

organization and administration, the coaching of track and field, and gymnastics. His findings indicated program aspects which needed to be improved were: directed teaching, tests and measurement, first aid, athletic training, public relations, the use of spoken and written grammar, the coaching of football, budgeting, the care and purchase of equipment, professional affiliations, and on-the-job implementation. The remaining program areas were deemed adequate for the purpose of preparing professional physical educators.⁸

Institutional accreditation and teacher certification were two solutions offered by Esslinger to accomplish the objective of competency in professional physical education personnel. He urged adherence to those previously developed standards in the areas of selection and retention of students, curriculum, staff, facilities, and performance in the field.⁹

In his address to the College Physical Education Association, Armstrong outlined the broad directions he

⁸Charles French Thomas, "A Follow-up Study of Northwestern State College Graduates in Physical Education since 1950" (unpublished Doctoral dissertation, George Peabody College for Teachers, 1959).

⁹Arthur A. Esslinger, "AAHPER Takes a Decisive Step Toward Improving Professional Preparation," Journal of Health-Physical Education-Recreation, XXXI (October, 1960), 44-45, 58.

felt were imperative for teacher education. His major proposition for the improvement of professional physical education was that the following be included as part of the curriculum for a teaching major: higher admission standards; more emphasis on the basic disciplines which complement physical education, e.g., biology, chemistry, art, and music; and suitable prerequisites to professional education, e.g., sociology, psychology, and anthropology.¹⁰

Those in attendance at the Teacher Education Section of the College Physical Education Association's sixty-fifth annual meeting heard an address by Kasch which dealt with anticipated changes in undergraduate professional preparation during the coming decade. The physical educator of the future was portrayed as one who not only possessed sport and physical skills, scholastic abilities, and leadership qualities, but a thorough knowledge and understanding of man as well. The speaker emphasized that these proposed changes could evolve only through major curricular revisions in the following general areas of professional preparation: the humanities, professional

¹⁰W. Earl Armstrong, "Basic Elements of a Teacher Education Program," Proceedings of the Sixty-Fourth Annual Meeting of the College Physical Education Association (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1961), pp. 21-26.

physical skill courses, internship, professional theory courses, the sciences, and professional education theory courses.¹¹

The purpose of the 1962 Professional Preparation Conference was to assess standards in health education, physical education, and recreation education. Components of professional physical education which were studied in detail included: student personnel--recruitment, retention, professional development, placement, and follow-up; faculty--selection criteria, professional growth, work load, rank and salary, and welfare policies; curriculum--purpose and sequence, principles and policies, general education, general professional education, specialized professional education, health and safety education competencies, and recreation competencies; the five-year program; implementation; selected trends; professional laboratory experiences; and facilities and instructional materials.¹²

¹¹Fred W. Kasch, "Changes Anticipated in Undergraduate Preparation in the Sixties," Proceedings of the Sixty-Fifth Annual Meeting of the College Physical Education Association (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1962), pp. 12-15.

¹²Professional Preparation in Health Education, Physical Education, Recreation Education: Report of a National Conference (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1962).

Bookwalter described the evolution of the first edition of his score card in the following manner:

With studies by Errington and Sauter as references, along with literature in the field, students in seminars in higher education in physical education set up standards for undergraduate professional physical education programs. These standards were changed into items for a score card with possible weightings. After much criticism and editing, the first edition of the Score Card for Evaluating Undergraduate Professional Programs in Physical Education¹³ was published . . .

Baker surveyed seven state-supported institutions of higher learning in Arkansas to determine the status of their physical education-teacher education programs for men. The Northwest Council's Teacher Education Standards in Physical Education, as well as personal interviews with the chairmen of the physical education departments in the participating institutions, were utilized in this study. While each institution had specific deficiencies which needed correction, Baker concluded that, on the whole, all the men's physical education-teacher education programs in the surveyed institutions adequately met the standards by which they were measured.¹⁴

¹³Karl W. Bookwalter, "A Review of Twenty Years of Selected Research on Undergraduate Professional Physical Education in the United States of America" (paper read at the International Association of Higher Institutions of Physical Education convention, December, 1972, Lisbon, Portugal).

¹⁴William Bert Baker, "An Evaluation of Undergraduate Professional Preparation in Physical Education for Men in Seven State-Supported Institutions of Higher Learning in Arkansas" (unpublished Doctoral dissertation, University of Arkansas, 1962).

"How professional am I?"¹⁵ was a question posed in 1962 by McCraw. He recommended evaluation of the status of professional physical education in terms of criteria which he considered essential for a profession. He suggested that the professional: is fully qualified for his assignment; constantly seeks self-improvement; does not require close supervision; accepts full responsibility for his actions; is dedicated to service to mankind; follows a code of ethics that transcends the level of the masses; and contributes to the advancement of his profession.¹⁶

Daniels addressed himself to some of the problems with which professional physical educators must cope if they are to stay abreast of the needs of today's society. He contended that adjustments must be made in the following aspects of professional preparation: the increase of specialization within the discipline; the quality of today's professional programs; the role of physical education in the total educational schema; teacher competence; the tremendous expansion of knowledge in general education, general professional education, and special professional

¹⁵Lynn W. McCraw, "How Professional Am I?" The Physical Educator, XIX (December, 1962), 123.

¹⁶McCraw, pp. 123-124.

education; and mandatory selective admissions in teacher education programs.¹⁷

Lucke used a questionnaire which listed 337 behaviors thought to be necessary for success by a professional physical educator. The list was submitted to graduates of the program at Lenoir Rhyne College to determine if these specific behaviors had been transmitted to them during their tenure as undergraduates. Based on identified program strengths and weaknesses, he made the following recommendations for improvement: more time should be devoted to measurement and evaluation, more emphasis should be placed on the potentials of athletics in the over-all program, a course in athletic training should be added, more experiences should be provided in the preparation of handbooks and reports, and more emphasis should be placed on the importance of developing personal library resources.¹⁸

According to Miller, professional preparation programs must receive top priority due to societal demands

¹⁷Arthur S. Daniels, "Growth and Development of a Profession," Journal of Health, Physical Education, Recreation, XXXIV (January, 1963), 22-24, 58.

¹⁸Edward James Lucke, "An Evaluation of the Professional Preparation Program in Health and Physical Education at Lenoir Rhyne College" (unpublished Doctoral dissertation, George Peabody College for Teachers, 1963).

for excellence in today's teachers. He stated that teacher education would be improved only if the profession achieved and fulfilled its proper role in efforts to apply those standards identified as necessary for quality professional programs.¹⁹

Oermann's concern was with deficiencies in the professional physical education programs. He cited specific areas in which he felt improvements should be forthcoming: the general education core, general professional education, special professional education, directed teaching, professional activity courses, and the sciences. Further, he emphasized that poor salaries, lack of professional status, or social indifference to the needs of education were no longer acceptable excuses for inferior professional programs.²⁰

Finlayson gave a summary of those competencies which professional physical educators should grasp as they prepare to become public school teachers. In brief, the teacher should: be well educated; utilize creativity in program design and administration; possess a comprehensive

¹⁹Ben W. Miller, "Priority in the Quest for Quality," Journal of Health, Physical Education, Recreation, XXXV (May, 1964), 31-32.

²⁰Karl C. H. Oermann, "Preparation in Physical Education," Journal of Health, Physical Education, Recreation, XXXV (May, 1964), 35-36, 73.

knowledge and understanding of the growth and development of children; understand group dynamics; live by a personal code of ethics; be flexible; possess a high degree of physical skills; exemplify good moral and spiritual values; be able to utilize audio-visual materials; interpret and employ the results of research; effectively measure and evaluate; display continuous professional growth; understand the role of physical education in relation to the total school program and the surrounding community.²¹

In a presentation at the National Association for Physical Education of College Women, Forker stated that professional preparation programs in physical education can be judged as successful "only to the extent that our students, in the future, become more than we are, know more than we know, and do more than we do at the present."²² She encouraged the profession to spearhead the thrust of professional preparation toward assisting students to become enlightened searchers in the quest for knowledge, truth, and excellence.²³

²¹Anne Finlayson, "A Consumer's Position on Teacher Preparation," Journal of Health, Physical Education, Recreation, XXXV (May, 1964), 39, 73, 75.

²²Barbara Forker, "What We Want Our Students To Know, To Be, To Do," National Association for Physical Education of College Women Report: Selected Papers of the 1962 Biennial Conference and the 1964 Ruby Anniversary Workshop (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1964), p. 50.

²³Forker, pp. 47-50.

Dollgener evaluated fifteen colleges and universities in Indiana in his study which was designed to appraise critically the first edition of the 355 item Bookwalter score card. He found that large, state-supported universities which had either a school or division of physical education most closely met the score card standards. Area IV, The Teaching Act, ranked first in percent of attainment (78.2); Area IX, Indoor Facilities, ranked last (62.0). Area II, Staff Standards, with a correlation of .941 to the total score, appeared to be the best single indicator of a quality professional program.²⁴

Further analysis of Dollgener's data showed the score card to be valid, reliable, and objective for the purpose of evaluating undergraduate professional programs in physical education. He stated that:

The validity of the score card was established by determining the logical relevance of the areas, sub-areas, and items by gleaning related literature; and by critically evaluating the areas, sub-areas, and items in light of the experience and background of the author and members of five or more seminars concerned with this area. The weighted values for each item, sub-area, and area were established in the same manner. Furthermore, most of the items were obtained from sources which were validated by a vote of juries of leaders in the field.²⁵

²⁴Robert J. Dollgener, "A Critical Appraisal of a Selected Score Card for Evaluation of Undergraduate Professional Programs in Physical Education" (unpublished Doctoral dissertation, Indiana University, 1965).

²⁵Dollgener, pp. 9-10.

Validity coefficients were determined from rank order correlations involving his application of the score card, ranking of the fifteen institutions included in his study by three eminent faculty members from Indiana University, and Sauter's study.²⁶ The following results were obtained: the highest intercorrelation (.991) was between total rankings and total faculty rankings; the second highest correlation (.957) was between total rankings and faculty member A; the third highest intercorrelation (.955) was between total faculty rankings and faculty member B; the lowest intercorrelation (.682) was between Sauter's ranking and faculty member C; and the correlations between his evaluation and each of the rankings were .700 or above.²⁷

Internal consistency was the basis for determining the reliability of the score card. The Pearson product-moment formula revealed a reliability coefficient of .661. Using the Spearman-Brown prophecy formula, the correlation was corrected to .796. The objectivity index was determined to be 95 percent.²⁸

²⁶Dollgener, pp. 44-45.

²⁷Dollgener, pp. 62-65.

²⁸Dollgener, p. 210.

Dollgener retained 318 items in his proposed revision of the score card.²⁹ Retention was based on "justification in the literature, discriminative power, per cent of attainment, and rewording to strengthen and make the items more specific."³⁰ As a result of his critical appraisal, he became a co-author of the revised (second) edition of the score card.³¹

Bookwalter described the revised (second) edition of the evaluative instrument in the following manner:

The score card contains essential standards for rating undergraduate professional programs of physical education. Ten major areas, comprised of 40 sub-areas, include 318 items which permit . . . assignments of zero, minimal, good, and excellent ratings on each item. Sub-area and item scores provide opportunities for short range improvements. Area and total scores indicate major or general weaknesses in the particular professional program. One thousand points are . . . possible A pertinent bibliography is included.³²

The third edition of the Bookwalter-Dollgener score card emerged in 1967. The only discernible change was the inclusion of a percentile rating card which contained national results for both total institutional scores and area scores.³³

²⁹Dollgener, pp. 213, 251-304.

³⁰Dollgener, p. 82.

³¹Bookwalter, "A Review of Twenty Years"

³²Bookwalter, "A Review of Twenty Years"

³³Bookwalter, "A Review of Twenty Years"

Wilder used job-success questionnaires to obtain the self-perceptions of male graduates of the physical education program at Western Kentucky University regarding their professional preparation. An analysis of the data revealed that the graduates regarded their training as only moderately successful in preparing them for on-the-job tasks. The department's strongest areas as interpreted by the success of its graduates were: class organization; providing for the interests and needs of students by offering a variety of activities; provision for the health and safety of students; and organization and supervision of intramural and interscholastic programs. Areas in which graduates of the program were considered to be least successful were: measurement and evaluation; recognition of the proper role of athletics; the establishment and maintenance of written policies regarding the physical education program; interpretation of the school health program; and maintenance of adequate personal libraries.³⁴

Roundy asserted that the major responsibility for upgrading the profession lies with the faculties in colleges and universities which have professional preparation programs. He proposed selective admission and

³⁴Jerry Ray Wilder, "An Evaluation of the Male Undergraduate Program of Physical Education at Western Kentucky University" (unpublished Doctoral dissertation, George Peabody College for Teachers, 1967).

retention standards for major programs and quality academic programs as the means for accomplishing the task of producing highly competent physical educators.³⁵

Price evaluated both the women's and men's professional programs in physical education in eighteen Missouri colleges and universities using the Bookwalter-Dollgener score card. Findings of her study were: institutions of teachers' college status were highest in combined percent of attainment (62.4) while small, liberal arts colleges were lowest (59.4); when the percents of attainment for all institutions were averaged, Area IV, The Teaching Act, ranked highest (79.5) and Area IX, Indoor Facilities, lowest (41.6); of the ten major score card components, Area II, Staff Standards, which had the highest correlation for both women (.863) and men (.935) with the total score, was the best single indicator of a good undergraduate professional preparation program in physical education.³⁶

³⁵Elmo Roundy, "The Responsibility of College Faculties in Preparing Professional Educators of Substance," The Physical Educator, XXIV (October, 1967), 125-126.

³⁶Marjorie Ann Price, "An Evaluation of the Undergraduate Professional Preparation Programs in Physical Education in Missouri Colleges and Universities" (unpublished Doctoral dissertation, University of Missouri, 1968).

Reece applied the Bookwalter-Dollgener score card (third edition) to a random-stratified sample of twenty-six institutions in Kentucky, Tennessee, and West Virginia. He found that Area IV, The Teaching Act, had the highest mean attainment (78.3); Area IX, Indoor Facilities, had the lowest (53.8). Although it was the most variable, Area VIII, Supplies and Equipment, had the highest correlation (.879) with the total score thus making it the area most indicative of a good professional preparation program in physical education. He concluded that institutions which most nearly met the score card standards were those which: were public supported, had enrollments of over 10,000, maintained a school of physical education, and were accredited by the National Council for Accreditation of Teacher Education.³⁷

In Reece's appraisal, the split-halves method for measuring internal consistency was used to determine reliability. The Pearson product-moment formula revealed a coefficient of .932 which was corrected to .965 using the Spearman-Brown prophecy formula.³⁸ A pilot application

³⁷ Alfred Marion 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).

³⁸ Reece, pp. 198, 203.

which was made to test objectivity was administered separately by the investigator in this study and one of the authors of the score card. Of the 318 score card items, their ratings agreed on 301 for an objectivity index of 94.6 percent.³⁹

In 1969, Bookwalter reported on the status of eighty-six professional programs which had been evaluated using the Bookwalter-Dollgener score card (editions not specified). The median raw score for all programs which were appraised was found to be 658. Area IV, The Teaching Act, ranked highest in percent of attainment (75.7); Area IX, Indoor Facilities, was last (52.3). Area II, Staff Standards, had the highest correlation with the total score (.93); Area III, Curriculum Policies and Practices, had the lowest correlation (.48). The superior programs were found to be in large, public coeducational universities which had schools or colleges of physical education and were located in either the north or the midwest.⁴⁰

Reeves authored one of two recent studies emanating from the University of Alabama which utilized

³⁹Reece, p. 64.

⁴⁰Karl W. Bookwalter, "Undergraduate Professional Physical Education, Its Standards, Status and Circumstances," The Physical Educator, XXVI (October, 1969), 102-103.

the Bookwalter-Dollgener score card (third edition). He investigated the professional physical education programs in nine selected institutions in Mississippi and found that all compared favorably with the standards recommended in the score card. Library-Audio-Visual, Area VII, was first in percent of attainment (78.1) and Indoor Facilities, Area IX, ranked last (46.0). Staff Standards, which had the highest correlation with the total score (.533), was found to be the one area that best indicated a good program.⁴¹

Sixteen colleges and universities were involved in the second study originating from the University of Alabama. McClain found that Area VII, Library-Audio-Visual, had the highest mean percent of attainment (76.6) and Area IX, Indoor Facilities, had the lowest (58.0). When compared to national norms, the participating institutions were found to rank slightly above average. Of the ten principal score card components, six areas ranked above the fiftieth percentile.⁴²

⁴¹William Earl Reeves, "An Evaluation of the Undergraduate Professional Preparation Programs in Physical Education in Selected Mississippi Colleges and Universities" (unpublished Doctoral dissertation, University of Alabama, 1970).

⁴²William Marshall McClain, "An Evaluation and Analysis of the Undergraduate Professional Preparation Programs in Physical Education for Men in the Colleges and Universities of North Carolina" (unpublished Doctoral dissertation, University of Alabama, 1971).

In summary, the literature which was selected for inclusion in this chapter has been presented to develop a meaningful perspective regarding the development of selected aspects of undergraduate professional programs in physical education.

The Bookwalter score card (first edition) contained standards which were synthesized from the results of studies by Errington and Sauter, gleanings from professional literature, and seminars in higher education in physical education. Dollgener found the score card to be valid, reliable, and objective for its stated purpose. As a result of his critical analysis, the number of score card items was reduced from 355 to 318. His proposed revisions resulted in his becoming a co-author of the revised (second) edition of the score card. The third edition of the score card included a rating card which contained national percentiles for both total and area raw scores.

In Bookwalter's paper which was read at the International Association of Higher Institutions of Physical Education, he reviewed the status of undergraduate professional physical education programs in the United States. His paper specifically dealt with 151 institutions which had been evaluated using the Bookwalter-Dollgener score card. Based on their mean percents of attainment, the rank order of the ten areas from highest to lowest was:

Area IV, The Teaching Act, 76.4; Area VII, Library-Audio-Visual, 75.5; Area II, Staff Standards, 72.9; Area VIII, Supplies and Equipment, 71.7; Area I, General Institutional and Departmental Practices, 68.5; Area V, Service Program and Extended Curriculum, 68.2; Area III, Curriculum Policies and Practices, 66.2; Area IX, Indoor Facilities, 64.7; Area VI, Student Services, 60.9; and Area X, Outdoor Facilities, 59.6. The total raw score mean for the sample was 660; the mean area percent of attainment was 66.1. In concluding remarks, he encouraged professors and graduate students to pursue studies similar to those cited in his review because of the potential value to the profession.⁴³

⁴³Bookwalter, "A Review of Twenty Years"

Chapter 3

METHODS AND PROCEDURES

The basic methods and procedures utilized were prescribed by the design of the evaluative instrument. This chapter will describe in detail the specific methods and procedures which were employed throughout the study.

INSTRUMENT

The Bookwalter-Dollgener score card¹ was selected as the evaluative instrument for this study because of (1) its acceptance by members of the profession, (2) its ease of administration, (3) the scope and comprehensiveness of its coverage of the undergraduate professional program in physical education, and (4) availability of the national norms.

PILOT APPLICATION

A pilot application of the score card was conducted at an institution other than the one included in this study to determine the most efficient administrative procedures

¹Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (3d ed.; Bloomington, Indiana: n.p., 1967), pp. 1-40.

and to acquaint the investigator with the evaluative instrument. In addition to being suggested by the original author of the score card,² this procedure has been followed in previous studies which utilized the same evaluative instrument. As a result of the pilot application, information was gained which assisted in the development of efficient administrative procedures and in the location of pertinent information.

ADMINISTRATION OF THE SCORE CARD

The score card was administered at Middle Tennessee State University during the Spring Semester, 1973. Since its establishment in 1911, Middle Tennessee State University has grown from a two-year normal school to a multi-purpose institution which offers the doctoral degree in three disciplines. While the institution has retained its major purpose of teacher-training, the curriculum has been expanded to include pre-professional, professional, and vocational programs. The University has an approximate enrollment of 9200 students.³ Of this number, the

²Karl W. Bookwalter, Professor Emeritus, School of Health, Physical Education, and Recreation, Indiana University, Bloomington, Indiana. Personal communication, February 12, 1973.

³Middle Tennessee State University: Athletic, Health, Physical Education and Convocation Center (Murfreesboro, Tennessee: Middle Tennessee State University, 1972), p. 21.

enrollment of undergraduate professional students in physical education is 528 of whom 156 are women and 372 are men.⁴

Permission for administering the score card had been secured previously from the department chairman.⁵ He encouraged the faculty and staff of the department to cooperate with the investigator to expedite the collection of data.

Personal interviews were conducted with the department chairman, selected members of the faculty and staff of the department, library personnel, and other administrative personnel of the University. During the interviews, responses were solicited for the score card items applicable to the respondent's specific duties or areas of responsibility.

The format for each interview consisted of the investigator reading aloud each selected score card item. Then the alternative responses for each particular item were read. The respondent, who was naive as to the point values for each alternative, indicated the most appropriate

⁴Allen F. Glass, Dean of Admissions and Records, Middle Tennessee State University, Murfreesboro, Tennessee. Personal communication, April 16, 1973.

⁵Stanley H. Hall, Chairman, Department of Health, Physical Education, and Recreation, Middle Tennessee State University, Murfreesboro, Tennessee. Personal communication, March 19, 1973.

choice. The assignment of score card point values for each item was made on the basis of the alternative selected by the respondent.

All faculty members within the department were asked to complete a checklist which was designed to secure information regarding educational qualifications, teaching experience, professional affiliations, participation in community agencies, publications and/or research, and participation in campus activities. A 100 percent return of the checklist was obtained.

Observations of existing conditions within the department and at the University library were utilized to complete the score card application. As a result of the interviews, observations, and personal research, a score card rating of zero, minimal, good, or excellent was assigned for each of the 318 items. A copy of the form which was utilized in recording point values for each component of the score card is presented in Appendix A.

STATISTICAL ANALYSIS

After point values had been recorded for each component of the score card, the item scores were added to obtain the sub-area scores, the sub-area scores were added to obtain the area scores, and, finally, the area scores were added to obtain the total institutional score.

The raw total score and raw area scores were converted to national percentile equivalents. The area national percentile equivalents were ranked to show their relationship to the national mean.

The percent of attainment for the total institutional score was computed by dividing the obtained score by the total possible score and multiplying the result by 100. Percents of attainment for all items, sub-areas, and areas were determined by dividing the obtained score by the total number of points possible and multiplying the result by 100.

Areas and sub-areas were ranked based on their percents of attainment. In addition, they were compared to national percents of attainment.

An item analysis using percents of attainment was made to ascertain what, if any, short range program improvements were needed. Recommendations were made only for those score card items which had a percent of attainment below the 50.0 percent arithmetical mean. Results of the item analysis are presented in Appendix B.

Chapter 4

ANALYSIS OF THE DATA

This study was designed to evaluate the status of the undergraduate professional program in physical education at Middle Tennessee State University. The Bookwalter-Dollgener score card (third edition) was utilized for this procedure. The purpose of this chapter is to analyze the data in terms of the total institutional score, area scores, sub-area scores, and item scores.

TOTAL INSTITUTIONAL SCORE

The total institutional score was obtained by adding all item, sub-area, and area scores. Of the 1,000 possible points, Middle Tennessee State University obtained 674.5. The national percentile equivalent for the total institutional raw score was 57.¹ On a comparative basis, Middle Tennessee State University ranked slightly higher than the raw total score national mean of 658 points.²

The percent of attainment for the total institutional score was computed by dividing the obtained score

¹Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (3d ed.; Bloomington, Indiana: n.p., 1967), p. 40.

²Bookwalter and Dollgener, p. 40.

by the total possible score and multiplying the result by 100. The percent of attainment for the total institutional score was 67.4. This was 1.3 percent above the national mean percent of attainment of 66.1.³

AREA SCORES

The area scores were obtained by adding the sub-area components of the score card. Interpretation of these data was based on the conversion of the raw scores to national percentile equivalents and the computation of percents of attainment.

National Percentile Equivalents

The area raw scores, converted to national percentile equivalents,⁴ can be found in Table 1. The area with the highest national percentile equivalent was Area VII, Library-Audio-Visual (83d percentile). The area with the lowest national percentile equivalent was Area IV, The Teaching Act (26).

No area national percentile equivalent fell within the first quartile. The following five areas fell within

³Karl W. Bookwalter, "A Review of Twenty Years of Selected Research on Undergraduate Professional Physical Education in the United States of America" (paper read at the International Association of Higher Institutions of Physical Education convention, December, 1972, Lisbon, Portugal).

⁴Bookwalter and Dollgener, p. 40.

Table 1
Area Raw Scores Converted to National
Percentile Equivalents*

Area	Raw score	National percentile equivalent score
I. General Institutional and Departmental Practices	55	42
II. Staff Standards	78	58
III. Curriculum Policies and Practices	88	64
IV. The Teaching Act	59	26
V. Service Program and Extended Curriculum	57	36
VI. Student Services	66	34
VII. Library-Audio-Visual	78.5	83
VIII. Supplies and Equipment	64	70
IX. Indoor Facilities	74	75
X. Outdoor Facilities	55	42

*Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (3d ed.; Bloomington, Indiana: n.p., 1967), p. 40.

the second quartile: Area IV, The Teaching Act (26); Area VI, Student Services (34); Area V, Service Program and Extended Curriculum (36); Area I, General Institutional and Departmental Practices (42); and Area X, Outdoor Facilities (42). Three areas were within the third quartile: Area II, Staff Standards (58); Area III, Curriculum Policies and Practices (64); and Area VIII, Supplies and Equipment (70). Only two areas were within the fourth quartile: Area IX, Indoor Facilities (75) and Area VII, Library-Audio-Visual (83).

The national percentile equivalents were ranked to show their relationship to the national mean. The ranking can be found in Table 2. The national percentile equivalent scores of the ten score card areas were distributed evenly above and below the national mean. In descending order, the five areas above the national mean were: Area VII, Library-Audio-Visual (83); Area IX, Indoor Facilities (75); Area VIII, Supplies and Equipment (70); Area III, Curriculum Policies and Practices (64); and Area II, Staff Standards (58). The five areas which fell below the national mean, in descending order, were: Area I, General Institutional and Departmental Practices (42); Area X, Outdoor Facilities (42); Area V, Service Program and Extended Curriculum (36); Area VI, Student Services (34); and Area IV, The Teaching Act (26).

Table 2

Rank of the Middle Tennessee State University (MTSU)
Area National Percentile Equivalent Scores
Compared to the National Mean*

Area	MTSU national percentile equivalent scores
VII. Library-Audio-Visual	83
IX. Indoor Facilities	75
VIII. Supplies and Equipment	70
III. Curriculum Policies and Practices	64
II. Staff Standards	58
National Mean -----	50
I. General Institutional and Departmental Practices	42
X. Outdoor Facilities	42
V. Service Program and Extended Curriculum	36
VI. Student Services	34
IV. The Teaching Act	26

*Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (3d ed.; Bloomington, Indiana: n.p., 1967), p. 40.

Percents of Attainment

The percent of attainment for each area was computed by dividing the obtained score by the possible score and multiplying the result by 100. Based on percents of attainment, the areas were ranked from high to low. The ranking can be found in Table 3.

The range in area percents of attainment was from 87.2 percent to 55.0 percent. Area VII, Library-Audio-Visual, had the highest percent of attainment; Area VI, Student Services, had the lowest.

Each of the ten areas had an attainment of 55.0 percent or above. Area VII, Library-Audio-Visual, and Area VIII, Supplies and Equipment, had percents of attainment of 87.2 and 80.0, respectively. Seven of the areas fell within a range from 68.8 percent to 61.1 percent. The remaining area was Area VI, Student Services.

The area percents of attainment for Middle Tennessee State University were compared to ranked area national percents of attainment.⁵ These comparisons can be found in Table 4.

Nationally, Area IV, The Teaching Act, ranked first with a 76.4 percent of attainment. This area ranked sixth at Middle Tennessee with a 65.6 percent of attainment.

⁵Bookwalter, "A Review of Twenty Years"

Table 3
Rank of Areas by Percent of Attainment

Area	Rank	Percent of attainment
VII. Library-Audio-Visual	1	87.2
VIII. Supplies and Equipment	2	80.0
I. General Institutional and Departmental Practices	3	68.8
III. Curriculum Policies and Practices	4	67.7
IX. Indoor Facilities	5	67.3
IV. The Teaching Act	6	65.6
II. Staff Standards	7	65.0
V. Service Program and Extended Curriculum	8	63.3
X. Outdoor Facilities	9	61.1
VI. Student Services	10	55.0

The second highest area in the national rankings was Area VII, Library-Audio-Visual, with a 75.5 percent of attainment. At Middle Tennessee State University, this area ranked first with an 87.2 percent of attainment.

Area VI, Student Services, with a 60.9 percent of attainment, and Area X, Outdoor Facilities, with a 59.6 percent of attainment, were ninth and tenth respectively in the national rankings. However, this order was reversed in the Middle Tennessee State University rankings. Area VI, Student Services, with a 55.0 percent of attainment, ranked tenth and Area X, Outdoor Facilities, with a 61.1 percent of attainment ranked ninth.

In the national ranking, a difference of 16.8 percent was found between Area IV, The Teaching Act, which ranked first and Area X, Outdoor Facilities, which ranked last. In comparison, Middle Tennessee State University had a difference of 32.2 percent between Area VII, Library-Audio-Visual, which ranked first and Area VI, Student Services, which ranked last.

Further, these data revealed that none of the area ranked percents of attainment for Middle Tennessee State University coincided with that same area numerical position in the national ranking. However, the highest three areas for Middle Tennessee State University were included in the highest five areas of the national ranking.

Table 4
 Area Percents of Attainment of Middle Tennessee
 State University (MTSU) Compared to Area
 National Percents of Attainment*

Area	Nation- al rank	National percent of attainment	MTSU rank	MTSU percent of attainment
IV. The Teaching Act	1	76.4	6	65.6
VII. Library-Audio-Visual	2	75.5	1	87.2
II. Staff Standards	3	72.9	7	65.0
VIII. Supplies and Equipment	4	71.7	2	80.0
I. General Institutional and Departmental Practices	5	68.5	3	68.8
V. Service Program and Extended Curriculum	6	68.2	8	63.3
III. Curriculum Policies and Practices	7	66.2	4	67.7
IX. Indoor Facilities	8	64.7	5	67.3
VI. Student Services	9	60.9	10	55.0
X. Outdoor Facilities	10	59.6	9	61.1

*Karl W. Bookwalter, "A Review of Twenty Years of Selected Research on Undergraduate Professional Physical Education in the United States of America" (paper read at the International Association of Higher Institutions of Physical Education convention, December, 1972, Lisbon, Portugal).

SUB-AREA SCORES

The sub-area scores were obtained by adding the item scores of the evaluative instrument. Analysis of these data was made on the basis of percents of attainment and comparison to sub-area national percents of attainment.

Percents of Attainment

The percent of attainment for each sub-area was computed by dividing the obtained score by the possible score and multiplying the result by 100. Based on percents of attainment, the sub-areas were ranked from high to low. The rankings can be found in Table 5.

The range in sub-area percents of attainment was from 95.8 percent to 18.2 percent. Sub-area IA, General Policies, had the highest percent of attainment; Sub-area IC, Admission Policies, had the lowest.

In descending order, the ten sub-areas which ranked highest in percent of attainment were: Sub-area IA, General Policies, 95.8; Sub-area VIIA, Library, 92.6; Sub-area VIIIA, General Practices: Supplies, 92.3; Sub-area IXA, General Features: Indoor Facilities, 92.3; Sub-area IB, Professional Affiliations and Accreditation, 91.7; Sub-area IIIIE, Special Professional Techniques, 87.5; Sub-area IXB, Administrative: Indoor Facilities, 87.0; Sub-area IIE,

Professional Status, 81.8; Sub-area XD, Intercollegiate Athletic Facilities, 81.8; and Sub-area VIIIC, Equipment, 81.6.

In descending order, the ten sub-areas which ranked lowest in percent of attainment were: Sub-area IXC, Indoor Instructional-Recreational Facilities, 54.8; Sub-area VIE, Follow-up, 53.3; Sub-area IIIA, General Education, 50.0; Sub-area XB, Service: Outdoor Facilities, 48.1; Sub-area VIB, Health Services, 44.4; Sub-area VIC, Housing, 42.9; Sub-area IIIB, Foundation Sciences, 38.9; Sub-area XC, Intramural Outdoor Facilities, 38.9; Sub-area IIC, Staff Experience, 35.0; and Sub-area IC, Admission Policies, 18.2.

Only seven of the forty score card sub-areas had percents of attainment below 50.0 percent. The remaining thirty-three sub-areas had percents of attainment of 50.0 percent or above.

Comparison to Sub-area National Percents of Attainment

The sub-area percents of attainment for Middle Tennessee State University were compared to ranked sub-area national percents of attainment.⁶ These comparisons can be found in Table 6.

⁶Bookwalter, "A Review of Twenty Years"

Table 5
Rank of Sub-areas by Percent of Attainment

Sub-area	Rank (N=40)	Percent of attainment
IA. General Policies	1	95.8
VIIA. Library	2	92.6
VIIIA. General Practices: Supplies	3.5	92.3
IXA. General Features: Indoor Facilities	3.5	92.3
IB. Professional Affiliations and Accrediment	5	91.7
IIIE. Special Professional Techniques	6	87.5
IXB. Administrative: Indoor Facilities	7	87.0
IIE. Professional Status	8.5	81.8
XD. Intercollegiate Athletic Facilities	8.5	81.8
VIIIC. Equipment	10	81.6
VIIB. Audio-Visual Aids	11	79.2
ID. General Departmental Practices	12	77.3
IIID. Special Professional Theory	13	76.7
VC. Intercollegiate Athletics	14	75.0
XA. General Features: Outdoor Facilities	15	73.9

Table 5 (continued)

Sub-area	Rank (N=40)	Percent of attainment
IIB. Staff Qualifications	16.5	72.7
IIIC. General Professional Education	16.5	72.7
VIIIB. Supplies	18	72.4
IVD. Evaluation	19	70.6
VIA. Recruitment	20.5	70.0
VID. Placement	20.5	70.0
IIA. Number: Staff	22.5	66.7
IVB. Planning: The Teaching Act	22.5	66.7
IVC. Teaching Techniques	24	65.7
IID. Teaching Load	25	65.4
VA. Service Program	26	63.3
IVA. Personality of Instructors	27	60.0
IXD. Service: Indoor Facilities	28	59.4
VB. Intramural Program	29	57.7
VD. Recreational Activities	30	57.1
IXC. Indoor Instructional- Recreational Facilities	31	54.8
VIE. Follow-up	32	53.3
IIIA. General Education	33	50.0
XB. Service: Outdoor Facilities	34	48.1

Table 5 (continued)

Sub-area	Rank (N=40)	Percent of attainment
VIB. Health Services	35	44.4
VIC. Housing	36	42.9
IIIB. Foundation Sciences	37.5	38.9
XC. Intramural Outdoor Facilities	37.5	38.9
IIC. Staff Experience	39	35.0
IC. Admission Policies	40	18.2

Nationally, Sub-area IB, Professional Affiliations and Accrediment, ranked first with an 86.5 percent of attainment. This sub-area ranked fifth at Middle Tennessee State University with a 91.7 percent of attainment. The second highest sub-area in the national ranking was Sub-area IVA, Personality of Instructors, with an 85.5 percent of attainment. At Middle Tennessee State University, this sub-area ranked twenty-seventh with a 60.0 percent of attainment.

In the national ranking, a difference of 48.8 percent was found between Sub-area IB, Professional Affiliations and Accrediment, which ranked first and Sub-area VIE, Follow-up, which ranked last. In comparison, Middle Tennessee State University had a difference of 77.6 percent between Sub-area IA, General Policies, which ranked first and Sub-area IC, Admission Policies, which ranked last.

Further, these data revealed that none of the sub-area ranked percents of attainment for Middle Tennessee State University coincided with that same sub-area numerical position in the national ranking. However, five of the highest sub-areas of Middle Tennessee State University were included in the highest ten sub-areas of the national ranking.

Table 6

Sub-area Percents of Attainment of Middle Tennessee State University
(MTSU) Compared to Sub-area National Percents of Attainment*

Sub-area	National rank (N=40)	National percent of attainment	MTSU rank (N=40)	MTSU percent of attainment
IB. Professional Affiliations and Accrediment	1	86.5	5	91.7
IVA. Personality of Instructors	2	85.5	27	60.0
VIIIA. General Practices: Supplies	3	84.8	3.5	92.3
VIA. Recruitment	4	81.6	20.5	70.0
VID. Placement	5	79.6	20.5	70.0
IA. General Policies	6	77.2	1	95.8
VIIA. Library	7	76.7	2	92.6
VIIIB. Supplies	8	76.5	18	72.4
IIIE. Special Professional Techniques	9	76.3	6	87.5
IIID. Special Professional Theory	10	75.2	13	76.7
IIE. Professional Status	11	75.0	8.5	81.8
IVB. Planning: The Teaching Act	12	74.8	22.5	66.7

Table 6 (continued)

Sub-area	National rank (N=40)	National percent of attainment	MTSU rank (N=40)	MTSU percent of attainment
IVD. Evaluation	13	74.3	19	70.6
VB. Intramural Program	14	72.3	29	57.7
VIIB. Audio-Visual Aids	15	72.1	11	79.2
IIIC. General Professional Education	16	71.3	16.5	72.7
IVC. Teaching Techniques	17	70.3	24	65.7
XA. General Features: Outdoor Facilities	18	69.5	15	73.9
IID. Teaching Load	19	69.4	25	65.4
VC. Intercollegiate Athletics	20	67.1	14	75.0
IXA. General Features: Indoor Facilities	21	66.9	3.5	92.3
IIB. Staff Qualifications	22	66.8	16.5	72.7
IIC. Staff Experience	23	65.7	39	35.0
VD. Recreational Activities	24	65.1	30	57.1
VIB. Health Services	25.5	64.5	35	44.4

Table 6 (continued)

Sub-area	National rank (N=40)	National percent of attainment	MTSU rank (N=40)	MTSU percent of attainment
IXB. Administrative: Indoor Facilities	25.5	64.5	7	87.0
VIIIC. Equipment	27	62.5	10	81.6
ID. General Departmental Practices	28	61.0	12	77.3
VA. Service Program	29	60.5	26	63.3
XD. Intercollegiate Athletic Facilities	30	59.9	8.5	81.8
IXD. Service: Indoor Facilities	31	59.3	28	59.4
XB. Service: Outdoor Facilities	32	58.2	34	48.1
XC. Intramural Outdoor Facilities	33	58.0	37.5	38.9
IIIB. Foundation Sciences	34	54.4	37.5	38.9
IIIA. General Education	35	54.1	33	50.0
IIA. Number: Staff	36	51.7	22.5	66.7

Table 6 (continued)

Sub-area	National rank (N=40)	National percent of attainment	MTSU rank (N=40)	MTSU percent of attainment
VIC. Housing	37	48.8	36	42.9
IC. Admission Policies	38	47.9	40	18.2
IXC. Indoor Instructional-Recreational Facilities	39	39.3	31	54.8
VIE. Follow-up	40	37.7	32	53.3

*Karl W. Bookwalter, "A Review of Twenty Years of Selected Research on Undergraduate Professional Physical Education in the United States of America" (paper read at the International Association of Higher Institutions of Physical Education convention, December, 1972, Lisbon, Portugal).

ITEM SCORES

Percents of attainment for each of the 318 score card items were computed by dividing the obtained score by the possible score and multiplying the result by 100. Based on percents of attainment, the items were ranked from high to low within the sub-area of which it was a component. The results of this analysis can be found in Appendix B.

Further, these data revealed 100.0 percent of attainment for 159 of the 318 score card components. Seventy-one had a percent of attainment below 50.0 percent. Of these, forty-nine had zero percent of attainment. The seventy-one items which had a percent of attainment below 50.0 percent were used as the basis for recommendations for program improvement.

SUMMARY

The total institutional score was 674.5 of a possible 1,000 points. The percent of attainment for the total institutional score was 67.4 percent which was 1.3 percent above the national mean.

Area VII, Library-Audio-Visual, had the highest national percentile equivalent. The area with the lowest national percentile equivalent was Area IV, The Teaching Act. Area VII, Library-Audio-Visual, ranked first in

percent of attainment. The area with the lowest percent of attainment was Area VI, Student Services.

Sub-area IA, General Policies, ranked first in percent of attainment. The sub-area with the lowest percent of attainment was Sub-area IC, Admission Policies. Thirty-three of the sub-areas of the score card had percents of attainment of 50.0 percent or above.

Of the 318 score card components, analysis revealed seventy-one items from which recommendations for program improvement could be made.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This study was designed to evaluate the status of the undergraduate professional program in physical education at Middle Tennessee State University. The Bookwalter-Dollgener score card (third edition) was selected as the evaluative instrument.

As a result of interviews, observations, and personal research, a score card rating of zero, minimal, good, or excellent was assigned for each of the 318 items. The item scores were added to obtain the sub-area scores, the sub-area scores were added to obtain the area scores, and, finally, the area scores were added to obtain the total institutional score.

The raw total score and raw area scores were converted to national percentile equivalents. The area national percentile equivalents were ranked to show their relationship to the national mean.

Percents of attainment were computed for items, sub-areas, areas, and the total institutional score. Areas and sub-areas were ranked based on percents of attainment. In addition, they were compared to national percents of

attainment. An item analysis using percents of attainment was made to determine the need for short range program improvements.

CONCLUSIONS

Based upon the findings of this evaluation, the following conclusions appear warranted:

1. The raw total institutional score was slightly higher than the raw total score national mean.

2. The percent of attainment for the total institutional score was slightly above the national mean percent of attainment.

3. Area VII, Library-Audio-Visual, had the highest national percentile equivalent.

4. Area IV, The Teaching Act, had the lowest national percentile equivalent.

5. Area VII, Library-Audio-Visual, ranked first in percent of attainment.

6. Area VI, Student Services, ranked last in percent of attainment.

7. Each of the ten score card areas had a percent of attainment of 55.0 percent or higher.

8. Sub-area IA, General Policies, ranked first in percent of attainment.

9. Sub-area IC, Admission Policies, ranked last in percent of attainment.

10. Thirty-three of the forty sub-areas had percents of attainment of 50.0 percent or higher.

11. Seven of the forty score card sub-areas fell below 50.0 percent of attainment.

12. One hundred fifty-nine of the 318 score card items had 100.0 percent of attainment.

13. Forty-nine of the 318 score card items had zero percent of attainment.

14. Seventy-one of the 318 score card items had percents of attainment below 50.0 percent.

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

The following recommendations for program improvement are made on the basis of standards set forth in the Bookwalter-Dollgener score card (third edition). Recommendations are made only for score card areas and sub-areas which had items with a percent of attainment below 50.0 percent.

Area I, General Institutional and Departmental Practices

1. General admission standards should be upgraded by requiring prospective students to: (a) have character references, (b) present a record of graduation from an accredited high school, and (c) pass an entrance examination.

2. Prospective students should either be in the upper 50 percent of their graduating class or meet a given standard intelligence quotient.

3. Prospective students should be required to pass either an oral or a written English examination.

4. A program should be designed and implemented to eliminate unqualified students from the professional physical education curriculum.

Area II, Staff Standards

1. Additional stenographic and clerical staff should be added to expedite correspondence, test construction, reports, mimeographing, and the like.

2. Consideration should be given to hiring new faculty members who hold the earned doctoral degree.

3. Those faculty members who teach methods courses should have taught at least two years in the public schools in the area of their assignment.

4. Faculty members who serve as consultants or supervising teachers should have had a minimum of five years teaching experience at the level and in the subject for which they are responsible.

5. Consideration should be given to hiring new faculty members from a variety of institutions to insure diversity within the department.

6. The supervision of student teachers in professional physical education should be assigned to faculty members within the department. Their load should be distributed equitably between student and duty assignments.

7. Staff members should be encouraged to participate more in community activities.

Area III, Curriculum Policies and Practices

1. The number of hours devoted to the general education requirement should be increased.

2. Course requirements should be added in the area of the humanities.

3. The anatomy-physiology requirement should be re-designed either by separating the course or by increasing the number of credit hours assigned to the course as it now exists.

4. Physiology of exercise should be required.

5. The number of hours required in full time participation in student teaching or field work should be increased.

Area IV, The Teaching Act

1. Faculty members should be encouraged to administer and utilize the results of self-evaluation and student-evaluation techniques.

Area V, Service Program and
Extended Curriculum

1. The number of days per week required for the service program should be increased.
2. More emphasis should be given to orienting students to the purposes, policies, and opportunities in the service program.
3. Courses should be provided for beginning, intermediate, and advanced levels of skill.
4. Written lesson plans should be utilized in the service program.
5. No substitutes should be allowed to replace the physical education requirement.
6. Provisions should be made to increase participation in the intramural program.
7. A coordinating committee representing both students and staff should be organized to formulate intramural policies.
8. An intramural handbook which includes the philosophy, policies, activities, and current records of the program should be published regularly.
9. Students should be required to have a health examination and receive a physician's permit before they are allowed to participate in the intramural program.
10. Consideration should be given to the possibility of centering all physical activities, including

intercollegiate athletics, in one department under one person who is designated as chairman of the department of physical education.

11. Adapted physical extracurricular activities should be provided by the department for those students who are handicapped.

12. A recreation council which includes student representatives should be organized to assist in planning a recreational program for the department.

Area VI, Student Services

1. A complete cumulative record for every student should be maintained and utilized in counseling.

2. Students should be encouraged to confer frequently with their advisors during the semester.

3. A full-time physician, dietician, additional nurses, and adequate attendants should be employed to improve the services provided by the health center.

4. A complete health record should be maintained for each student throughout his college career.

5. The University should enter into a working agreement with the local hospital to handle emergencies.

6. The number of beds in the health center should be increased.

7. The number of separate housing units for married students should be increased.

8. Standards for off-campus housing should be published and enforced.

9. Off-campus housing should be approved and inspected annually.

10. Up-to-date personnel records should be maintained for each active graduate and student. The applicants should assist in the preparation of these records.

11. The local placement office should cooperate with state and professional placement agencies by making available the records of students.

12. More emphasis should be placed on in-service education and teacher counseling services.

13. A specific person should be assigned the duty of coordinating the efforts to follow-up graduates of the professional physical education program.

14. In-service education findings should be included as part of the cumulative record of former students.

Area VII, Library-Audio-Visual

1. A departmental library should be readily available and properly serviced.

2. A staff member should be placed in charge of the audio-visual aids within the department.

Area VIII, Supplies and Equipment

1. Towels and liquid (or individual) soap should be provided for each program participant each day.
2. Adequate facilities and equipment should be provided which would supplement instructional opportunities in bowling, aerial darts, baseball, and tennis.
3. Wrestling mats should be provided in adequate numbers to meet instructional, intramural, and intercollegiate needs.
4. Lane cork-lines should be available during swimming contests.
5. Pianos should be made available for both instructional and social purposes.
6. Sewing machines and cleaning and pressing equipment should be made available for costume making and repair.

Area IX, Indoor Facilities

1. Adequate and properly located ticket offices should be installed for athletic contests.
2. Consideration should be given to the installation of an additional swimming pool which would provide facilities for both men's and women's classes and extracurricular activities.
3. Adequate numbers of official handball and squash courts should be installed.

4. A conveniently located recreational game room should be provided within the department.

5. An adapted-remedial physical education room conveniently located with respect to the service facilities should be provided.

6. Provisions should be made for the renovation of the women's locker facilities.

7. Towel rooms with attendants, in or adjacent to each locker room, should be provided to furnish a clean towel for each student at each class period.

Area X, Outdoor Facilities

1. Archery ranges, riflery ranges, and other similar hazardous areas, which are adequate in number, should be fenced and banked for safety and control.

2. An eighteen hole golf course with chipping and putting greens which would meet instructional, intramural, and intercollegiate needs should be installed and maintained.

3. Provisions should be made for the equitable assignment of areas and class schedules between the men's and women's divisions of the department.

4. The intramural budget should be increased to provide for proper maintenance of outdoor areas.

5. Popular major sports areas should have ample seating facilities and adequate lighting for late afternoon contests.

6. The outdoor track should be resurfaced, properly fenced, properly drained, and maintained. The 220 straightaway should be reinstalled.

RECOMMENDATIONS FOR FUTURE STUDIES

Based upon this application of the Bookwalter-Dollgener score card (third edition), the following recommendations for future studies should be considered:

1. The Bookwalter-Dollgener score card should be revised.

2. The undergraduate professional program in physical education at Middle Tennessee State University should be reevaluated periodically by utilizing a current edition of the Bookwalter-Dollgener score card.

APPENDICES

APPENDIX A
RECORDING FORM

RECORDING FORM

Bookwalter-Dollgener Score Card for Undergraduate
Professional Programs in Physical Education

Institution: _____

Address: _____

Professional Physical Education
is administered in this in-
stitution as follows:

Administrator(s) and Title(s):

Persons interviewed: _____

Date: _____

Institution Enrollment:

- I - 0 - 999 _____
- II - 1000 - 4999 _____
- III - 5000 - 9999 _____
- IV - 10000 - 19999 _____
- V - 20000 - up _____

Type Program:

- A - Has College of P.E. _____
- B - Has University Status _____
- C - Teachers College chiefly _____
- D - Liberal Arts College _____

Type of Support:

- 1. Public _____
- 2. Private _____

Other Professional Physical
Education data:

- 1. Undergraduate Enrollment
Women _____ Men _____
Total _____
- 2. Graduate Enrollment
Women _____ Men _____
Total _____
- 3. Accreditation:
State Dept. _____
Regional Agency _____
National Agency _____
- 4. Other: _____

Evaluator(s): _____

Total Score _____ 1,000

I. General Institutional and Departmental Practices	II. Staff Standards	III. Curriculum Policies and Practices
A. General Policies	A. Number	A. General Education
1. 3	1. 4	1. 6
2. 3	2. 4	2. 4
3. 3	3. 7	3. 4
4. 4 24	4. 5 30	4. 4 28
5. 4	5. 5	5. 4
6. 4	6. 5	6. 6
7. 3	B. Qualifications	B. Foundation Sciences
B. Professional Affiliations and Accreditation	1. 5	1. 6
1. 5	2. 5	2. 3
2. 4 12	3. 4 22	3. 3 18
3. 3	4. 4	4. 3
C. Admissions	5. 4	5. 3
1. 5	C. Experience	C. General Professional Education
2. 6 22	1. 4	1. 6
3. 6	2. 4	2. 6 22
4. 5	3. 4 20	3. 10
D. General Departmental Practices	4. 4	D. Special Professional Education Theory
1. 3	5. 4 26	1. 6
2. 4	6. 5	2. 4 30
3. 5 22	E. Professional Status	3. 20
4. 5	1. 3	E. Special Professional Education Techniques
5. 5	2. 3	1. 6
	3. 3	2. 2
	4. 4 22	3. 6
	5. 3	4. 6 32
	6. 3	5. 6
	7. 3	6. 6

Area Total 80

Area Total 120

Area Total 130

IV. The Teaching Act	V. Service Program and Extended Curriculum	VI. Student Service
A. Personality	A. Service Program	A. Recruitment
1. 3	1. 2	1. 3
2. 4	2. 2	2. 3
3. 3	3. 3	3. 3
4. 4	4. 3	4. 3
5. 3	5. 3	5. 3
6. 3	6. 2	6. 3
	7. 2	7. 2
	8. 3	B. Health Services
	9. 2	1. 6
	10. 2	2. 3
	11. 2	3. 3
	12. 2	4. 2
	13. 2	5. 4
		6. 4
	B. Intramural Program	7. 2
	1. 2	8. 3
	2. 3	9. 3
	3. 2	10. 2
	4. 3	11. 4
	5. 2	C. Housing
	6. 3	1. 3
	7. 2	2. 2
	8. 3	3. 3
	9. 2	4. 3
	10. 2	5. 3
	11. 2	D. Placement
	C. Intercollegiate Athletics	1. 3
	1. 3	2. 3
	2. 3	3. 3
	3. 2	4. 2
	4. 2	5. 2
	5. 2	6. 2
	6. 2	7. 3
	7. 3	8. 2
	8. 3	E. Follow-up
	D. Recreational Activities	1. 3
	1. 3	2. 3
	2. 2	3. 2
	3. 2	4. 3
	4. 3	5. 3
	5. 2	6. 5
	6. 2	7. 2
		8. 3
		9. 4
		10. 2

Area Total 90

Area Total 90

Area Total 120

VII. Library-Audio-Visual	VIII. Supplies and Equipment	
A. Library	A. General Practice	C. Equipment
1. General Features	1. 2__	1. Heavy Equipment
a. 1__	2. 2__	a. 3__
b. 3__	3. 2__	b. 2__
c. 2__	4. 2__ 13__	c. 2__
d. 3__	5. 2__	d. 2__
e. 1__ 15__	6. 1__	e. 2__
f. 2__	7. 2__	f. 1__
g. 2__	Subtotal 13__	g. 1__
h. 1__	B. Supplies	h. 1__
2. Library Services	1. Sports	i. 1__ 23__
a. 2__	a. 1__	j. 1__
b. 2__	b. 2__	k. 1__
c. 2__ 8__	c. 1__	l. 1__
d. 2__	d. 2__	m. 2__
3. Books, Pamphlets	e. 1__	n. 1__
a. 3__	f. 3__	o. 1__
b. 2__	g. 1__	p. 1__
c. 2__ 17__	h. 3__ 21__	2. Rhythms
d. 2__	i. 1__	a. 2__
e. 8__	j. 1__	b. 1__ 3__
4. Periodicals	k. 2__	3. Measurements and Evaluation
a. 2__	l. 1__	a. 1__
b. 12__ 14__	m. 1__	b. 2__
Subtotal 54__	n. 1__	c. 2__
B. Audio-Visual Aids	2. Rhythms	d. 1__
1. General Features	a. 1__	e. 1__
a. 2__	b. 2__ 4__	f. 1__ 12__
b. 2__	c. 1__	g. 1__
c. 2__ 10__	3. Gymnastics	h. 1__
d. 2__	a. 1__	i. 1__
e. 2__	b. 3__ 4__	j. 1__
2. Instructional	Subtotal 29__	Subtotal 38__
a. 2__		
b. 2__		
c. 2__ 10__		
d. 2__		
e. 2__		
3. Equipment, etc.		
a. 3__		
b. 2__		
c. 3__		
d. 2__ 16__		
e. 2__		
f. 3__		
g. 1__		
Subtotal 36__		
Area Total 90__	Area Total 80__	

IX. Indoor Facilities

A. General Features

1. 5___
2. 4___ 13___
3. 4___

B. Administrative

1. 4___
2. 4___
3. 4___
4. 3___ 23___
5. 3___
6. 3___
7. 2___

C. Instructional-Recreational

1. 6___
2. 8___
3. 4___
4. 5___
5. 4___ 42___
6. 4___
7. 5___
8. 6___

D. Service

1. 4___
2. 6___
3. 3___
4. 3___
5. 3___ 32___
6. 3___
7. 6___
8. 4___

Area Total 110___

X. Outdoor Facilities

A. General Features

1. 5___
2. 5___
3. 4___
4. 3___ 23___
5. 3___
6. 3___

B. Service

1. 6___
2. 3___
3. 3___
4. 5___ 27___
5. 3___
6. 3___
7. 4___

C. Intramural

1. 5___
2. 4___
3. 3___ 18___
4. 3___
5. 3___

D. Intercollegiate

1. 5___
2. 3___
3. 4___ 22___
4. 4___
5. 6___

Area Total 90___

Total Score _____ 1,000

APPENDIX B
ITEM ANALYSIS

Table 7

Possible Score, Obtained Score, and Percent of Attainment
for Area I, General Institutional and Departmental
Practices: Sub-area A, General Policies*

Seven items of Area I, Sub-area A	Possible score	Obtained score	Percent of attainment by rank
A well formulated statement of institutional aims, objectives, and philos- ophy is published and readily available. (1)	3	3	100.0
All departments or schools cooperate for courses and leadership. (2)	3	3	100.0
Departments or schools and students are represented in institutional policy making. (3)	3	3	100.0
Definite policies on salary, promotion, leaves, and tenure exist and are available. (4)	4	4	100.0
A minimum number of credit hours is required for graduation. (5)	4	4	100.0
The institution requires the student to maintain at least a "C" average in all college work. (6)	4	4	100.0
A minimum of two years (60 hours) is required in residence for the bacca- laureate. (7)	3	2	66.7

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 8

Possible Score, Obtained Score, and Percent of Attainment
for Area I, General Institutional and Departmental
Practices; Sub-area B, Professional
Affiliations and Accreditation*

Three items of Area I, Sub-area B	Possible score	Obtained score	Percent of attainment by rank
Institution is an accredited member of a recognized association of higher educational institutions. (1)	5	5	100.0
The institution is approved by the state department of education, for training physical education teachers in public schools. (2)	4	4	100.0
The institution is a member of its national, state, or sectional athletic association. (3)	3	2	66.7

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 9

Possible Score, Obtained Score, and Percent of Attainment
for Area I, General Institutional and Departmental
Practices: Sub-area C, Admissions*

Four items of Area I, Sub-area C	Possible score	Obtained score	Percent of attainment by rank
Student must pass the health examinations. (2)	6	4	66.7
The student must have character references, present a record of graduation from an accredited high school for admission, and pass entrance examination. (1)	5	0	0.0
Students' intelligence quotient must meet a given standard. (3)	6	0	0.0
Students must pass an oral or written English examination. (4)	5	0	0.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 10

Possible Score, Obtained Score, and Percent of Attainment
for Area I, General Institutional and Departmental
Practices: Sub-area D, General Departmental
Practices*

Five items of Area I, Sub-area D	Possible score	Obtained score	Percent of attainment by rank
Objectives sought include organic, skill, intel- lectual, and professional development. (2)	4	4	100.0
Testing of acceptable motor skills and physical fit- ness required of all students. (3)	5	5	100.0
A departmental committee gives annual or contin- uous consideration to curriculum needs. (5)	5	5	100.0
A statement of objectives for the department is published and available. (1)	3	2	66.7
The unqualified are elimi- nated from the professional physical education curricu- lum. (4)	5	1	20.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 11

Possible Score, Obtained Score, and Percent of Attainment
for Area II, Staff Standards: Sub-area A, Number*

Six items of Area II, Sub-area A	Possible score	Obtained score	Percent of attainment by rank
Adequate time is allotted for the administrator of the professional physical education division for constructive leadership. (2)	4	4	100.0
Adequate number of full time staff members is assigned to the instruction duties of the recommended curriculum for the professional physical education division. (3)	7	7	100.0
Staff members are adequate to maintain proper class size (not over 35 in a class; special classes in proportion). (4)	5	3	60.0
Adequate maintenance and sanitation personnel are provided at all times. (6)	5	3	60.0
A full time staff member is assigned as the head of the physical education department or school with his instruction and research limited. (1)	4	2	50.0
Adequate stenographic and clerical staff are provided to properly expedite correspondence, test construction, reports, mimeographing, and the like. (5)	5	1	20.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 12

Possible Score, Obtained Score, and Percent of Attainment
for Area II, Staff Standards: Sub-area B,
Qualifications in Their Major Field*

Five items of Area II, Sub- area B	Possible score	Obtained score	Percent of attainment by rank
All teachers on the staff hold at least the master's degree. (2)	5	5	100.0
Faculty members, especially those with a baccalaureate or master's degree, are stimulated to systematically advance by graduate study and travel. (4)	4	4	100.0
The head of the school or de- partment holds a doctor's degree with a major in this field. (5)	4	4	100.0
All of the staff hold a bachelor's degree with major in the field of their instructional duties. (3)	4	2	50.0
The majority of the pro- fessional physical edu- cation staff holds the doctoral degree. (1)	5	1	20.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 13

Possible Score, Obtained Score, and Percent of Attainment
for Area II, Staff Standards: Sub-area C, Experience*

Five items of Area II, Sub- area C	Possible score	Obtained score	Percent of attainment by rank
Most of the instructional staff have taught in their field in the secondary and/or elementary level. (1)	4	2	50.0
A planned program of in-service training for the staff exists. (5)	4	2	50.0
Methods teachers have taught at least 2 years in the public schools in the area of their methods courses. (2)	4	1	25.0
Consultants or supervising teachers have had a minimum of 5 years teaching experience at the level and in subject which they supervise. (3)	4	1	25.0
There is a diversity of institutions from which the faculty members have earned their degrees. (4)	4	1	25.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 14

Possible Score, Obtained Score, and Percent of Attainment
for Area II, Staff Standards: Sub-area D,
Teaching Load*

Six items of Area II, Sub- area D	Possible Score	Obtained Score	Percent of attainment by rank
Administrative, academic advising, personal counseling, research, assigned non-instructional, and committee duties are considered in determining teaching load. (1)	4	4	100.0
The teacher load for each instructor is low enough to permit adequate preparation and teaching. (2)	4	4	100.0
Teacher hours per week do not exceed 15 academic or 20 activity hours per week. (3)	5	5	100.0
Not over three hours of academic instruction are assigned any day. (4)	4	2	50.0
Extracurricular duties are assigned so as to equalize staff responsibilities. (5)	4	2	50.0
Student teaching supervisors have equitable student and duty assignments. (6)	5	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 15

Possible Score, Obtained Score, and Percent of Attainment
for Area II, Staff Standards: Sub-area E,
Professional Status*

Seven items of Area II, Sub-area E	Possible score	Obtained score	Percent of attainment by rank
Staff members are affiliated with their appropriate state and/or national special professional organizations. (1)	3	3	100.0
Staff members attend, hold office, and otherwise contribute to the meetings and conventions of their organizations. (2)	3	3	100.0
The professional staff participates regularly in publications and research. (4)	4	4	100.0
Department or school full time staff members are given the equitable salaries, ranks, and tenures in keeping with other departments. (5)	3	3	100.0
Within the department, staff members are given salaries, ranks, and tenures equitable to their training, experience, and service. (6)	3	3	100.0
General participation in campus activities and committee work is comparable with other departments. (7)	3	2	66.7
Staff members participate in community agencies and enterprises. (3)	3	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 16

Possible Score, Obtained Score, and Percent of Attainment
for Area III, Curriculum Policies and Practices:
Sub-area A, General Education*

Six items of Area III Sub-area A	Possible score	Obtained score	Percent of attainment by rank
Courses in written and oral communication are required totaling at least 9 or more semester hours. (2)	4	4	100.0
Adequate hours for the outside minor are permitted in the general education requirements. (6)	6	6	100.0
Courses are required in the social sciences amounting to 14 or more semester hours. (3)	4	2	50.0
Courses in the natural or physical sciences or mathematics are required amounting to 14 or more semester hours. (5)	4	2	50.0
Sixty-two or more semester hours must be devoted to general education (non-professional liberal arts and humanities) for graduation. (1)	6	0	0.0
Courses in the humanities are required amounting to 14 or more semester hours. (4)	4	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 17

Possible Score, Obtained Score, and Percent of Attainment
for Area III, Curriculum Policies and Practices:
Sub-area B, Foundation Sciences*

Five items of Area III, Sub-area B	Possible score	Obtained score	Percent of attainment by rank
Applied anatomy (kinesiology) is required. (3)	3	3	100.0
From 12 to 20 semester hours are required in the foundation sciences. (1)	6	4	66.7
Anatomy or a combination of anatomy and physiology in the amount of 6 hours is required. (2)	3	0	0.0
Physiology in the amount of 5 semester hours is required. (4)	3	0	0.0
Physiology of exercise is required. (5)	3	0	0.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 18

Possible Score, Obtained Score, and Percent of Attainment
for Area III, Curriculum Policies and Practices;
Sub-area C, General Professional Education*

Three items of Area III, Sub-area C	Possible score	Obtained score	Percent of attainment by rank
Education and psychology courses amounting to 24 or more semester hours are required for gradua- tion and certifica- tion. (1)	6	6	100.0
General professional educa- tion in addition includes the following courses: **Introduction to Teaching, Philosophy of Education, **Psychology of Learning, **Principles of Education (secondary or elementary), **Methods of Teaching, Adolescent Psychology, Public Relations, 2 points each. (3)	10	8	80.0
Student teaching or field work in an amount of 6 to 10 semester hours is required in full time participation in the school program and extends over at least an eight-week period. (2)	6	2	33.3

*The symbol in parentheses following each entry
denotes the item number in the score card.

**Must be included or indicated points are
subtracted.

Table 19

Possible Score, Obtained Score, and Percent of Attainment
for Area III, Curriculum Policies and Practices:
Sub-area D, Special Professional Theory*

Three items of Area III, Sub-area D	Possible score	Obtained score	Percent of attainment by rank
An organized major of at least 40 semester hours is outlined with proper indication of progression and balance. (1)	6	6	100.0
Theory courses in physical education amount to 28 or more semester hours. (2)	4	4	100.0
Special professional theory courses include the following: **Introduction to Physical Education, History and Principles of Physical Education, Curriculum in Physical Education, **Measurement and Evaluation in Physical Education, **Organization and Administration of Physical Education, Community Recreation, Adaptive or Remedial Physical Education, **First Aid and Safety, Officiating in Sports, **Theory of Coaching. (3)	20	13	65.0

*The symbol in parentheses following each entry denotes the item number in the score card.

**Must be included or indicated points are subtracted.

Table 20

Possible Score, Obtained Score, and Percent of Attainment
for Area III, Curriculum Policies and Practices:
Sub-area E, Special Professional Techniques*

Six items of Area III, Sub-area E	Possible score	Obtained score	Percent of attainment by rank
Activity or technique courses include from 14 to 18 semester hours. (1)	6	6	100.0
Emphasis on physical educa- tion skill activities in first two years (at least 12 semester hours). (2)	2	2	100.0
Individual-dual-recreational sports include: **aquatics, archery, badminton, bowling, golf, handball, tennis, track and field, wrestling. Others. One point each, up to six. (4)	6	6	100.0
Gymnastic activities include: apparatus, calisthenics or free exercises, marching, stunts, tumbling, and indi- vidual athletic events. Others. One point each, up to six. (5)	6	5	83.3
Rhythmic activities include: folk dance, fundamental rhythms, modern dance, social dance, square dance. Others. One point each, up to six. (6)	6	5	83.3
Team sports include: base- ball, basketball, foot- ball, soccer, softball, volleyball. Others. One point each, up to six. (3)	6	4	66.7

*The symbol in parentheses following each entry denotes the item number in the score card.

**Required.

Table 21

Possible Score, Obtained Score, and Percent of Attainment
for Area IV, The Teaching Act: Sub-area A,
Personality of the Instructors*

Six items of Area IV, Sub-area A	Possible score	Obtained score	Percent of attainment by rank
The teachers are emotionally mature, friendly, and considerate, but maintain proper respect and class morale. (1)	3	2	66.7
The teachers have a sense of humor, are enthusiastic about their subjects, and enjoy teaching. (3)	3	2	66.7
The speech of the instructors is properly modulated, clear, pleasant, and without mannerisms. (5)	3	2	66.7
The personal appearance of teachers is neat and actions are pleasing. (6)	3	2	66.7
The teachers evidence a thorough and organized knowledge of their subjects. (2)	4	2	50.0
The teachers are interested in and understand students and their growth. (4)	4	2	50.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 22

Possible Score, Obtained Score, and Percent of Attainment
for Area IV, The Teaching Act: Sub-area B, Planning*

Six items of Area IV, Sub-area B	Possible score	Obtained score	Percent of attainment by rank
There is evidence that daily lessons are planned and that teachers are prepared to teach them. (4)	2	2	100.0
There is evidence that the courses and syllabi are regularly revised and are up to date. (2)	3	2	66.7
Where appropriate, courses are organized on the unit basis with purposes, topical outlines, and guiding questions available. (3)	3	2	66.7
Classes are regularly met in all instances or capable substitutes assigned. (6)	3	2	66.7
Courses of study, syllabi, or course outlines are used for all classes in the department. (1)	5	3	60.0
Instruction involves the integration of pertinent related fields. (5)	2	1	50.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 23

Possible Score, Obtained Score, and Percent of Attainment
for Area IV, The Teaching Act: Sub-area C,
Teaching Techniques*

Ten items of Area IV, Sub-area C	Possible score	Obtained score	Percent of attainment by rank
Group and individual projects are used which promote creative effort and problem solving. (4)	2	2	100.0
There is effective and appropriate use of varied audio-visual aids. (7)	3	3	100.0
Controllable conditions of light, temperature, venti- lation, and acoustics are properly maintained. (9)	3	3	100.0
Teachers are able to explain and clarify difficult or ambiguous aspects of their courses. (2)	3	2	66.7
Discussion, permitting dis- agreement and defense of positions taken, is encouraged. (6)	3	2	66.7
Adequate scope and appropri- ate use of such methods as lecture, discussion, panels, projects, resource people, field trips, reading assign- ments, and testing exist. (5)	5	3	60.0
Assignments are definite, clear, of reasonable length, and purposeful. (1)	4	2	50.0

Table 23 (continued)

Ten items of Area IV, Sub-area C	Possible score	Obtained score	Percent of attainment by rank
The instruction emphasizes synthesis and interpreta- tion rather than reitera- tion. (3)	4	2	50.0
Instructional methods, while geared to the average level, provide for the exceptional students. (8)	4	2	50.0
Student leadership is de- veloped and utilized, especially in technique courses. (10)	4	2	50.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 24

Possible Score, Obtained Score, and Percent of Attainment
for Area IV, The Teaching Act: Sub-area D, Evaluation*

Seven items of Area IV, Sub-area D	Possible score	Obtained score	Percent of attainment by rank
Examinations are given at regular intervals during the courses. (3)	2	2	100.0
Examinations are enhanced by preview and review and are themselves educational experiences. (4)	2	2	100.0
There is evidence that care is used in developing and improving examinations. (5)	2	2	100.0
Measurement and evaluation in classes are based on the objectives sought. (2)	3	2	66.7
Marking procedures are just, follow sound educational practices, and over a period of time approximate the normally expected distri- bution. (6)	3	2	66.7
The department has a total self-evaluation on an objective basis. (7)	2	1	50.0
Self-evaluation and student- evaluation techniques are voluntarily applied by the instructors for their own use. (1)	3	1	33.3

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 25

Possible Score, Obtained Score, and Percent of Attainment
for Area V, Service Program and Extended Curriculum:
Sub-area A, Service Program*

Thirteen items of Area V, Sub-area A	Possible score	Obtained score	Percent of attainment by rank
Number of years required for service program. (2)	2	2	100.0
Activities offer choice of team sports, swimming, in- dividual sports, dance, and gymnastics. (5)	3	3	100.0
Opportunities exist for in- struction in coeducational activities. (6)	2	2	100.0
The program includes adapted physical education for those individuals who are physically handicapped tempo- rarily or permanently. (8)	3	3	100.0
Tests or records used as one basis for credit include: knowledge and understanding, skills, attitudes, fitness, and hygiene. (10)	2	2	100.0
Athletes are not excused from physical education. (11)	2	2	100.0
In the program requirement: the grades are used in honor point rating. (13)	2	2	100.0
The course of study is formu- lated by: students, staff, and director cooperatively participating. (4)	3	2	66.7
Number of days per week re- quired for service pro- gram. (3)	3	1	33.3

Table 25 (continued)

Thirteen items of Area V, Sub-area A	Possible score	Obtained score	Percent of attainment by rank
Students are oriented as to the purposes, policies, and opportunities in the program. (1)	2	0	0.0
Courses are offered for be- ginning, intermediate, and advanced levels. (7)	2	0	0.0
Written lesson plans are used for the service program. (9)	2	0	0.0
Being a veteran (under 25), in military, band, or athletics, credit is not substituted for physical education. None allowed. (12)	2	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 26

Possible Score, Obtained Score, and Percent of Attainment
for Area V, Service Program and Extended Curriculum:
Sub-area B, Intramural Program*

Eleven items of Area V, Sub-area B	Possible score	Obtained score	Percent of attainment by rank
Intramurals are recognized as part of physical education and are organized as part of that department or division. (1)	2	2	100.0
Intramural athletics are centralized under one man who is a member of the department staff and assigned as director of intramural activities. (2)	3	3	100.0
Intramural activities are offered in a wide variety of individual, team, and carry-over sports (softball, basketball, touch football, track and field, golf, swimming, tennis, wrestling, and volleyball). (8)	3	3	100.0
The program includes the use of professional students as managers or officials. (9)	2	2	100.0
The intramural sports are taught in the service program. (10)	2	2	100.0
Intramural athletics are financed by: a fee system or a budget with funds appropriated by the institution for physical education. (7)	2	1	50.0
Intramural officials are trained and paid. (11)	2	1	50.0

Table 26 (continued)

Eleven items of Area V, Sub-area B	Possible score	Obtained score	Percent of attainment by rank
Participants in the intramural program include at least 75% or more of the students. (6)	3	1	33.3
A widely representative coordinating committee of students and staff helps formulate intramural policies. (3)	2	0	0.0
An intramural handbook is regularly published and includes the philosophy, policies, activities, and current records of the program. (4)	3	0	0.0
All students are required to undergo the health examination and receive the physician's permit before they are permitted to participate in the program. (5)	2	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 27

Possible Score, Obtained Score, and Percent of Attainment
for Area V, Service Program and Extended Curriculum:
Sub-area C, Intercollegiate Athletics*

Eight items of Area V, Sub-area C	Possible score	Obtained score	Percent of attainment by rank
All students participating in the program are required to pass a health examination before going into active training. (1)	3	3	100.0
Athletic coaches are employed on full time basis and render capable assistance in other phases of physical education (such as required service courses, intramurals, and professional courses). (3)	2	2	100.0
All athletic monies including gate receipts are considered as school funds, and centralized with the other funds of the institution, with the university or college treasurer. (4)	2	2	100.0
Intercollegiate athletics are financed as far as possible from general funds appropriated for that purpose and from endowments. (5)	2	2	100.0
The institution provides a professionally prepared trainer. (7)	3	3	100.0
The program includes: team sports and a variety of individual and dual sports (carry-over). (8)	3	2	66.7

Table 27 (continued)

Eight items of Area V, Sub-area C	Possible score	Obtained score	Percent of attainment by rank
The institution provides the services of a physician for its athletic teams. (6)	2	1	50.0
All physical activities including intercollegiate athletics are centered in one department, under one man designated as director of physical education or chairman of the department. (2)	3	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 28

Possible Score, Obtained Score, and Percent of Attainment
for Area V, Service Program and Extended Curriculum:
Sub-area D, Recreational Activities*

Six items of Area V, Sub-area D	Possible score	Obtained score	Percent of attainment by rank
The institution provides finances for supporting general extracurricular activities. (2)	2	2	100.0
The institution provides cultural student activities on campus such as opera, theatre, lectures, music, dance, et cetera. (3)	2	2	100.0
The institution provides social and physical activities for all students. (1)	3	2	66.7
The department of physical education provides opportunity for co-recreational activities. (4)	3	2	66.7
The department of physical education provides adapted physical extracurricular activities for those students who are handicapped. (5)	2	0	0.0
A recreational council including student representatives aids in program planning. (6)	2	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 29

Possible Score, Obtained Score, and Percent of Attainment
for Area VI, Student Services: Sub-area A, Recruit-
ment, Selection, Guidance, and Counseling*

Seven items of Area VI, Sub-area A	Possible score	Obtained score	Percent of attainment by rank
Faculty visitation, provision for visitations on the campus by interested stu- dents, and alumni refer- ences recruit potential professional students. (1)	3	3	100.0
Provision is made for personal counseling through divisional or departmental counselors and professional counseling services. (4)	3	3	100.0
The institution maintains an employment, scholarship, and student loan program to aid students. (7)	2	2	100.0
There are student major clubs which orient and profession- alize the students. (2)	3	2	66.7
There is participation of the students with the staff in the diagnostic interpreta- tion of standardized tests and class evaluations. (6)	3	2	66.7
A complete cumulative record is maintained for every student, and utilized in counseling. (3)	3	1	33.3
There are at least three con- ferences with advisors each semester. (5)	3	1	33.3

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 30

Possible Score, Obtained Score, and Percent of Attainment
for Area VI, Student Services: Sub-area B,
Health Services*

Eleven items of Area VI, Sub-area B	Possible score	Obtained score	Percent of attainment by rank
A health center that is adequately equipped, serviced, maintained, and centrally located is available for all students. (1)	6	6	100.0
The center maintains regular office and visiting hours and emergency service. (4)	2	2	100.0
A remedial testing program such as blood, hearing, or vision is available for students. (9)	3	3	100.0
The health center cooperates with service and adapted-restricted program for students by prescription and approval of activities. (10)	2	2	100.0
A general comprehensive insurance plan is provided to offer protection to all students and staff including athletes. (11)	4	2	50.0
A full-time physician is provided for every 500 to 1,000 students enrolled. (5)	4	1	25.0
A complete health record is kept of each student throughout his college life. (2)	3	0	0.0

Table 30 (continued)

Eleven items of Area VI, Sub-area B	Possible score	Obtained score	Percent of attainment by rank
The institution has a working agreement with a local hospital to handle emergencies. (3)	3	0	0.0
The health center provides at least 3 infirmary beds for every 1,000 students. (6)	4	0	0.0
Appropriate diet is pre- pared by a part or full- time dietitian. (7)	2	0	0.0
One full-time nurse and adequate attendants are employed for every 500 students enrolled. (8)	3	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 31

Possible Score, Obtained Score, and Percent of Attainment
for Area VI, Student Services: Sub-area C,
Housing for Students*

Five items of Area VI, Sub-area C	Possible score	Obtained score	Percent of attainment by rank
Costs of housing are moderate, but offer a range to suit individual needs. (5)	3	3	100.0
The institution provides healthful and pleasant campus living conditions for students. (1)	3	2	66.7
Separate housing is pro- vided for married students. (4)	3	1	33.3
For off-campus housing, standards of lighting, heating, ventilation, safety, toilets, bath- ing, and number to room are published and are enforced. (2)	2	0	0.0
Annual inspections and approvals of off-campus housing are made. (3)	3	0	0.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 32

Possible Score, Obtained Score, and Percent of Attainment
for Area VI, Student Services: Sub-area D, Placement*

Eight items of Area VI, Sub-area D	Possible score	Obtained score	Percent of attainment by rank
The placement director has no other responsibilities on the campus. (2)	3	3	100.0
The institution surveys to determine the placement opportunities and secures pertinent information about the positions. (5)	2	2	100.0
The institution assists students in preparation of personnel records, how to apply for position, and proper interview technique and in arranging interviews. (7)	3	3	100.0
Faculty members cooperate in supplying the placement office with pertinent information concerning prospective graduates. (8)	2	2	100.0
There is a central placement office for all graduates and alumni wishing to secure teaching positions and its services are regularly announced. (1)	3	2	66.7
Prospective graduates and alumni are informed concerning teaching opportunities, demands, salaries, and policies of the bureau. (6)	2	1	50.0

Table 32 (continued)

Eight items of Area VI, Sub-area D	Possible score	Obtained score	Percent of attainment by rank
An up-to-date personnel record is maintained for each active graduate and student; applicants assist in their preparation. (3)	3	1	33.3
There is cooperation of the local bureau in providing records to state or pro- fessional placement agencies. (4)	2	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 33

Possible Score, Obtained Score, and Percent of Attainment
for Area VI, Student Services: Sub-area E, Follow-Up
and In-Service Education*

Ten items of Area VI, Sub-area E	Possible score	Obtained score	Percent of attainment by rank
Experimenting with new methods of teaching is encouraged and guided during faculty visitation. (9)	4	4	100.0
Advisory services are provided beginning teachers and high school students who may be interested. (1)	3	2	66.7
Services use the procedures of personal visits, observations, conferences, rating scales, and correspondence. (2)	3	2	66.7
Some forms of public service, reading, committee work, research, travel, and foreign study are some important methods to be suggested during faculty visitation. (8)	3	2	66.7
The institution helps provide direction to the in-service education of the graduate through visitation, extension work, institutes, clinics, workshops, and others. (6)	5	3	60.0
The findings are shared with the school's faculty. (3)	2	1	50.0

Table 33 (continued)

Ten items of Area VI, Sub-area E	Possible score	Obtained score	Percent of attainment by rank
The institution helps students and graduates to understand that professional preparation does not cease with the degree. (7)	2	1	50.0
In-service education is a teacher counseling service which is requested and not conducted by administrative personnel. (5)	3	1	33.3
One or more faculty members devote a major portion of their time to follow-up. (4)	3	0	0.0
The in-service education findings are entered on the graduate cumulative records. (10)	2	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 34

Possible Score, Obtained Score, and Percent of Attainment
for Area VII, Library-Audio-Visual: Sub-area A,
The Library, Part 1, General Features*

Eight items of Area VII, Sub- area A, Part 1	Possible score	Obtained score	Percent of attainment by rank
The general library is centrally located. (a)	1	1	100.0
The school budget and the department budget for library are adequate and fully utilized. (c)	2	2	100.0
Space for library cubicles, work tables, open shelves, and files is adequate and properly lighted, heated, and ventilated. (e)	1	1	100.0
Library facilities, organization, and staffing for ordering, circulation, reference, binding, and cataloging are adequate. (f)	2	2	100.0
The library is approved by some national or regional accrediting agency. (g)	2	2	100.0
The general professional (education) and special professional (departmental) library materials are readily available. (h)	1	1	100.0
The faculty aids in the selection of library materials and are informed of recent acquisitions. (d)	3	2	66.7
A departmental library is readily available and properly serviced. (b)	3	1	33.3

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 35

Possible Score, Obtained Score, and Percent of Attainment
for Area VII, Library-Audio-Visual: Sub-area A,
The Library, Part 2, Library Services*

Four items of Area VII, Sub- area A, Part 2	Possible score	Obtained score	Percent of attainment by rank
Inter-library loan, copying service, microcards or microfilms, and pamphlet packaging are provided. (b)	2	2	100.0
Library staff members are helpful to students and staff. (c)	2	2	100.0
Locating, checking out, and returning of books are speedily done. (d)	2	2	100.0
Instruction is provided on the use of the library. (a)	2	1	50.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 36

Possible Score, Obtained Score, and Percent of Attainment
for Area VII, Library-Audio-Visual: Sub-area A,
The Library, Part 3, Books and Pamphlets*

Five items of Area VII, Sub- area A, Part 3	Possible score	Obtained score	Percent of attainment by rank
The total number of volumes exceeds 200,000. (a)	3	3	100.0
Books in professional educa- tion and in special pro- fessional education are adequate in number, kind, and recency. (b)	2	2	100.0
A variety of courses of study and high school texts is available and grouped. (c)	2	2	100.0
All aspects of the profes- sional library include the more recent references. (d)	2	2	100.0
The breadth of selection of library volumes includes from 6 to 11 texts in each area. (e)	8	8	100.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 37

Possible Score, Obtained Score, and Percent of Attainment
for Area VII, Library-Audio-Visual; Sub-area A,
The Library, Part 4, Periodicals and Annuals*

Two items of Area VII, Sub- area A, Part 4	Possible score	Obtained score	Percent of attainment by rank
Current issues are available on call and are bound annually into volumes. (a)	2	2	100.0
The breadth of coverage is such as to include current periodicals. (b)	12	12	100.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 38

Possible Score, Obtained Score, and Percent of Attainment
for Area VII, Library-Audio-Visual; Sub-area B,
Audio-Visual Aids, Part 1, General Features*

Five items of Area VII, Sub- area B, Part 1	Possible score	Obtained score	Percent of attainment by rank
The audio-visual budget is adequate for equipment, service, and materials. (a)	2	2	100.0
Audio-visual service for classroom instruction is without charge. (d)	2	2	100.0
There is adequate staff for ordering, projection or use, shipping, and maintenance. (c)	2	1	50.0
Instruction is offered in the production and use of audio- visual aids. (e)	2	1	50.0
There is a departmental staff member in charge. (b)	2	0	0.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 39

Possible Score, Obtained Score, and Percent of Attainment
for Area VII, Library-Audio-Visual: Sub-area B,
Audio-Visual Aids, Part 2,
Instructional Materials*

Five items of Area VII, Sub- area B, Part 2	Possible score	Obtained score	Percent of attainment by rank
Slides, films, and filmstrips in physical education are adequate in number and recency. (a)	2	2	100.0
Slides, films, and filmstrips in sports, rhythmic, and gymnastics are adequate in variety, number, and recency. (b)	2	2	100.0
Records for dances and games are adequate in variety, number, and recency. (e)	2	2	100.0
Adequate charts, models, and graphics are readily available. (c)	2	1	50.0
Tape and/or wire recordings are adequate. (d)	2	1	50.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 40

Possible Score, Obtained Score, and Percent of Attainment
for Area VII, Library-Audio-Visual: Sub-area B, Audio-
Visual Aids, Part 3, Equipment and Facilities*

Seven items of Area VII, Sub- area B, Part 3	Possible score	Obtained score	Percent of attainment by rank
Classrooms are equipped for use of audio-visual aids. (a)	3	3	100.0
Quiet rooms are available for preview or use of records and wire and/or tape recordings. (b)	2	2	100.0
A public address system is available and free or at a nominal cost for school activities. (c)	3	3	100.0
Rooms with proper lighting, conditioning, and fire safety are adequate for ordering, repair, and storage of films. (e)	2	2	100.0
Portable screens 60" x 72" or larger are available in adequate numbers. (g)	1	1	100.0
Sound projectors (16mm.), filmstrips, 2" x 2" slide projectors, 3½" x 4" slide projectors, and opaque and overhead projectors are available in adequate numbers. (f)	3	2.5	83.3
Wire or tape recorders are available for instructional use. (d)	2	1	50.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 41

Possible Score, Obtained Score, and Percent of Attainment
for Area VIII, Supplies and Equipment: Sub-area A,
General Practices*

Seven items of Area VIII, Sub- area A	Possible score	Obtained score	Percent of attainment by rank
The equipment and supplies budget for the professional, intramural, intercollegiate and recreation programs is adequate. (1)	2	2	100.0
A central purchasing agent serves all programs but the number and quality of equipment and supplies are determined by the department concerned. (2)	2	2	100.0
Regular and seasonal inspections and inventories of equipment for safety, condition, and number are made. (3)	2	2	100.0
A check-out service provides for recreational use of equipment by students and faculty. (4)	2	2	100.0
Maintenance personnel are assigned to care for, issue, and repair equipment and supplies. (5)	2	2	100.0
Drinking fountains and cuspidors are provided at all appropriate activity areas. (7)	2	2	100.0
Towels and liquid (or individual) soap are provided for each participant each day. (6)	1	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 42

Possible Score, Obtained Score, and Percent of Attainment
for Area VIII, Supplies and Equipment; Sub-area B,
Supplies, Part 1, Sports Supplies*

Fourteen items of Area VIII, Sub-area B, Part 1	Possible score	Obtained score	Percent of attainment by rank
Badminton birds, nets, and rackets are adequate for instruction of an entire class. (c)	1	1	100.0
Basketballs are adequate in number for all instructional uses including practice, and for intramurals and athletics. (e)	1	1	100.0
Footballs are adequate in number for varsity, intramural program, and for service and professional techniques classes. (g)	1	1	100.0
Golf classes are provided so that golf balls and five kinds of clubs are adequate in number for class instruction. (h)	3	3	100.0
Lime markers and slaked lime are available for marking all areas. (i)	1	1	100.0
Handballs are provided for class instruction. (j)	1	1	100.0
Table tennis tables, balls, and paddles are provided in adequate number for instructional and recreational use. (l)	1	1	100.0

Table 42 (continued)

Fourteen items of Area VIII, Sub-area B, Part 1	Possible score	Obtained score	Percent of attainment by rank
Volleyball nets and balls are provided for instruc- tional and intramural needs. (n)	1	1	100.0
Archery bows, arrows, quivers, and targets are provided in numbers assuring not over four at a target. (b)	2	1	50.0
Softballs, bats, essential gloves, and bases are adequate in number for pro- fessional and service classes and for intramural peak loads. (k)	2	1	50.0
Class instruction in bowling is possible with adequate lanes and a reasonable variety of weights of balls. Lockers are available for gear. (f)	3	1	33.3
Aerial darts, paddles, and nets are adequate for instruction of an entire class. (a)	1	0	0.0
Baseballs, gloves, bats, and bases are adequate for an entire class in professional instruction, for intramurals and athletics. (d)	2	0	0.0
Tennis racquets, nets, and balls are provided in adequate numbers for instruction in intramurals. (m)	1	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 43

Possible Score, Obtained Score, and Percent of Attainment
for Area VIII, Supplies and Equipment: Sub-area B,
Supplies, Part 2, Rhythm Supplies*

Three items of Area VIII, Sub- area B, Part 2	Possible score	Obtained score	Percent of attainment by rank
Tape or wire recording spools are provided for class and social use. (a)	1	1	100.0
Records and sheet music are adequate in kind and condi- tion and include current music. (b)	2	2	100.0
Special costumes required for instruction or demonstra- tions are provided by the department. (c)	1	1	100.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 44

Possible Score, Obtained Score, and Percent of Attainment
for Area VIII, Supplies and Equipment: Sub-area B,
Supplies, Part 3, Gymnastic Supplies*

Two items of Area VIII, Sub- area B, Part 3	Possible score	Obtained score	Percent of attainment by rank
An adequate supply of car- bonate of magnesia blocks or rosin powder, and sand- paper is available for class instruction at all times. (a)	1	1	100.0
Safety belts are available for all squads in gymnastic instructional classes. (b)	3	3	100.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 45

Possible Score, Obtained Score, and Percent of Attainment
for Area VIII, Supplies and Equipment: Sub-area C,
Equipment, Part 1, Heavy Equipment*

Sixteen items of Area VIII, Sub- area C, Part 1	Possible score	Obtained score	Percent of attainment by rank
Apparatus includes balance beams, climbing ropes, flying rings, high bars, parallel bars, side horse, spring boards, and trampolines. (a)	3	3	100.0
Apparatus is provided in such numbers as to assure not over 10 members to a squad. (b)	2	2	100.0
Adequate numbers of mats are kept clean and in sufficient variety to provide safety for all apparatus and tumbling. (c)	2	2	100.0
Mat dollies with rubber wheels are available for storing and transporting mats. (d)	2	2	100.0
Basketball goals are cross court as well as length-wise and permit two or three games at one time. (e)	2	2	100.0
Standards for aerial darts, badminton and volleyball, and high jumping are sufficient for the instructional-recreational needs. (f)	1	1	100.0
Weight lifting equipment is flexible and sufficient to meet the needs of the program. (g)	1	1	100.0

Table 45 (continued)

Sixteen items of Area VIII, Sub-area C, Part 1	Possible score	Obtained score	Percent of attainment by rank
An outside telephone is in the pool office for emergencies, especially. (i)	1	1	100.0
Life saving buoys and reach poles are accessible on the pool deck. (j)	1	1	100.0
Pucks and rubber bricks are available for life saving instruction. (k)	1	1	100.0
A canoe is available for life saving tests in the pool. (l)	1	1	100.0
A moisture proof bulletin board is in the natatorium. (o)	1	1	100.0
Flutterboards are available in adequate numbers for a swimming class. (p)	1	1	100.0
Diving boards, 1 and 3 meter, are provided. (m)	2	1	50.0
Wrestling mats are provided in numbers to meet instructional, intramural, and intercollegiate needs. (h)	1	0	0.0
Lane cork-lines are available during contests. (n)	1	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 46

Possible Score, Obtained Score, and Percent of Attainment
for Area VIII, Supplies and Equipment: Sub-area C,
Equipment, Part 2, Rhythms Equipment*

Two items of Area VIII, Sub-area C, Part 2	Possible score	Obtained score	Percent of attainment by rank
Pianos and record players are available where needed for each teaching station, dance instruction, and social purposes. (a)	2	0	0.0
Sewing machines and cleaning and pressing equipment are available for costume making and repair. (b)	1	0	0.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 47

Possible Score, Obtained Score, and Percent of Attainment
for Area VIII, Supplies and Equipment: Sub-area C,
Equipment, Part 3, Measurement and
Research and Equipment*

Ten items of Area VIII, Sub-area C, Part 3	Possible score	Obtained score	Percent of attainment by rank
Anthropometrical calipers, tapes, and weight scales are available for class and research uses. (a)	1	1	100.0
Calculators are available in the department. (c)	2	2	100.0
Flarimeters and spirometers are available. (d)	1	1	100.0
Hand dynamometers are available. (e)	1	1	100.0
Jump and reach boards or leapmeters are available for class instruction or research. (f)	1	1	100.0
Mats, 5' x 12' with lines painted and inches indi- cated, are available for class instruction or research. (g)	1	1	100.0
Push-pull dynamometers for arm strength are available for class instruction or research. (h)	1	1	100.0
Stadiometers are available for all needs. (i)	1	1	100.0
Stop watches are available for class, intramural, and research use. (j)	1	1	100.0
Back and leg lift dynamometers are available for measure- ment and research. (b)	2	1	50.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 48

Possible Score, Obtained Score, and Percent of Attainment
for Area IX, Indoor Facilities: Sub-area A,
General Features*

Three items of Area IX, Sub-area A	Possible score	Obtained score	Percent of attainment by rank
All facilities meet the safety and sanitation measures and are well lighted, ventilated, and heated. (1)	5	5	100.0
The school recreational facilities are available to the community. (3)	4	4	100.0
The different spaces are well equipped and maintained. (2)	4	3	75.0

*The symbol in parentheses following each entry
denotes the item number in the score card.

Table 49

Possible Score, Obtained Score, and Percent of Attainment
for Area IX, Indoor Facilities: Sub-area B,
Administrative*

Seven items of Area IX, Sub- area B	Possible score	Obtained score	Percent of attainment by rank
An adequate office is conveniently located for each director and staff member. (1)	4	4	100.0
Adequate secretarial space and duplicating facilities are conveniently located. (2)	4	4	100.0
Adequate equipment and supply storage is conveniently located. (3)	4	4	100.0
Equipment drying room is adjacent to team and dressing rooms and is adequate. (4)	3	3	100.0
Apparatus storage space is adequate and contiguous to the teaching stations. (5)	3	3	100.0
Adequate custodial space is conveniently located. (6)	3	2	66.7
Adequate and properly located ticket offices are provided. (7)	2	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 50

Possible Score, Obtained Score, and Percent of Attainment
for Area IX, Indoor Facilities: Sub-area C,
Instructional-Recreational*

Eight items of Area IX, Sub-area C	Possible score	Obtained score	Percent of attainment by rank
Classrooms and laboratories of proper size and equip- ment are departmentalized and available in sufficient number for all classes. (1)	6	6	100.0
Sufficient number of adequately lighted and heated gymnasia and teaching stations exist for both the men's and women's departments, at peak load for intramurals and athletics. (2)	8	8	100.0
An adequately large club room with a kitchenette adjoining is located on the first floor and is easily accessible from the outside. (6)	4	4	100.0
One special activity or comba- tives room is available in 40' x 65' x 16' minimum size. (4)	5	3	60.0
Adequate instructional- recreational swimming pools, on ground floor, and properly located with respect to showers are available for both men's and women's classes and extracurricular activities. (8)	6	2	33.3
Adequate number of official handball and squash courts. (3)	4	0	0.0

Table 50 (continued)

Eight items of Area IX, Sub-area C	Possible score	Obtained score	Percent of attainment by rank
One conveniently located recreational game room is provided. (5)	4	0	0.0
An adapted-remedial physical education room conveniently located with respect to service facilities. (7)	5	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 51

Possible Score, Obtained Score, and Percent of Attainment
for Area IX, Indoor Facilities: Sub-area D, Service*

Eight items of Area IX, Sub-area D	Possible score	Obtained score	Percent of attainment by rank
A properly equipped training room adjacent to the team room. (3)	3	3	100.0
Separate team rooms with showers, lockers, and toilets are provided for home and visiting teams. (4)	3	3	100.0
Toilets and washrooms are centrally located in the service facilities and are adequate for the peak load. (6)	3	3	100.0
Officials' and faculty locker rooms are provided with showers and toilets near the staff offices. (5)	3	2	66.7
Shower rooms adjacent to the locker rooms providing at least one shower to each three students at peak load are properly drained, lighted, heated, and ventilated. (7)	6	4	66.7
Locker rooms for the men and women are adjacent to the gymnasias and provide individual lockers and at least eight square feet (exclusive of locker space) per student at peak load. (2)	6	3	50.0

Table 51 (continued)

Eight items of Area IX, Sub-area D	Possible score	Obtained score	Percent of attainment by rank
Towel rooms for the men's and women's departments each are located between the shower and locker rooms with at least nine square feet per student in peak load. (1)	4	1	25.0
Towel rooms with attendants, in or adjacent to each locker room, provide a clean towel for each student at each class period. (8)	4	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 52

Possible Score, Obtained Score, and Percent of Attainment
for Area X, Outdoor Facilities: Sub-area A,
General Features*

Six items of Area X, Sub- area A	Possible score	Obtained score	Percent of attainment by rank
Maintenance, marking, and setting up (seating, nets, archery butts, etc.) are done by service personnel. (2)	5	5	100.0
Separate and adequate parking spaces are available for all programs where necessary, such as baseball, basketball, and football. (3)	4	3	75.0
Outdoor fountain and toilet facilities are conveniently located for all participants and spectators. (4)	3	2	66.7
Grounds are attractively and effectively landscaped. (5)	3	2	66.7
There is one administrator and/or a committee which coordinates the use and development of facilities for all. (6)	3	2	66.7
Courts, fields, and areas are properly oriented, graded, surfaced, drained, and fenced. (1)	5	3	60.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 53

Possible Score, Obtained Score, and Percent of Attainment
for Area X, Outdoor Facilities: Sub-area B, Facilities
for Service and Professional Technique Courses*

Seven items of Area X, Sub-area B	Possible score	Obtained score	Percent of attainment by rank
Organizations, such as band and military, if on campus, have adequate outdoor areas so as not to interfere with class needs. (6)	3	3	100.0
Such areas as badminton, bowling, horseshoes, aerial darts, shuffleboard, table tennis, and tennis courts are available in adequate numbers for instruction in all classes. (7)	4	4	100.0
Areas for hockey, soccer, soft- ball, touch football, volley- ball, and such large area games are adequate for both service and professional classes. (1)	6	4	66.7
Baseball diamonds are available for class instruction when needed. (2)	3	2	66.7
Archery and riflery and similar hazardous areas are fenced and banked for safety and control and are adequate in number. (3)	3	0	0.0
An 18 hole golf course with chipping and putting greens is available for class instruction. (4)	5	0	0.0

Table 53 (continued)

Seven items of Area X, Sub-area B	Possible score	Obtained score	Percent of attainment by rank
Men's and women's departments each have freedom in ad- ministering their class schedules and are equitably provided with areas. (5)	3	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 54

Possible Score, Obtained Score, and Percent of Attainment
for Area X, Outdoor Facilities: Sub-area C,
Intramural Facilities*

Five items of Area X, Sub-area C	Possible score	Obtained score	Percent of attainment by rank
Men's and women's intramural programs each have adequate areas for independent or cooperative scheduling. (3)	3	3	100.0
Open areas for instructional classes are available for intramurals at convenient hours and in adequate numbers for proper scheduling. (1)	5	3	60.0
The intramural budget is adequate to provide proper maintenance of outdoor areas. (5)	3	1	33.3
Popular major sport areas are adequately lighted for late afternoon activity and seating is provided. (2)	4	0	0.0
Golf facilities are available at a nominal fee for intramurals for men and women. (4)	3	0	0.0

*The symbol in parentheses following each entry denotes the item number in the score card.

Table 55

Possible Score, Obtained Score, and Percent of Attainment
for Area X, Outdoor Facilities: Sub-area D,
Intercollegiate Athletic Facilities*

Five items of Area X, Sub-area D	Possible score	Obtained score	Percent of attainment by rank
One standard football field and adequate practice fields are properly main- tained and conveniently located. (1)	5	5	100.0
Baseball diamonds are avail- able and maintained, one meets all conference standards. (3)	4	4	100.0
Other fields are available for varsity use. (4)	4	4	100.0
A stadium with broadcasting facilities and adequate locker, shower, storage, and toilet facilities for both teams. (5)	6	4	66.7
A standard quarter mile track is available with proper fencing, drainage, and maintenance. (2)	3	1	33.3

*The symbol in parentheses following each entry
denotes the item number in the score card.

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