

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

- 1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.**
- 2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.**
- 3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again - beginning below the first row and continuing on until complete.**
- 4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.**
- 5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.**

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106

76-29,065

GARDNER, Paul David, Jr., 1949-
THE STATUS OF PHYSICAL EDUCATION
PROGRAMS IN THE PUBLIC AND PRIVATE TWO-
YEAR COLLEGES OF NORTH CAROLINA WITH
GENERAL EDUCATION AND TRANSFER PROGRAMS.

Middle Tennessee State University, D.A.,
1976
Education, physical

Xerox University Microfilms, Ann Arbor, Michigan 48106

**THE STATUS OF PHYSICAL EDUCATION PROGRAMS
IN THE PUBLIC AND PRIVATE TWO-YEAR
COLLEGES OF NORTH CAROLINA WITH
GENERAL EDUCATION AND
TRANSFER PROGRAMS**

by

Paul David Gardner, Jr.


**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, 1976

THE STATUS OF PHYSICAL EDUCATION PROGRAMS
IN THE PUBLIC AND PRIVATE TWO-YEAR
COLLEGES OF NORTH CAROLINA WITH
GENERAL EDUCATION AND
TRANSFER PROGRAMS

APPROVED:

Graduate Committee:




Major Professor

Second Reader



Higher Education Committee Member



Chairman of the Department of Health, Physical
Education, Recreation and Safety

Dean of the Graduate School

ABSTRACT

THE STATUS OF PHYSICAL EDUCATION PROGRAMS IN THE PUBLIC AND PRIVATE TWO-YEAR COLLEGES OF NORTH CAROLINA WITH GENERAL EDUCATION AND TRANSFER PROGRAMS

By Paul David Gardner, Jr.

The purpose of this study was to determine the status of physical education programs in the public and private two-year colleges of North Carolina with general education and transfer programs. Physical education department heads from twenty-two public and private two-year colleges in North Carolina responded to a questionnaire developed for this study. This response represented a response of 94.1 percent of the total population of two-year colleges in the state that offered general education and transfer programs. The study was conducted in the Spring of 1976.

Responses to the twenty-five questionnaire items were tabulated and reported in terms of raw scores of responses and percentages of responses according to the total survey sample, public or private affiliation of the colleges, and student population of the colleges. Raw scores and percentages were recorded in descriptive

Paul David Gardner, Jr.

statements and in various tables. Responses to questionnaire items revealed information concerning six aspects of the physical education programs at the participating colleges. The six areas of the survey instrument were: (1) General Characteristics of the Institution; (2) General Information: Physical Education Program; (3) Physical Education Curriculum; General and Activity; (4) Articulation: Transfer Between Colleges; (5) Physical Education Curriculum (Professional); and (6) Physical Education Facilities. Conclusions and recommendations were made based on the data obtained from the administration of this questionnaire.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION.	1
STATEMENT OF THE PROBLEM.	8
SIGNIFICANCE OF THE STUDY	8
DELIMITATIONS . . . . .	.10
DEFINITIONS OF TERMS. . . . .	.10
II. REVIEW OF RELATED LITERATURE. . . . .	.11
INTRODUCTION. . . . .	.11
STATUS STUDIES IN PHYSICAL EDUCATION. . . . .	.14
SUMMARY . . . . .	.24
III. METHODS AND PROCEDURES. . . . .	.26
SURVEY SAMPLE . . . . .	.26
INSTRUMENT. . . . .	.28
COLLECTION OF DATA. . . . .	.29
ANALYSIS OF DATA. . . . .	.31
IV. ANALYSIS OF DATA. . . . .	.32
GENERAL CHARACTERISTICS OF THE INSTITUTION. . . . .	.34
GENERAL INFORMATION: PHYSICAL EDUCATION PROGRAM . . . . .	.41
PHYSICAL EDUCATION CURRICULUM: GENERAL AND ACTIVITY. . . . .	.56
ARTICULATION: TRANSFER BETWEEN COLLEGES. . . . .	.69
PHYSICAL EDUCATION CURRICULUM (PROFESSIONAL). . . . .	.70
PHYSICAL EDUCATION FACILITIES . . . . .	.71

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	84
SUMMARY.	84
CONCLUSIONS.	85
RECOMMENDATIONS.	88
APPENDIX A.	93
APPENDIX B.	96
APPENDIX C.	98
APPENDIX D.	101
APPENDIX E.	103
BIBLIOGRAPHY.	111

LIST OF TABLES

TABLE	Page
I. Populations of the Communities in which Responding Colleges were Located	37
II. Academic Calendar Plans Utilized by Colleges Surveyed According to Student Population . . .	39
III. Years General College Transfer Program has been Offered by Responding Colleges According to Public or Private Affiliation and Student Population	42
IV. Types of Degrees held by Physical Education Faculties at the Responding Colleges According to Public or Private Affiliation and Student Population	47
V. Responsibilities, other than Teaching, Required of Physical Education Faculties According to Public or Private Affiliation and Student Population	49
VI. Intercollegiate Athletic Sports offered by Public and Private Colleges Surveyed	51
VII. Intercollegiate Athletic Sports offered by Two-year Colleges Surveyed According to Student Population	52
VIII. Intramural Activities offered by Responding Colleges According to Public or Private Affiliation and for the Total Survey Population	53
IX. Intramural Activities offered by Responding Colleges According to Student Population . . .	54
X. Physical Education Activity Courses for Men, for Women, and Coed Classes offered According to the Public or Private Affiliation of the Two-Year Colleges Surveyed	60
XI. Physical Education Activity Courses for Men, for Women, and Coed Classes offered According to Student Populations of the Two-Year Colleges Surveyed	62

TABLE	Page
XII. Substitutions Allowed for Physical Education Activity Classes According to Public or Private Affiliation and Student Population of Responding Colleges	67
XIII. Physical Education Professional Courses offered by the Two-Year Colleges Surveyed According to Public or Private Affiliation and Total Survey Population	72
XIV. Physical Education Professional Courses Offered by the Two-Year Colleges Surveyed According to Student Population.	73
XV. Physical Education Facilities Available for use by the Two-Year Colleges Surveyed According to Public or Private Affiliation	76
XVI. Physical Education Facilities Available for use by the Two-Year Colleges Surveyed According to Student Population.	77
XVII. Physical Education Facilities Planned or Under Construction According to Public or Private Affiliation and the Total Population of Colleges Surveyed.	81
XVIII. Physical Education Facilities Planned or Under Construction According to the Student Populations of the Two-Year Colleges Surveyed.	82

DEDICATION

This work and all it represents or good it might bring is dedicated to my loving wife, Jill. She is my heart.

CHAPTER I

INTRODUCTION

One of the basic purposes of the original public junior and community colleges was to provide for an extension of the public high school and offer further education to students prior to entering four-year colleges or professions.¹ Although dramatically expanded, the junior and community colleges continue to extol the virtues and values of higher education and strive to provide quality educational programs including liberal and general education, continuing education, community education, and technical-vocational education. The growth and expansion of these two-year institutions has been so great in the last twenty years, some theorists believe that all lower division higher education will eventually be assumed by community and junior colleges.²

Since the late 1950's community colleges have been the central focus of growth in higher education.³ This growth is clearly exemplified by observing the rise of

¹Christopher Jencks and David Riesman, The Academic Revolution (Garden City: Doubleday and Company, 1968), p. 481.

²Lewis B. Mayhew, The Carnegie Commission on Higher Education (San Francisco: Jossey-Boss Publishers, 1973).

³Jencks, P. 482.

average community college enrollments of 500 in 1940 and comparing this to the 1965 average of 2,500 students enrolled.⁴ In addition to enrollment growth, the number of public two-year institutions has risen to 1,600 throughout the country with the need for an additional 230-280 such institutions being seen by 1980.⁵ Although, due to economic problems, private junior colleges have not fared as well as their public counterparts, a substantial number of private two-year institutions continue to provide quality general and liberal education programs.⁶ Even with a slight decline in the number of private junior colleges, a 1968 estimate of students in higher education institutions stated that one-third of those students started their college careers in two-year institutions.⁷

Statistics relate that the majority of students entering junior and community colleges plan to eventually transfer to a four-year college or university. A study conducted in 1966 found that seventy-seven per cent of the men and sixty-five per cent of the women entering two-year public colleges planned to earn a Bachelor's Degree or higher.⁸ With the large number of junior and

⁴Ibid.

⁵Mayhew, p. 150.

⁶Ibid, p. 154.

⁷Ibid, p. 149.

⁸Jencks, p. 487.

community college students planning to transfer to four-year institutions, the need for two-year institutions to develop and provide transferrable curricula becomes an essential objective of these institutions.

Physical education has been considered an important part of the junior and community college curriculum for many years. Even prior to the more recent growth years of the two-year colleges, the 1946-1947 Chicago City Junior College Announcement listed physical education in each of the four semesters of its general college program.⁹ In more contemporary years, the nature of physical education in community and junior colleges has undergone and survived numerous changes and modifications. Such innovations as elective physical education, pass-fail grading options, emphasis on life-time sports, and programmed instruction have all influenced the status of physical education. Despite the many modifications and innovations physical education has maintained considerable stability in the junior and community colleges in this country. In a nation-wide survey conducted in 1970 by Douglas Yarnall, of 448 two-year colleges responding, eighty-one percent required some type of physical education.¹⁰ It would appear that physical education has withstood the forces

⁹The Chicago City Junior College Announcement (Chicago, 1946-1947), p. 17.

¹⁰Douglas Yarnall, "A Survey of Physical Education in Two-year Colleges", The Journal of Health, Physical Education and Recreation, XXXII (April, 1971), p. 81.

of time and change in American junior and community colleges.

Two-year institutions of higher education in the state of North Carolina provide an interesting model for examination in regard to the status of physical education in these two-year institutions. There are a total of 72 colleges and universities within the state of North Carolina, 27 of which are two-year and 45 that are senior institutions.¹¹ Additionally, there exist more than 100 other post-secondary schools including technical institutes, trade schools, business schools, health related schools and religious schools.¹² Of the 27 two-year institutions listed, 17 are public community colleges and 10 are private junior colleges. Each of these 27 two-year colleges provides a recognized and accredited transfer program.¹³ In addition to those institutions currently providing college transfer programs, three technical institutes in the state will begin offering similar transfer programs in the Fall of 1976. These new members to the community college ranks will boost the total number of two-year colleges offering transfer programs from

¹¹Guidelines for Transfer, Recommendations of the Joint Committee on College Student Transfer (The University of North Carolina General Administration, October, 1973), p. 1.

¹²Ibid.

¹³Ibid.

27 to 30. The impact of the two-year colleges on four-year institutions in the state can be seen in 1972 statistics that reveal that of the 9,780 undergraduate transfer students enrolled in North Carolina colleges and universities that year, 3,354, or over one-third, transferred from two-year institutions within the state.¹⁴

With such a high percentage of students transferring from two to four-year colleges in North Carolina, the need for establishing articulation among the institutions of higher education in that state is apparent. In 1972 Joseph Oxendine surveyed four-year colleges and universities throughout the country and found that seventy-four percent of those responding required physical education of all students.¹⁵ Assuming that the four-year institutions of North Carolina agree with Oxendine's findings, one would expect the majority of those institutions to require physical education of their students. If the two-year institutions in North Carolina hope to provide for their students a general education equal to that of the state's four-year institutions, the implication of physical education requirements imposed by the four-year colleges and universities should be considered.

¹⁴Ibid.

¹⁵Joseph Oxendine, "Status of General Instruction Programs of Physical Education in Four-Year Colleges and Universities; 1971-72," American Association for Health, Physical Education, and Recreation Publication (Washington, 1972), p.3.

As the need and desire to improve articulation between the two and four-year institutions increased, the state of North Carolina, in 1965, created the Joint Committee on College Transfer Students.¹⁶ This committee consists of representatives of the North Carolina Association of Junior Colleges, the North Carolina Association of Colleges and Universities, the State Board of Education and the Board of Governors of the University of North Carolina.¹⁷ In 1966 a survey was conducted by the Joint Committee on College Transfer Students to determine the articulation problems that existed in the state. As a result of this survey, a booklet, Guidelines for Transfer, was published in which nine areas were spoken to in terms of general guidelines.¹⁸ The areas included were: admissions, biological sciences, English, foreign languages, humanities, mathematics, physical education, physical science, and social sciences. It was hoped that the Guidelines for Transfer would serve as a base and recommended structure for the development of programs within the various institutions of higher education, and would facilitate the transfer process while continuing

¹⁶Guidelines for Transfer, p. 2.

¹⁷Ibid.

¹⁸Ibid.

to adhere to the needs, goals, and objectives of the individual institutions.¹⁹

With the initial and on-going work of the Joint Committee on College Transfer Students, much progress has been made toward the improvement of articulation and academic communication among institutions of higher education in North Carolina. It must be understood, however, that the Guidelines for Transfer are merely recommendations and do not serve to dictate or determine educational programs in any way. As the Guidelines for Transfer are general in nature, no attempt is made to suggest specific curricular, administrative, or organizational actions to be taken by any institution or department.²⁰ The Joint Committee on College Transfer Students has had, and continues to have, as its goal, the general facilitation of articulation among higher education institutions in North Carolina; therefore, determining the specific status of individual programs relative to the nine areas included within the Guidelines for Transfer has not been an accomplishment of that committee.

Physical education is listed among the nine areas considered by the Guidelines for Transfer. In order to

¹⁹Ibid.

²⁰Ibid.

better identify and understand the problems of articulation as they relate to physical education, the determination of the status of physical education programs in the two-year institutions of North Carolina is needed. Once there is sufficient information concerning these programs, positive action to improve articulation relative to physical education can be taken.

STATEMENT OF THE PROBLEM

The purpose of this study was to examine the status of physical education programs in the public and private two-year colleges of North Carolina that offer transfer programs.

SIGNIFICANCE OF THE STUDY

There are presently twenty-seven two-year colleges in North Carolina that offer transfer programs. This figure represents 36% of all institutions in the state of North Carolina offering collegiate programs. A large number of the students enrolled in these two-year colleges will be registered in transfer programs with plans of eventually entering a four-year college or university in the state. The Joint Committee on College Transfer Students and the Guidelines for Transfer have no regulatory power and, thus, are limited in terms of the assistance

they can provide for transfer students and the higher education institutions that serve transfer students.²¹

Due to the continued growth of enrollment in community colleges and the number of transfer students moving from two to four-year institutions, a need exist for examining the physical education programs in these institutions to determine what differences and similarities may exist.²² To reduce possible confusion between the physical education programs at the two and four-year colleges, separate studies at both levels are indicated as the most reasonable method of research. In a December 19, 1975 interview Mr. Bobby Anderson, Director of College Transfer and General Education for the North Carolina Department of Community Colleges, indicated the need for a study of the status of physical education in the two-year institutions of North Carolina.²³ Mr. Anderson expressed that such a study could provide a basis on which the Joint Committee on College Transfer Students could make future recommendations relative to the physical education programs of higher education in North Carolina. Because the

²¹Ibid, p. 3

²²Jerry R. Thomas, Doyice J. Cotton, and others, "Status of Physical Education in Junior Colleges", Journal Of Health, Physical Education and Recreation, XXXIV (February, 1973), p. 18.

²³Bobby Anderson, personal interview conducted by the writer, (Raleigh, December 19, 1975).

results of this study may provide valuable information for programs of physical education in the institutions of higher education in the state of North Carolina, the study was considered significant.

DELIMITATIONS

1. The study was limited to public and private community and junior colleges in North Carolina.
2. Only those community and junior colleges that offer transfer programs were surveyed.

DEFINITIONS OF TERMS

Public and Private Two-Year Institutions: Those community and junior colleges that offer college transfer programs.

Physical Education Programs: For the purpose of this study, physical education programs were defined to include organization, administration, general and professional curricular offerings, faculty, facilities, intramurals, athletics, budget and finance, and related areas.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

There exists a considerable amount of literature concerning the status of physical education programs in institutions of higher education. However, the vast majority of this literature deals specifically with those programs in four-year colleges and universities. Literature relative to the junior and community college physical education programs is less abundant for several reasons. First, it was not until the late 1950's and early 1960's that the popularity and growth of community colleges began to be evidenced in the United States.¹ Prior to the community college movement of the late fifties, the two-year colleges were generally relegated the role of an extension of the high schools and pre-
cedential to the four-year colleges and universities. Secondly, because the two-year colleges were seen as a source of liberal or general education, the emphasis at these institutions was toward basic, general types of curricula rather than professional preparation. In physical education specifically, the curricular offerings

¹Christopher Jencks and David Riesman, The Academic Revolution (Garden City, New York: Doubleday and Company, 1968), p. 482.

most often consisted of activity courses and foundations or introductory courses that would effectively prepare students for the more advanced professional courses offered at four-year institutions. A third factor that has contributed to the lack of literature relative to junior and community college physical education programs was the lack of diversity that existed in such programs prior to the mid-1960's. With the community college "boom" of the middle and late sixties came an increase in the literature dealing with physical education in two-year institutions. However, this literature continues to be found in less abundance than that for the four-year institutions in terms of quality and quantity.

A review of the literature reveals that most studies of the status of physical education programs concern themselves with an evaluation and rating of these programs. Such evaluative studies can be found for programs at the four-year and two-year levels of higher education institutions. In attempting to evaluate and rate physical education programs, researchers have applied the recommendations for standards developed by noted authorities in the field of physical education. Men such as Oxendine, La Porte, Bucher, and Bookwalter have contributed greatly to the study of programs in physical education over the past twenty years, and in some instances earlier. In 1951, for instance, La Porte listed recommended courses to be included

in the college physical education curriculum.² In addition to recommending activities that hold value for life-time carry over, La Porte recommended that advanced training in a variety of courses be offered in collegiate programs.³ Bucher has written extensively in relation to the organization and administration of physical education programs. Citing college and university physical education programs as the terminal point for formal physical education in the lives of many students, Bucher expressed his concern for the importance of collegiate physical education programs.⁴ Bucher also points to the importance of providing quality physical education programs in the junior colleges in that approximately 70% of the students in these institutions will terminate their formal educations after two years of study.⁵ Joseph Oxendine has conducted numerous status studies of the general instruction programs of physical education in colleges and universities. In 1972 Oxendine published the findings of a status study of the physical education programs in four-year colleges and universities.⁶

²William Ralph La Porte, The Physical Education Curriculum (Los Angeles, California: Parker and Company, 1951).

³Ibid.

⁴Charles A. Bucher, Administration of Health and Physical Education Programs Including Athletics (St. Louis, Missouri: The C. V. Mosby Company, 1971) 5th Ed., p. 170.

⁵Ibid, p. 171.

⁶Joseph Oxendine, "Status of General Instruction Programs of Physical Education in Four-Year Colleges and Universities: 1971-72," a publication of the American Association for Health, Physical Education, and Recreation, Washington, D. C., 1972, p. 1.

The work and concern of these leaders in the field of physical education has structured a basis for continued research relative to the status of physical education programs in higher education institutions.

STATUS STUDIES IN PHYSICAL EDUCATION

As previously noted, the predominance of literature concerning the status of physical education has related to programs in four-year colleges and universities. The majority of the researchers of programs in both the two and four-year institutions have attempted to report the status of physical education in terms of an evaluation and rating of the programs based on the results of an application of evaluative instruments to the programs to be studied. In other studies, though less numerous, individual researchers have developed their own instruments in an attempt to ascertain specific data relative to the status of physical education programs in selected colleges and universities rather than attempt to evaluate or rate these programs.

The evaluation and rating of physical education programs in four-year institutions and two-year colleges have most often been based on the use of two evaluation score cards; (1) The Neilson-Comer-Griffin Score Card, and (2) A Score Card For Evaluating Undergraduate Professional Programs in Physical Education by Bookwalter and Dollgener. The Neilson-Comer-Griffin Score Card was used by Jones in 1967, Miller in 1969, and Bennett in 1971 to evaluate

physical education programs in four-year colleges. Livingston and McClain also studied physical education programs in four-year institutions but utilized A Score Card For Evaluating Undergraduate Professional Programs in Physical Education. Other researchers such as Freeman in 1968, Fairbanks in 1970, Oxendine and Stier in 1971, and Shaw in 1975 developed their own instruments to determine the status of physical education at various four-year colleges and universities.

The literature more specifically relative to the physical education programs in junior and community colleges has taken various forms. The attention of physical educators began to focus on the two-year institutions' programs during the tremendous growth period of the community colleges in the 1960's. As the popularity of community colleges continued into the seventies, the need for closer examinations of the physical education programs in these institutions developed.

One of the first major efforts by physical educators to focus on junior and community college programs appeared in the April, 1965, Journal of Health, Physical Education and Recreation. Eleven physical educators from across the United States wrote a series of brief articles dealing with various aspects and implications of junior and community college physical education. Eiland related that in the 1964-65 academic year, over one million students were enrolled for credit courses in two-year colleges in the

United States.⁷ Miss Eiland continued to state that with the wide diversity of students enrolled in these two-year colleges, an emphasis on coeducation carry-over activities should be provided by physical education programs.⁸ A 1964 survey, conducted by Skimm in New York State community colleges, showed a trend toward placing equal emphasis on carry-over activities and physical fitness programs.⁹ At a 1964 summer conference for two-year institutions of New York, guidelines for physical education programs for community colleges were developed. These guidelines stated that, "Physical education programs in two-year colleges should provide an opportunity for all students to develop skills in carry-over activities and develop an appreciation for physical fitness."¹⁰

Shenk, in 1965, cited the role of the community--junior college in professional preparation in physical education by referring to the 1962 report of the National Conference on Professional Preparation in Health, Physical

⁷Helen Jane Eiland, "Emphasis in the Junior College Physical Education Programs Should Be On Carry-Over Physical Recreation Activities," Journal of Health, Physical Education and Recreation, 36:4, April 1965, p. 35.

⁸Ibid.

⁹Richard Skimm, "Physical Education in Junior College," Journal of Health, Physical Education, and Recreation, 36:4, April, 1965, p. 37.

¹⁰Ibid.

Education, and Recreation Education published by the American Association for Health, Physical Education and Recreation.¹¹ This report generally stated that although the freshman and sophomore years were usually devoted to general education, the inclusion of foundations courses to develop skills, knowledge, attitudes, and understandings of physical education should be offered in two-year colleges.¹²

Again in 1965, Doornbos spoke of the need for greater parallelism between freshman and sophomore professional preparation courses in physical education offered at the junior-community colleges and those offered at the four-year institutions.¹³ Skimm also discussed the importance of the two and four-year institutions to communicate and articulate, transfer physical education curricular offerings more effectively.¹⁴ The problems associated with transfer have been experienced for many years by students seeking to move from the two-year colleges to four-year institutions. Doornbos and Skimm gave early warnings to

¹¹Henry A. Shenk, "The Junior College Program Should Include the Beginnings of Professional Preparation for Future Physical Education Teachers," Journal of Health, Physical Education, and Recreation, 36:4, April 1965, p. 39

¹²Ibid.

¹³Roy Doornbos, "Facilities and Program for Junior College Physical Education," Journal of Health, Physical Education, and Recreation, 36:4, April 1965, p. 43.

¹⁴Skimm, p. 46.

physical educators in higher education to work toward unified and consistent programs of activities and professional preparation that would reduce transfer problems.

The need for effective articulation, between junior colleges and four-year institutions offering professional preparation programs in physical education was the subject of a 1967 article by Snyder.¹⁵ Snyder pointed to the fact that little consistency exist among the professional preparation programs of four-year institutions, and this lack of consistency compounds the problems of transfer that students of two-year institutions must encounter. It is expressed that professional preparation courses should be available to junior and community college students, but care should be taken to insure that these courses are not overly advanced or technical.¹⁶

Although less numerous than those for the four-year institutions, status studies of physical education programs in two-year colleges and universities have been reported. In 1967, Ward studied the physical education, intramural, and recreation programs in the Kentucky Community College System in order to formulate guidelines for the improvement of existing programs and the establishment of future

¹⁵Raymond A. Snyder, "The Junior College Program," Journal of Health, Physical Education, and Recreation, 38:5, May 1967, pp.59-60.

¹⁶Ibid., p. 60.

programs.¹⁷ This study included a survey of trends and innovations, the status, and the needs of physical education, intramural, and recreation programs in the community colleges of Kentucky.

Yarnall conducted a survey in an attempt to ascertain the development of physical education in two-year colleges up to 1971.¹⁸ A questionnaire was developed and mailed to 666 two-year colleges, 448 of which answered the questionnaire. In his conclusions, Yarnall related that the majority of the two-year colleges responding to this survey considered physical education to be an integral part of the college curriculum.¹⁹ An additional status study was conducted by Thomas, Cotten, and others in 1973 relative to physical education programs of two-year institutions of the Southern District of the American Association of Health, Physical Education and Recreation.²⁰ This study was based

¹⁷Nan Karrick Ward, "A Study of the University of Kentucky Community Colleges With Implications for the Development of Guidelines for the Physical Education, Intramural, and Recreation Programs," Dissertation Abstracts International, 30:7 (1967), 2840A (University of Kentucky).

¹⁸Douglas Yarnall, "A Survey of Physical Education in Two-Year Colleges," Journal of Health, Physical Education, and Recreation, 42:4, April, 1971, p. 81.

¹⁹Ibid., p. 82.

²⁰Jerry Thomas, Doyice J. Cotter, and others, "Status of Physical Education in Junior Colleges," Journal of Health, Physical Education, and Recreation, 44:2, February, 1973, p. 18.

on a questionnaire developed by modifying surveys by Oxendine relative to programs in four-year institutions. In their conclusions, Thomas and his co-authors stated that while physical education requirements in four-year colleges and universities is being challenged, the majority of junior colleges in the Southern District still require physical education and continued to place increased emphasis on physical education programs. ²¹

Sterritt described the status of health and physical education programs for men in junior colleges of North Carolina in a 1972 study.²² Examined by this survey were: (1) instructional staff, (2) facilities, (3) program organization and activities, (4) professional assistance, and (5) teacher education programs for physical education.²³ The Neilson-Comer-Griffin Score Card was used by Sterritt in this study. Sterritt's findings included: (1) the facilities in North Carolina junior college programs for men were adequate; (2) personnel teaching physical education for men were well qualified; (3) program organization and activities were classified as "Low", according to national norms; (4) professional assistance for the Health and

²¹Ibid., p. 22.

²²William R. Sterritt, "A Descriptive Study of Health and Physical Education Programs for Men in Junior Colleges in North Carolina," (Unpublished doctoral dissertation, University of Southern Mississippi, 1972).

²³Ibid.

Physical Education programs rated in the "High" category on the score card; (5) generally the various junior colleges offered courses that would be selected by students who would transfer to four-year colleges and major in physical education; and (6) a composite rating of the total divisions of the score card revealed that the men's health and physical education programs rated as "Average".²⁴ It may be noted that Sterritt's description of physical education programs in the junior colleges of North Carolina took the form of an evaluation and analysis, and programs for women or programs inclusive of women were not examined.

In 1972, the results of a status study by Stier of physical education programs in two-year institutions of higher education in the United States were made public.²⁵ For this study, Stier developed a questionnaire consisting of nine general areas and forty-four sub-areas relative to physical education programs. It was found that a large majority of the institutions surveyed offered physical education in their general education curriculum and a significant majority of the institutions required physical education of all students.²⁶ Steir also reported considerable

²⁴Ibid.

²⁵William F. Stier, Jr., "An Investigation Into Nine General Areas and Forty-Four Specific Sub-Areas of Physical Education Currently in Existence Within Two-year Institutions of Higher Learning Within the Continental United States, 1970-1971," (Unpublished paper, Briar Cliff College, 1971).

²⁶Ibid., p. 3.

diversity in the physical education curricular offerings for activity and professional preparation courses among the institutions answering the survey. Additional responses relative to facilities, grading procedures, equipment and supplies, and physical education staff were also reported.²⁷

Hodges used a questionnaire to determine the status of physical education in the public two-year colleges of the Midwest in 1973.²⁸ The questionnaire utilized by Hodges consisted of items relative to the organizational structure and four phases of the physical education programs including (1) the basic service program, (2) the professional preparation program, (3) the intramural program, and (4) the intercollegiate athletic program.²⁹ Hodge's conclusions, based on the results of his study, indicated that an overwhelming percentage of the physical educators participating in this study felt that physical education programs in junior colleges were either very stable or growing. Recommendations indicated that continued study and research in the area of physical education in two-year institutions was needed in an effort to improve existing programs and provide a sound basis for future programs.³⁰

²⁷ Ibid.

²⁸ Patrick B. Hodges, "Status and Structure of Physical Education in Public Two-year Colleges of the Midwest," Journal of Health, Physical Education and Recreation, 45:6, June, 1974, pp. 13-15.

²⁹ Ibid.

³⁰ Ibid., p. 15

In 1975, Robinson evaluated the physical education programs for men in selected state community colleges in Tennessee.³¹ The Neilson-Comer-Griffin Score Card was employed in this study. Robinson found that, overall, the institutions surveyed had "below average" physical education programs and recommended that similar studies be conducted in various geographical locations to determine the status of physical education in other community colleges.³²

Rather than investigate the overall physical education program, Day, in 1974, conducted a survey to determine the professional preparation and experience of instructors of physical education in community-junior colleges and technical institutes.³³ Data obtained in this study were grouped according to institution size. Generally, the results of Day's study reported that the number of physical education staff increased as the size of the

³¹Herbert J. Robinson, "An Evaluation of the Men's Physical Education Programs in Selected State Community Colleges in Eastern and Middle Tennessee," (Unpublished Doctoral dissertation, Middle Tennessee State University, 1975) p. 3.

³²Ibid.

³³William C. Day, "Professional Preparation and Experience of Instructors in Community-Junior Colleges and Technical Institutes," (Unpublished study, Indiana University, 1974).

institution increased and that most states surveyed did not require specific credentials of their instructional staff members.³⁴

Due to the constantly changing trends and demands of higher education, there is a need for greater flexibility in curricular offerings in the general college. Piscope and Jacobsen, in a 1975 article, point to the need for physical education programs in community and junior colleges to provide for a variety of options in terms of activities, methods courses, and professional preparation courses.³⁵ If two-year institutions can avoid the inflexible curriculum often associated with institutions of higher education, the students from these two-year colleges can be exposed to a variety of courses that may be more readily acceptable and transferable to the four-year institutions.

SUMMARY

Upon examining the related literature, it becomes evident that the need for continued research relative to the status of programs of physical education in community and junior colleges is indicated. As evidenced by much of the literature, the results of such research has been used as a means of evaluating and rating physical education programs. In addition to evaluating and rating,

³⁴Ibid.

³⁵John Piscope and Bert Jacobsen, "Flexibility, Options, and Early Specialization," Journal of Physical Education and Recreation, 46"3, March, 1975, p. 39

there exists a need for studies to gather facts and pertinent information concerning physical education programs in two-year colleges in an effort to provide for more effective programs in these institutions and facilitate communication and articulation with four-year institutions. Considering the recent and continued growth of community colleges and the numbers of students enrolled in these institutions, physical educators and physical education programs must constantly seek improvement and solutions to unanswered problems. The first step in identifying and dealing with problems relative to physical education in the two-year colleges of North Carolina requires the ascertainment and description of the physical education programs in existence in these institutions. A survey of the physical education programs in North Carolina's two-year colleges will allow such a description to be developed.

CHAPTER III

METHODS AND PROCEDURES

A questionnaire was used to survey and ascertain the status of physical education programs in the public and private junior and community colleges in North Carolina that offer transfer programs. The items included in this questionnaire were developed by modifying the divisions of a questionnaire developed by William F. Stier in conducting a study entitled "An Investigation Into Nine General Areas and Forty-Four Specific Sub-Areas of Physical Education Currently in Existence Within Two-Year Institutions of Higher Learning Within the Continental United States, 1970-1971."¹ The survey was conducted during the Spring of 1976.

SURVEY SAMPLE

For the purposes of this study, the survey sample included the heads or chairpersons of the physical education departments of the twenty-seven two-year institutions

¹William F. Stier, Jr., "An Investigation Into Nine General Areas and Forty-four Specific Sub-Areas of Physical Education Currently in Existence Within Two-Year Institutions of Higher Learning Within the Continental United States, 1970-71," (Unpublished survey, Briar Cliff College, Sioux City, Iowa, May, 1971), p. 1.

of higher education in North Carolina that offer transfer programs. The twenty-seven institutions surveyed represent the total population of public and private junior and community colleges in North Carolina that offer college transfer programs. In institutions where there exist no physical education department head or chairperson, the questionnaire was completed by the administrative officer of that institution responsible for the academic programs of the institution.

The institutions included in the survey were:

PUBLIC

Caldwell Community College	Sandhills Community College
Craven Community College	Gaston College
College of the Albermarle	Surry Community College
Isothermal Community College	Lenoir Community College
Rockingham Community College	Wayne Community College
Mitchell Community College	Wilkes Community College
Davidson County Community College	Southeastern Community College
Central Piedmont Community College	Western Piedmont Community College
Coastal Carolina Community College	

PRIVATE

Brevard College	Chowan College
Kittrell College	Louisburg College
Lees-McRae College	St. Mary's College
Montreat-Anderson College	Wingate College
Mount Olive College	Peace College

INSTRUMENT

The instrument to be used in this study was a questionnaire developed by the writer and based on an instrument by William F. Stier. Stier developed a questionnaire to conduct a study of physical education in two-year institutions of higher learning throughout the United States in 1970-1971. The instrument used by Stier consists of nine general areas including: (1) Characteristics of the Institution; (2) Curriculum of the Physical Education Department; (3) Major and Minor (professional) Curricular Offerings; (4) Intramurals; (5) Extramurals; (6) Athletic Program; (7) Facilities; (8) Equipment and Supplies; and (9) Office Assistance.² A total of forty-four items were developed relative to the nine general areas in an attempt to acquire specific data concerning the physical education programs in the institutions surveyed.

For the purpose of this study, Stier's questionnaire was modified to include six general areas: (1) General Characteristics of the Institution; (2) General Information: Physical Education Program and Related Areas; (3) Physical Education Curriculum: Activity and General; (4) Articulation; (5) Physical Education Curriculum (Professional); (6) Facilities and Equipment. A total of twenty-five items were included in the modified questionnaire.

²Ibid.

Respondents were given a choice of possible responses to each item and were instructed to indicate their choice by a check (✓) to the left of the appropriate response when only one response is elicited. When responding to items that required more than one response, respondents were instructed to indicate all choices appropriate for their response. Some of the items were designed to enable respondents to add or include responses not available on the questionnaire. A copy of the instrument may be found in Appendix E.

COLLECTION OF DATA

The questionnaires were administered during the Spring of 1976. To facilitate the administration of the survey, the presidents and academic administrative officers of the institutions to be surveyed were contacted by letter and apprised of the purpose of the study. This initial contact was endorsed by Mr. Bobby Anderson, Director of College Transfer and General Education for the North Carolina Department of Community Colleges. Included in this letter of explanation was a self-addressed, postage-paid card to be marked by the institutions president and academic administrative officer to indicate their willingness to co-operate in the study. Space was also provided on this card for those officials, who were interested, to express their desire to have information concerning the results of the study forwarded to them.

Only those institutions expressing a willingness to cooperate in the study were surveyed. Samples of the letter to the college presidents and post card included in this initial contact may be found in Appendices A and B respectively.

After a period of two weeks for the return of responses to the initial contacts, copies of the questionnaire and a letter of explanation were mailed to the heads or chairpersons of the physical education departments of the institutions surveyed. The letter of explanation served to describe the purpose of the study and reassure these individuals that the results of this study would not be used to evaluate, criticize, or rate any specific program or individual. A sample of the letter of explanation to physical education department heads may be found in Appendix C.

Two weeks were allowed for the return of the questionnaires, after which time a follow-up letter was mailed to those department heads or chairpersons who failed to respond to the survey. A carbon copy of the follow-up letter was sent to the academic administrative officer of the institution to make him or her aware of the status of the survey. An additional two-week period was given after the follow-up letter was mailed for the remaining institutions to respond. A copy of the follow-up letter is found in Appendix D.

ANALYSIS OF DATA

The data collected from the survey was organized and analyzed to determine the overall status of physical education programs in the two-year colleges surveyed. The data were organized and analyzed in terms of total sample responses. Additionally, the responses of the total sample were categorized according to: (1) Public and Private Institutions, and (2) Size of Student Population of the Institutions.

Responses to each item were tabulated and reported for both previously mentioned categories. Total sample responses were tabulated and reported for each item. For items that required numerous responses, the total of responses were tabulated for the total sample and for both categories mentioned earlier.

The categorized responses to each item were reported in terms of a raw score of responses and as a percentage of the total responses for each category. A raw score of responses and a percentage of responses based on the total sample were also reported for each item. For items that required numerous responses, charts were constructed to indicate the number of responses for each separate category and the number of responses for the total survey sample. In addition to recording raw score tabulations and percentages of responses, a general comparison of the responses according to the categories of public and private institutions and size of student population of the institutions were included for each item.

CHAPTER IV

ANALYSIS OF DATA

In order to obtain data relative to the status of physical education programs in the two-year colleges of North Carolina that offer college transfer programs, a questionnaire was administered in April, 1976. Prior to the administration of the questionnaire the college presidents were contacted by a cover letter in order to explain the purpose of the study and ask for their co-operation and willingness for their respective institutions to be included in the study. Of the twenty-seven public and private two-year colleges that met the criteria stipulated for this study, responses to the initial contact of the college presidents were received from twenty institutions. Nineteen of these responses indicated a willingness to take part and co-operate in the study. One response indicated that the private college involved was not operating in the 1975-1976 year, therefore could not be included in the study. Since one institution was not in operation during the conduct of the study, the total sample population was reduced from twenty-seven to twenty-six colleges. No responses from college presidents were received to indicate a refusal to take part in the study.

The questionnaire utilized in this study was a modification of an instrument developed by William F. Stier in 1971 and consisted of twenty-five items among six general areas. Copies of the questionnaire were mailed to the physical education department heads at the twenty-six colleges in the sample population. After a period of two weeks, follow-up letters were mailed to those department heads who had failed to complete and return their questionnaires. A carbon copy of the follow-up letter was forwarded to the academic administrative officer at each institution in order to apprise him or her of the status of the questionnaire at his or her institution. Two additional weeks were given to enable the remaining colleges to respond to the questionnaires.

A total of twenty-three physical education department heads responded by returning their questionnaires. Twenty-two of the returned questionnaires were completed and deemed usable for the study. The return of twenty-two usable questionnaires from a population of twenty-six colleges resulted in a return of 84.6 percent of the survey sample. Of the twenty-two usable responses, sixteen were from public community colleges and six were from private two-year colleges. The response by sixteen of seventeen public community colleges represented a return of 94.1 percent of those institutions. The response of six of nine private two-year colleges represented a return of 66.7 percent of the private two-year colleges in operation.

Four categories were developed to classify participating colleges according to size of student population. Five of the twenty-two respondents (22.7%) reported student populations under 1,000. Six colleges (27.3%) reported student populations of 1,001 to 1,500. Seven (31.8%) indicated student populations of 1,501 to 2,000, and four colleges (18.2%) reported student populations over 2,000.

A description of the responses of the physical education department heads to the items on the questionnaire is provided in the remainder of this chapter. Raw scores of responses and percentages of responses to various items have been arranged according to public and private affiliation of the colleges and according to student population of the colleges. Raw scores and percentages of responses based on the total sample return have also been recorded. The results of responses have been reported in order by the area in which they appeared on the survey instrument. Tables have been included to facilitate the identification of responses to certain items.

GENERAL CHARACTERISTICS OF THE INSTITUTION

The first general area of the questionnaire was designed to elicit information concerning general characteristics of the institutions participating in the study. A total of six items were included in this area.

Item 1. This item sought to identify the population range of the city or community in which the two-year college was located. Of the six private colleges, two (33.3%) were located in cities or communities with populations from

100,000 to 250,000, one (16.7%) in a city or community of 5,000 to 10,000, and three (50.0%) in communities under 5,000 in population. Of the sixteen responding public two-year colleges, one (6.2%) was located in a community of over 250,000, one (6.2%) in a community of 100,000 to 250,000, three (18.8%) in communities of 50,000 to 100,000, two (12.5%) in communities of 25,000 to 50,000, five (31.3%) in communities between 10,000 and 25,000, three (18.8%) in communities of 5,000 to 10,000, and one (6.2%) in a community of under 5,000.

In terms of location of institutions, according to student population, two (40.0%) institutions of less than 1,000 students reported community populations of 100,000 to 250,000, one (20.0%) reported a community population of 5,000 to 10,000, and two (40.0%) other colleges with enrollments under 1,000 reported community populations under 5,000. Of the six colleges with student populations between 1,001 and 1,500, one (16.7%) reported a community population of 25,000 to 50,000, two (33.3%) reported communities of 10,000 to 25,000, one (16.7%) a community of 5,000 to 10,000, and two (33.3%) communities under 5,000. Two (28.6%) of the seven colleges with student populations of 1,501 to 2,000 reported community or city populations of 50,000 to 100,000, three (42.8%) reported communities of 10,000 to 25,000, and two (28.6%) reported communities of 5,000 to 10,000. Of the four colleges with student populations of over 2,000, one (25.0%) reported a community over 250,000, one (25.0%) a community of 100,000 to 250,000, one (25.0%) a community

of 50,000 to 100,000, and one (25.0%) a community population 25,000 to 50,000.

For the total survey sample, one (4.5%) of the colleges was located in a city or community with a population over 250,000. Three (13.6%) reported community populations of 100,000 to 250,000 and three (13.6%) reported communities of 50,000 to 100,000. Two colleges (9.1%) listed communities of 25,000 to 50,000, five (22.7%) indicated community populations of 10,000 to 25,000, four colleges (18.2%) were located in communities of 5,000 to 10,000, and four (18.2%) in cities or communities with populations under 5,000. A tally of the number of colleges according to public or private affiliation and size of student population is given indicating the city or community population in TABLE I on page 37.

Item 2. The purpose of the second item was to identify the public or private affiliation of each responding college. As indicated previously, a total of sixteen (72.7%) of the colleges were public institutions and six (27.3%) were private colleges.

Five (31.3%) of the public colleges reported student populations of 1,001 to 1,500, seven (43.7%) had student populations of 1,501 to 2,000, and four (25.0%) reported student populations of over 2,000. Of the six private colleges, five (83.3%) indicated student populations under 1,000, and one (16.7%) reported a student population of 1,001 to 1,500.

TABLE I
POPULATIONS OF THE COMMUNITIES IN WHICH RESPONDING COLLEGES WERE LOCATED

POPULATION OF COMMUNITY OR CITY	TYPE OF INSTITUTION		STUDENT POPULATIONS			
	PUBLIC	PRIVATE	UNDER 1,000	1,001 - 1,500	1,501 - 2,000	OVER 2,000
Over 250,000	1 (6.2%)	0	0	0	0	1 (25.0%)
100,000 - 250,000	1 (6.2%)	2 (33.3%)	2 (40.0%)	0	0	1 (25.0%)
50,000 - 100,000	3 (18.8%)	0	0	0	2 (28.6%)	1 (25.0%)
25,000 - 50,000	2 (12.5%)	0	0	1 (16.7%)	0	1 (25.0%)
10,000 - 25,000	5 (31.3%)	0	0	2 (33.3%)	3 (42.8%)	0
5,000 - 10,000	3 (18.8%)	1 (16.7%)	1 (20.0%)	1 (16.7%)	2 (28.6%)	0
Under 5,000	1 (16.2%)	3 (50.0%)	2 (40.0%)	2 (33.3%)	0	0
TOTAL	16 (100%)	6 (100%)	5 (100%)	6 (100%)	7 (100%)	4 (100%)

Item 3. The third item sought to identify the academic calendar plan utilized by the various participating colleges. Of the total respondents, six (27.3%) indicated the use of a semester calendar plan and sixteen reported the use of a quarter academic calendar. Each of the six private two-year colleges (100%) uses a semester plan, whereas each of the sixteen public two-year colleges responding uses a quarter system. TABLE II on page 39, provides a breakdown of colleges that use semester and quarter academic calendars according to student population.

Item 4. Item four was concerned with the descriptions of the student bodies within the two-year colleges surveyed in terms of student population and make-up according to sex. A description of the colleges according to student population has been offered in the discussion of item two in terms of public and private affiliation of the institutions. Of the total survey sample of twenty-two colleges, five (22.7%) had student populations under 1,000, six (27.3%) had student populations of 1,001 to 1,500, seven (31.8%) reported student populations of 1,501 to 2,000, and four (18.2%) had student populations over 2,000.

Each of the sixteen public institutions (100%) was a coeducational college. Four (66.7%) of the private two-year colleges reported being coeducational and two (33.3%) indicated their student populations as all female.

TABLE II

ACADEMIC CALENDAR PLANS UTILIZED BY COLLEGES SURVEYED
ACCORDING TO STUDENT POPULATION

ACADEMIC CALENDAR PLANS	STUDENT POPULATION			
	Under 1,000	1,001 1,500	1,501 2,000	Over 2,000
Semester Plan	5 (100%)	1 (16.7%)	0	0
Quarter Plan	0	5 (83.3%)	7 (100%)	4 (100%)
TOTAL	5 (100%)	6 (100%)	7 (100%)	4 (100%)

Three (60.0%) of the five two-year colleges with student populations under 1,000 were coeducational and two (40.0%) of the five were all female colleges. Each of the six (100%) colleges with student populations of 1,001 to 1,500 was coeducational as were the seven (100%) colleges with 1,501 to 2,000 students, and the four (100%) colleges with student populations over 2,000.

Item 5. Institutional identity was the focus of item five on the questionnaire. Each (100%) of the private two-year colleges, or 27.3 percent of the total respondents, identified their institution as Liberal Arts (General Education). Each (100%) of the public community colleges, or 72.7 percent of the respondents, identified their institutions as Liberal Arts and Vocational-Technical.

Five (100%) of colleges with student populations under 1,000 listed institutional identity as Liberal Arts (General Education), one (16.7%) of the colleges with student populations of 1,001 to 1,500 listed Liberal Arts (General Education) while five (83.3%) in that category listed Liberal Arts and Vocational-Technical. Seven (100%) of the colleges with student populations of 1,501 to 2,000 identified as Liberal Arts and Vocational-Technical as did four (100%) of those institutions with student populations of over 2,000.

Item 6. The final item in Area I questioned the number of years the general education transfer program

had been offered at each college. Only one (4.5%) college had offered a general education transfer program for under five years. Ten (45.5%) colleges indicated they had offered general education transfer programs from six to ten years. Four (18.2%) institutions have offered general education transfer programs for eleven to fifteen years, and seven (31.8%) have offered such programs over twenty years. A breakdown of responses to item six according to public and private affiliation of the colleges and student population is provided in TABLE III, page 42.

GENERAL INFORMATION: PHYSICAL EDUCATION PROGRAM

The eight items in the second area of the questionnaire were designed to obtain information concerning general characteristics of the physical education programs at the institutions surveyed. Items relating to number of physical education faculty, qualifications of faculty, responsibilities of faculty, athletic and intramural sports offered, and budget structure for physical education were included in this area.

Item 1. The first item in Area II asked respondents to indicate the number of full-time physical education faculty at their respective colleges. One college (4.5%) reported having no full-time physical education faculty members while twenty-one (95.5%) of the twenty-two respondents indicated having one to five full-time physical education faculty members.

TABLE III

YEARS GENERAL COLLEGE TRANSFER PROGRAM HAS BEEN OFFERED BY RESPONDING COLLEGES
 ACCORDING TO PUBLIC OR PRIVATE AFFILIATION AND STUDENT POPULATION

YEARS GENERAL EDUCATION TRANSFER PROGRAM OFFERED	AFFILIATION		STUDENT POPULATION			
	PUBLIC	PRIVATE	Under 1,000	1,001 1,500	1,501 2,000	Over 2,000
Under 5 Years	1 (6.25%)			1 (16.7%)		
6 - 10 Years	10 (62.5%)			2 (33.3%)	6 (85.7%)	2 (50.0%)
11 - 15 Years	4 (25.0%)			1 (16.7%)	1 (14.3%)	2 (50.0%)
16 - 20 Years						
Over 20 Years	1 (6.25%)	6 (100%)	5 (100%)	2 (33.3%)		
TOTAL	16 (100%)	6 (100%)	5 (100%)	6 (100%)	7 (100%)	4 (100%)

Six (100%) private colleges reported one to five full-time physical education faculty. One (6.2%) public two-year college had no full-time physical education faculty, and five (93.8%) public colleges reported one to five full-time physical education faculty members.

Five (100%) colleges with student populations under 1,000 indicated one to five full-time physical education faculty, five (83.3%) colleges with student populations of 1,001 to 1,500 reported one to five full-time faculty and one (16.7%) college in that category reported no full-time faculty in the physical education department. In the student population category of 1,501 to 2,000 seven (100%) colleges reported one to five full-time faculty in physical education. Four (100%) colleges with student populations over 2,000 indicated one to five full-time physical education faculty.

Item 2. This item sought to obtain the number of part-time physical education faculty members in the responding colleges.

Of the twenty-two respondents, three (13.6%) had no part-time physical education faculty, twelve (54.5%) had one to two part-time faculty, one (4.5%) had three to four part-time faculty, and five (22.7%) reported over four part-time physical education faculty members. One (4.5%) department head did not respond to the item.

Each of the six (100%) private two-year colleges indicated the existence of one to two part-time physical

education faculty. Three (18.8%) of the public colleges had no part-time physical education faculty. Six (37.5%) public colleges reported one to two part-time faculty, one (6.2%) reported three to four part-time faculty, and five (31.3%) indicated over four part-time physical education faculty members. One (6.2%) public college respondent did not respond to the item.

Five (100%) colleges with student populations under 1,000 reported one to two part-time physical education faculty. Two (33.3%) colleges reported no part-time faculty, two (33.3%) colleges reported one to two part-time physical education faculty, one (16.7%) indicated over four part-time physical education faculty in the 1,001 to 1,500 student population category. In the 1,501 to 2,000 category, one (14.3%) college reported no part-time faculty, four (57.1%) indicated one to two part-time physical education faculty, and two (28.6%) colleges reported over four part-time faculty in the physical education program. Of the four colleges with student populations over 2,000, one (25.0%) indicated one to two part-time physical education faculty, two (50.0%) colleges reported over four part-time faculty for physical education, and one (25.0%) did not respond to the item.

Item 3. Whether or not teaching experience is a prerequisite for employment in the physical education departments of the colleges surveyed was the focus of this item. If teaching experience was required, the number of years

required by each college was asked. Nine (40.9%) of the twenty-two respondents indicated that teaching experience was a prerequisite for employment in the physical education department at their colleges. Thirteen (59.1%) colleges reported that teaching experience was not an employment prerequisite. Eight (88.9%) of the positive responses indicated a requirement of one to three years of teaching experience, and one (11.1%) college required over six years of teaching experience.

Two (33.3%) private two-year colleges required teaching experience as an employment prerequisite and both required one to three years of experience. Four (66.7%) private colleges required no teaching experience as employment prerequisites for the physical education program.

In colleges with less than 1,000 students, one (20.0%) required teaching experience of one to three years, and four (80.0%) of the colleges did not require teaching experience. Two (33.3%) of the colleges with student populations of 1,001 to 1,500 required one to three years of teaching experience, and four (66.7%) of the colleges in this category required no teaching experience. In the student population category of 1,501 to 2,000, three (42.8%) of the colleges required one to three years of teaching experience as employment prerequisites, and four (57.1%) did not require teaching experience. In the four colleges with student populations over 2,000, three (75.0%) required teaching experience, two (66.7%) of

which required one to three years and one (33.3%) which required over six years of teaching experience, and one (25.0%) college required no teaching experience for their physical education faculty members.

Item 4. The fourth item in Area II was designed to identify the number of physical education faculty members in the two-year colleges surveyed that hold various college degrees. Four (18.2%) colleges reported physical education faculty members with bachelors degrees, twenty-two (100%) colleges reported faculty members with masters degrees, two (9.1%) colleges had faculty members with specialist degrees, and one (4.5%) college reported a faculty member who held a doctoral degree. TABLE IV on page 47 provides a distribution of the various degrees held by the physical education faculty members at the responding colleges according to the public or private affiliation and student population of the colleges.

Item 5. Physical education department heads were asked to indicate any additional responsibilities, other than teaching, required of the physical education faculty at their institutions. Respondents were given a list of five duties or responsibilities most frequently assigned to the physical education faculty and were asked to indicate which, if any, were performed by their physical education faculties. A sixth space was provided for respondents to indicate that other responsibilities than those listed were required of their faculties.

TABLE IV

TYPE OF DEGREES HELD BY PHYSICAL EDUCATION FACULTIES AT THE RESPONDING COLLEGES
 ACCORDING TO PUBLIC OR PRIVATE AFFILIATION AND STUDENT POPULATION

Type of Degree	AFFILIATION		STUDENT POPULATION			
	Public	Private	Under 1,000	1,001 1,501	1,501 2,000	Over 2,000
Bachelors	3 (18.8%)	1 (16.7%)	1 (20.0%)		2 (28.6%)	1 (25.0%)
Masters	16 (100%)	6 (100%)	4 (100%)	6 (100%)	7 (100%)	4 (100%)
Specialist	2 (12.5%)			1 (16.7%)		1 (25.0%)
Doctoral	1 (6.2%)					1 (25.0%)

Eleven (50.0%) of the total respondents indicated that physical education faculty was required to serve as club moderators (advisors). Nineteen (86.4%) responded that intramural supervision was an additional responsibility of the physical education faculty. Fifteen (68.2%) indicated coaching and four (18.2%) indicated independent study moderation as additional responsibilities. Six (27.3%) colleges required physical education faculty as cheerleader supervisors. Five (22.7%) of the respondents indicated that other responsibilities than teaching were required of physical education faculty members. The responses of colleges according to public or private affiliation and student population are provided in TABLE V, page 49.

Item 6. Item six in this area of the questionnaire was designed to identify the intercollegiate athletic sports offered at the two-year colleges surveyed. Nineteen (86.4%) of the survey sample reported that intercollegiate athletic sports were offered. Three (13.6%) listed no athletic sports. Thirteen (81.3%) of the public two-year colleges did offer intercollegiate athletics, and three (18.8%) public two-year colleges did not offer intercollegiate athletics. Each of the six (100%) private two-year colleges responding did offer intercollegiate athletic sports.

TABLE V

RESPONSIBILITIES, OTHER THAN TEACHING, REQUIRED OF PHYSICAL EDUCATION FACULTIES
ACCORDING TO PUBLIC OR PRIVATE AFFILIATION AND STUDENT POPULATION

Responsibility	AFFILIATION		STUDENT POPULATION			
	Public	Private	Under 1,000	1,001 1,500	1,501 2,000	Over 2,000
Club Moderators (advisors)	5 (31.3%)	5 (83.3%)	4 (80.0%)	4 (66.7%)	2 (28.6%)	0
Intramural Supervision	14 (87.5%)	5 (83.3%)	4 (80.0%)	5 (83.3%)	7 (100%)	0
Coaching	9 (56.3%)	6 (100%)	5 (100%)	3 (50.0%)	6 (85.7%)	0
Independent Study Moderators	3 (18.8%)	1 (16.7%)	1 (20.0%)	0	2 (28.6%)	0
Cheerleader Supervision	3 (18.8%)	3 (50.0%)	2 (40.0%)	2 (33.3%)	1 (14.3%)	0
Other	4 (25.0%)	1 (16.7%)	1 (20.0%)	1 (16.7%)	1 (14.3%)	0

Each of the five (100%) colleges with enrollments under 1,000 offered intercollegiate athletics as did each of the six (100%) colleges with student populations of 1,001 to 1,500. One (14.3%) college with a student population of 1,501 to 2,000 did not offer intercollegiate athletics, but six (85.7%) colleges in that student population did offer such sports. Of the four colleges with enrollments over 2,000, two (50.0%) schools did not offer intercollegiate athletics and two (50.0%) colleges did offer athletics.

TABLE VI on page 51 shows the intercollegiate athletic sports offered by public and private two-year colleges and for the total survey sample. TABLE VII, page 52, indicates the intercollegiate athletic sports offered according to the student populations of the colleges surveyed.

Item 7. The purpose of this item was to identify the intramural activities offered at the two-year colleges surveyed. Only one (4.5%) institution, a public two-year college, indicated that no intramural activities were offered. The remaining twenty-one (95.5%) colleges indicated that intramurals were offered. The public community college that did not offer intramural activities was in the student population category of 1,001 to 1,500 students. A distribution of the intramural activities offered by the responding colleges according to public and private affiliation and for the total survey sample is provided in TABLE VIII on page 53. TABLE IX on page 54 gives the

TABLE VI

INTERCOLLEGIATE ATHLETIC SPORTS OFFERED BY
PUBLIC AND PRIVATE COLLEGES SURVEYED

SPORT	PUBLIC	PRIVATE	TOTAL
None	3		3 (13.6%)
Baseball	6	2	8 (36.4%)
Basketball	12	6	18 (81.8%)
Cross Country	2	1	3 (13.6%)
Fencing		1	1 (4.5%)
Field Hockey			0
Football		2	2 (9.1%)
Golf	11	5	16 (72.7%)
Gymnastics	1		1 (4.5%)
Rifle Shooting			0
Soccer			0
Softball	2		2 (9.1%)
Swimming		1	1 (4.5%)
Tennis	11	6	17 (77.3%)
Track & Field		2	2 (9.1%)
Volleyball	1	3	4 (18.2%)
Wrestling		1	1 (4.5%)
Snow Skiing		1	1 (4.5%)
Bowling	1		1 (4.5%)

TABLE VII

INTERCOLLEGIATE ATHLETIC SPORTS OFFERED BY TWO-YEAR COLLEGES
SURVEYED ACCORDING TO STUDENT POPULATION

SPORT	Under 1,000	1,001 1,500	1,501 2,000	Over 2,000
None			1	2
Baseball	1	2	3	2
Basketball	5	6	6	1
Cross Country		1	1	1
Fencing	1			
Field Hockey				
Football	1	1		
Golf	4	4	6	2
Gymnastics			1	
Rifle Shooting				
Soccer				
Softball			2	
Swimming	1			
Tennis	5	5	5	2
Track & Field	1	1		
Volleyball	2	1	1	
Wrestling		1		
Bowling			1	
Snow Skiing	1			

TABLE VIII

INTRAMURAL ACTIVITIES OFFERED BY RESPONDING COLLEGES
ACCORDING TO PUBLIC OR PRIVATE AFFILIATION AND FOR
THE TOTAL SURVEY POPULATION

ACTIVITY	AFFILIATION		TOTAL SURVEY POPULATION
	PUBLIC	PRIVATE	
None	1		1 (4.5%)
Archery	8	2	10 (45.5%)
Aquatics	1	3	4 (18.2%)
Badminton	5	3	8 (36.4%)
Baseball	1		1 (4.5%)
Basketball	13	6	19 (86.4%)
Billiards	5	4	9 (40.9%)
Bowling	8	1	9 (40.9%)
Cross Country	3		3 (13.6%)
Dance (Folk, Social)	1		1 (4.5%)
Fencing	1	1	2 (9.1%)
Field Hockey			0
Football	7	4	11 (50.0%)
Golf	7	4	11 (50.0%)
Gymnastics	2		2 (9.1%)
Handball			0
Judo, Karate			0
Ping Pong	8	4	12 (54.5%)
Rifle Shooting			0
Soccer	2	1	3 (13.6%)
Softball	6	6	12 (54.5%)
Swimming		4	4 (18.2%)
Skiing			0
Tennis	14	6	20 (90.9%)
Track & Field	3	1	4 (18.2%)
Tubing			0
Volleyball	10	6	16 (72.7%)
Weight Lifting	3	1	4 (18.2%)
Wrestling	1		1 (4.5%)
Paddleball	4		4 (18.2%)
Other	3	2	5 (22.7%)

TABLE IX

INTRAMURAL ACTIVITIES OFFERED BY RESPONDING COLLEGES
ACCORDING TO STUDENT POPULATION

ACTIVITY	Student Population			
	Under 1,000	1,001- 1,501	1,501 2,000	Over 2,000
None		1		
Archery	2	1	5	2
Aquatics	2	2		
Badminton	2	4	3	
Baseball				1
Basketball	5	5	6	3
Billiards	4		2	3
Bowling	1		4	4
Cross Country		1	1	1
Dance (Folk, Social)				1
Fencing	1		1	
Field Hockey				
Football	3	3	2	3
Golf	3	2	3	3
Gymnastics			1	1
Handball				
Judo, Karate				
Ping Pong	3	3	4	2
Rifle Shooting				
Soccer		2	1	
Softball	5	3	1	3
Swimming	3	1		
Skiing				
Tennis	5	5	6	4
Track & Field		2	2	
Tubing				
Volleyball	5	5	4	2
Weight Lifting		1	1	2
Wrestling			1	
Paddleball			3	1
Other	2	1		1

distribution of intramural activities according to student populations of the colleges.

Item 8. The final item in Area II of the questionnaire was concerned with the budget structure for the physical education programs of the two-year colleges in the survey sample. Eleven (50.0%) of the total survey population of two-year colleges indicated that the physical education program was financed through a separate budget for physical education. One (4.5%) of the colleges reported a physical education budget shared with intramurals. Physical education budgets shared with both athletics and intramurals were indicated by three (13.6%) respondents, and seven (31.8%) of the department heads indicated that the physical education budget was included in the general operating budget of the institution.

Four (66.7%) of the private two-year colleges had separate budgets for physical education. The remaining two (33.3%) private colleges shared their physical education budget with athletics and intramurals. Seven (43.7%) of the public colleges surveyed reported a separate budget for physical education, and seven (43.7%) other public colleges reported that their physical education budgets were included in the general operating budget of the institution. One (6.3%) public college shared its physical education budget with intramurals, and one (6.3%) shared its budget with both athletics and intramurals.

In colleges with student populations under 1,000, separate budgets for physical education were reported by three (60.0%), and budgets shared with athletics and intramurals were reported by two (40.0%) of the colleges. Three (50.0%) colleges with student populations of 1,001 to 1,500 reported separate budgets for physical education, one (16.7%) reported a budget shared with athletics and intramurals, and two (33.3%) indicated their budgets were included in the general operating budget of the institution. Of the seven two-year colleges with student populations of 1,501 to 2,000, four (57.1%) had separate budgets for physical education and three (42.8%) had programs budgeted through the general operating budget of the institution. Two (50.0%) institutions with enrollments over 2,000 reported separate budgets for physical education and two (50.0%) reported budgets included in the institution's general operating budget.

PHYSICAL EDUCATION CURRICULUM: GENERAL AND ACTIVITY

The third area of the survey instrument consisted of six items that sought information concerning the physical education basic instruction or service programs of the two-year colleges surveyed. Physical education activity as a requirement, types of activities offered, number of class meetings per week, length of physical education activity classes, and method of assigning grades for activity classes were some of the aspects investigated in this area.

Item 1. The first item in Area III included three parts. Respondents were initially asked if physical education, basic instruction, or service classes were offered at their institutions. Each (100%) of the twenty-two physical education department heads reported that such courses were offered.

Part two of this item sought to determine the number of colleges that required physical education activity. Twenty (90.9%) of the respondents indicated that physical education activity classes were required. Two (9.1%) of the colleges responding did not require these classes. Each of the six (100%) private two-year colleges surveyed reported that they did require physical education activity. Fourteen (87.5%) of the public institutions required activity classes and two (12.5%) did not. Each of the respondents (100%) in the student population categories of under 1,000, 1,001 to 1,500, and 1,501, to 2,000 reported that physical education activity was a requirement at their college. Of the four colleges with student populations over 2,000, two (50.0%) required activity classes and two (50.0%) did not.

The third aspect of this item attempted to determine the amount of physical education activity required, in terms of number of years, by those colleges that required such classes.

Twelve (60.0%) of the twenty colleges that required activity classes reported a requirement of one year. Six

(30.0%) of the colleges required two years of physical education activity. One (5%) of the respondents indicated a one course requirement and one (5%) a three semester requirement. Of the six private two-year colleges, three (50.0%) required one-year, two (33.3%) required two years, and one (16.7%) required three semesters of physical education activity. Nine (64.3%) of the public community colleges that required physical education activity classes reported a one year requirement. Four (28.6%) of the fourteen public colleges with a physical education requirement required two years, and one (7.1%) of the public colleges required one course.

In colleges with enrollments under 1,000, two (40.0%) required one year, two (40.0%) required two years, and one (20.0%) required three semesters of physical education activity. Five (83.3%) of the colleges with 1,001 to 1,500 students required one year of activity, and one (16.7%) required two years. In the student population category of 1,501 to 2,000, five (71.4%) of the colleges required one year of activity and two (28.6%) required two years. Of the two colleges with enrollments over 2,000 that required physical education activity classes, one (50.0%) required one year and one (50.0%) required two years of activity.

Item 2. Item two of Area III consisted of a chart listing various physical education activity courses.

Department heads were instructed to mark those courses offered in their institution's basic instruction or service program according to the sexual organization or make-up of the classes offered for each course. Columns were provided to enable respondents to indicate if classes offered were for men, for women, or coed classes. Space was provided for respondents to list courses offered at their institution that were not listed on the questionnaire. Twelve activities were added to the original list of thirty-five for a total list of forty-seven activities. From the survey population of twenty-two colleges, a total of 392 classes of all types were indicated. Forty-nine (12.5%) of the total classes were marked as offered for men, seventy-six (19.4%) of the total classes were indicated as offered for women and two hundred sixty-seven (68.1%) were marked as coed classes.

TABLE X on pages 60 and 61 shows the distribution of activity courses offered for men, for women, and coed classes according to public and private affiliation of the responding colleges. A similar distribution of activity courses according to student populations of the colleges surveyed is offered in TABLE XI, pages 62 and 63.

Item 3. This item sought to ascertain the number of days per week physical education activity classes met at the various two-year colleges surveyed. Seventeen (77.3%) of the colleges indicated that their activity classes met two days per week. One (4.5%) of the institutions reported

TABLE X

PHYSICAL EDUCATION ACTIVITY COURSES FOR MEN, FOR WOMEN, AND COED CLASSES OFFERED ACCORDING TO THE PUBLIC OR PRIVATE AFFILIATION OF THE TWO-YEAR COLLEGES SURVEYED

ACTIVITY	PUBLIC COLLEGES			PRIVATE COLLEGES		
	Men	Women	Coed	Men	Women	Coed
Adapted P.E.			4			
Angling			1			
Archery			16	1	3	1
Aquatics			4		2	1
Ballet			1		1	
Badminton			10		2	1
Baseball	2		1	1		
Basketball	7	5	8	2	3	1
Billiards			2		1	1
Bowling			12		2	1
Canoeing						4
Cross Country			1			1
Dance-- Modern		1	5		2	
Dance-- Folk, Square			7		1	
Dance-- Social			7			
Dance-- Tap, Jazz			1			
Fencing			4	1	2	
Field Hockey		1	1		1	
Football	4		5	3	1	1
Golf	1	1	14		2	2
Gymnastics	3	3	9		1	1
Handball			3			
Ice Skating			1			
Judo - Karate			4			
Life Saving			5		2	2
Mountaineering			1			
Outdoor Skills			4			
Physical Fitness	1	1	3		1	2
Rifle Shooting						
Snow Skiing			6		2	1
Sailing			1			
Scuba Diving			1			
Soccer	5	3	2	1	2	1
Softball	3	3	9	2	4	2
Speedball		1			2	
Swimming Beginning			8		2	3
Swimming Inter.			6		2	2
Swimming Advanced			5		1	3
Tennis-- Beginning	1	1	16	1	3	3
Tennis-- Inter.			13	1	3	2
Track & Field	1	1	2			1
Trailer Camping			1			
Volleyball	1	1	15	1	3	3

TABLE X (continued)

ACTIVITY	PUBLIC COLLEGES			PRIVATE COLLEGES		
	Men	Women	Coed	Men	Women	Coed
Weight Control	1		4	1	2	
Weight Training	1		2	1		
Wrestling	3		1	1		
Yoga		3				

TABLE XI

PHYSICAL EDUCATION ACTIVITY COURSES FOR MEN, FOR WOMEN, AND COED CLASSES OFFERED
ACCORDING TO STUDENT POPULATIONS OF THE TWO-YEAR COLLEGES SURVEYED

ACTIVITY	Under 1,000			1,001 - 1,500			1,501 - 2,000			Over 2,000		
	Men	Women	Coed	Men	Women	Coed	Men	Women	Coed	Men	Women	Coed
Adapted P.E.		1				3			1			
Angling									1			
Archery	1	3	1			5			7			4
Aquatics		2	1			2						2
Ballet		1										1
Badminton		2	1			4			5			1
Baseball				1			2		1			
Basketball	1	2	1	3	3	3	5	3	2			3
Billiards		1	1						1			1
Bowling		2	1			4			4			4
Canoeing						2			2			
Cross Country						1			1			
Dance, Modern		2			1	2			1			2
Dance, Folk, Sq.		1				2			3			2
Dance, Social						2			3			2
Dance, Tap, Jazz												1
Fencing	1	2				1			2			1
Field Hockey		1			1	1						
Football	2	1	1	3		2	1		2	1		1
Golf		2	2			3	1	1	7			4
Gymnastics		1				3	3	3	5			2
Handball									3			
Ice Skating												1
Judo-Karate						2						2
Life Saving		2	1			2			2			2
Mountaineering												1
Outdoor Skills									2			1
Physical Fitness		1	2			1		1	1			1
Rifle Shooting												
Snow Skiing		2	1			2			2			2

TABLE XI (continued)

ACTIVITY	Under 1,000			1,001 - 1,500			1,501 - 2,000			Over 2,000		
	Men	Women	Coed	Men	Women	Coed	Men	Women	Coed	Men	Women	Coed
Sailing						1						
Scuba Diving												1
Soccer	1	2	1	2	1	1	4	3	1			
Softball	1	3	2	1	1	3	2	2	3			3
Speedball		2			1							
Swimming - Beg.		2	2			4			1			3
Swimming - Int.		2	1			4			1			2
Swimming - Adv.		1	1			3			1			2
Tennis - Beg.	1	3	2			6	1	1	7			4
Tennis - Int.	1	3	1			5			5			4
Track & Field						2	1	1	1			
Trailer Camp												1
Volleyball	1	2	2			6	1	1	7			3
Weight Control	1	1				1	1		2			1
Weight Training	1						1		1			
Wrestling				2		1	2					
Yoga						1			1			1

activity classes that met three days per week. One (4.5%) of the respondents indicated the offering of activity classes that met either two days or three days per week. Classes that met either one or two days per week were offered at two (9.1%) of the colleges, and one (4.5%) school offered activity classes either one or three days per week.

Every private college (100%) reported that activity classes in physical education met two days per week. Eleven (68.8%) of the public two-year colleges offered activity classes two days per week and one (6.2%) offered classes that met three days per week. Two (12.5%) public colleges listed classes that met either one or two days per week, one (6.2%) offered activity classes that met either two days or three days per week.

Each of the colleges with student populations under 1,000 indicated that physical education activity classes met two days per week. Of the six colleges with enrollments of 1,001 to 1,500, five (83.3%) reported activity classes that met two days per week, and one (16.7%) reported class meetings of three days per week. In the 1,501 to 2,000 student population category, four (57.1%) reported classes that met two days per week, one (14.3%) reported classes of both one and three days per week, one (14.3%) reported classes of both two and three days per week, and one (14.3%) of the colleges offered classes that met either one, two, or three days per week. Three (75.0%) of the two-year colleges surveyed with enrollments over 2,000 reported activity classes that met two days

per week. The other college (25.0%) with a student population over 2,000 reported offering activity classes either one day or two days per week.

Item 4. The fourth item in this area asked respondents to indicate the normal length of activity classes in terms of minutes. Eighteen (81.8%) of the twenty-two respondents indicated a length of forty to fifty minutes for physical education activity classes. Three (13.6%) of the institution's activity classes met for sixty to seventy minutes, and one (4.5%) college reported classes that met for both forty to fifty minutes and classes that met for ninety minutes.

All of the private two-year colleges (100%) responded that activity classes met for forty to fifty minutes. Twelve (75.0%) public colleges reported a length of forty to fifty minutes for activity classes, three (18.8%) reported a length of sixty to seventy minutes, and one (6.2%) reported both forty to fifty minutes and ninety minutes as lengths for activity classes.

Each (100%) institution in the student population category of under 1,000 students reported a length of forty to fifty minutes for activity classes. Five (83.3%) schools in the 1,001 to 1,500 students category reported a length of forty to fifty minutes, and one (16.7%) of that category indicated a length of sixty to seventy minutes for activity classes. In the student population category of 1,501 to 2,000, five (71.4%) colleges reported

lengths of forty to fifty minutes and two (28.6%) of the institutions reported sixty to seventy minutes classes. Every college (100%) in the student population category of over 2,000 students reported activity classes of forty to fifty minutes in length.

Item 5. Item five sought to determine what substitutions for physical education activity classes were allowed at the two-year colleges surveyed. Respondents were given a list of six situations, activities, or circumstances that colleges often allow to be substituted for physical education activity. Space was also provided for respondents to indicate that no substitutes were allowed or other substitutes than those listed were allowed.

Eleven (50.0%) of the total population surveyed allowed no substitutions for physical education activities. Two (9.1%) colleges listed the age factor as a substitute for activity, five (22.7%) indicated athletics as a substitute, and one (4.5%) noted ROTC as a substitute for physical education activity. Five (22.7%) of the institutions reported that other substitutions than those listed were allowed. One (4.5%) of the physical education department heads did not respond to the item.

On page 67 TABLE XII provides a record of the responses to this item according to the public and private affiliations and student populations of the two-year colleges responding.

TABLE XII

SUBSTITUTIONS ALLOWED FOR PHYSICAL EDUCATION ACTIVITY CLASSES ACCORDING TO PUBLIC OR PRIVATE AFFILIATION AND STUDENT POPULATION OF RESPONDING COLLEGES

Substitution	AFFILIATION		STUDENT POPULATION			
	Public	Private	Under 1,000	1,001 1,500	1,501 2,000	Over 2,000
None	9 (56.3%)	2 (33.3%)	2 (40.0%)	3 (50.0%)	5 (71.4%)	2 (50.0%)
Age Factor	1 (6.2%)	1 (16.7%)	1 (20.0%)	0	1 (14.3%)	0
Intramurals	0	0	0	0	0	0
Band	0	0	0	0	0	0
Athletics	1 (6.2%)	4 (66.7%)	3 (60.0%)	1 (16.7%)	0	1 (25.0%)
BOTC	0	1 (16.7%)	1 (20.0%)	0	0	0
Married Students	0	0	0	0	0	0
Other	4 (25.0%)	1 (16.7%)	0	3 (50.0%)	2 (28.6%)	0
	No Response 1 (6.2%)					No Response 1 (25.0%)

Item 6. The final item of Area III dealt with the method of assigning grades for physical education activity courses. Respondents were given six methods from which to indicate the method utilized at their institution.

Twenty (90.9%) of the colleges surveyed reported the use of letter grades as the method of assigning grades for physical education activities. One (4.5%) of the respondents indicate the use of both the pass-fail method and letter grades in assigning grades for activities, and one (4.5%) of the department heads failed to respond to the item.

Fourteen (87.5%) of the public community colleges reported the use of letter grades and one (6.2%) reported the use of both pass-fail and letter grade methods. One public college respondent did not respond to this item. Each of the six (100%) private colleges surveyed reported the use of letter grades.

Each college (100%) with a student population under 1,000 indicated the letter grade method for assigning grades, as did each institution (100%) with an enrollment of 1,001 to 1,500. Of the seven colleges with student populations of 1,501 to 2,000, six (85.7%) used letter grades and one (14.3%) used both pass-fail and letter grade methods. In institutions with over 2,000 students, the letter grade method was indicated by three (75.0%) of the respondents and no response to the item was given by one (25.0%).

ARTICULATION: TRANSFER BETWEEN COLLEGES

The fourth general area of the survey instrument consisted of only one item and was designed to determine if numerous problems, relative to physical education, were experienced by students who transferred from the respondent's institutions, to four-year colleges and universities in North Carolina.

Respondents were given three responses from which to choose. The choices were: 1. None; 2. Some, but few; and 3. Many. Fifteen (68.2%) of the respondents indicated that no problems of transfer were experienced by their students who transferred to four-year colleges and universities in North Carolina. Five (22.7%) physical education department heads indicated that some, but few transfer problems were experienced, and one (4.5%) of the respondents reported that many transfer problems were experienced. One of the respondents did not indicate a response.

Eleven (68.8%) of the public institutions surveyed indicated that no problems existed. Three (18.8%) of the public respondents marked some, but few, problems were experienced, and one (6.2%) related that many transfer problems were experienced. One of the public college respondents did not answer. Four (66.7%) of the six private college respondents marked that no problems in transfer were experienced by their students, and two (33.3%) of the private college respondents indicated some, but few problems.

In two-year colleges with enrollments under 1,000, four (80.0%) responded that no transfer problems were experienced by their students, and one (20.0%) responded that some problems, but few, were experienced. Four (66.7%) of the respondents in colleges with 1,001 to 1,500 students reported that no transfer problems were experienced while two (33.3%) in that student population category reported some, but few, transfer problems were experienced by their students. In the 1,501 to 2,000 students category, five (71.4%) reported no transfer problems, one (14.3%) reported some, but few, and one (14.3%) reported many problems. Two (50.0%) of the respondents from schools with student populations over 2,000 reported no transfer problems were experienced. One (25.0%) of the colleges in the over 2,000 students category reported some, but few, transfer problems, and one (25.0%) respondent did not indicate a response.

PHYSICAL EDUCATION CURRICULUM (PROFESSIONAL)

The purpose of the fifth questionnaire area was to determine which, if any, professional type physical education courses were included in the curricular offerings of the institutions surveyed. A chart consisting of thirty-seven course titles distributed among seven areas related to professional aspects of physical education was provided. Respondents were instructed to check each course, or comparable course, offered in their physical education curriculum. Of the original thirty-seven courses listed, twenty-four were indicated as being offered

in the physical education curriculum in at least one of the two-year colleges surveyed.

The treatment of the responses to the chart of professional courses, in terms of raw scores and percentages, is given in TABLE XIII on page 72 and in TABLE XIV on pages 73 and 74. Only those professional courses indicated by respondents as being offered are included in TABLES XIII and XIV.

PHYSICAL EDUCATION FACILITIES

The final area of the survey instrument sought to identify and examine the status of existing and prospective physical education facilities at the two-year colleges surveyed. Three items were included in this area.

Item 1. Respondents were asked to indicate all facilities, both on and off campus, that were available for use by the physical education program at their institution. A chart with a listing of ten types of possible facilities was provided for responses. Space was also provided for respondents to list other facilities that existed for use at their institution.

Responses based on the total respondents of twenty-two were as follows: two (9.1%) of the colleges indicated the availability of a field house on campus and one (4.5%) reported a field house off campus; ten (45.5%) of the colleges had a gymnasium on campus for use and six (27.3%)

TABLE XIII

PHYSICAL EDUCATION PROFESSIONAL COURSES OFFERED BY THE
TWO-YEAR COLLEGES SURVEYED ACCORDING TO PUBLIC OR PRIVATE
AFFILIATION AND TOTAL SURVEY POPULATION

AREA & COURSE	AFFILIATION		Total Survey Population
	Public	Private	
Foundations:			
Introduction to P.E.	3 (18.8%)		3 (13.6%)
Foundations of P.E.	2 (12.5%)		2 (9.1%)
Science & Evaluation:			
Anatomy		3 (50.0%)	3 (13.6%)
Physiology		3 (50.0%)	3 (13.6%)
Coaching:			
Coaching Theory	1 (6.2%)	1 (16.7%)	2 (9.1%)
Baseball Coaching	1 (6.2%)		1 (4.5%)
Basketball Coaching	1 (6.2%)		1 (4.5%)
Football Coaching	1 (6.2%)		1 (4.5%)
Teaching Methods:			
Dance (Folk & Social)	1 (6.2%)		1 (4.5%)
Elementary P.E.	3 (18.8%)		3 (13.6%)
W.S.I.		2 (33.3%)	2 (9.1%)
Special Courses:			
Intramurals		1 (16.7%)	1 (4.5%)
Sports Officiating	3 (18.8%)	2 (33.3%)	5 (22.7%)
Organization & Ad.		1 (16.7%)	1 (4.5%)
Student Teaching or Internship		1 (16.7%)	1 (4.5%)
Health, Safety, Driver Education:			
Environmental & Community Health	6 (37.5%)	1 (16.7%)	7 (31.8%)
Introductions to Health (Foundations)	4 (25.0%)	2 (33.3%)	6 (27.3%)
Personal Health	12 (75.0%)		12 (54.5%)
Teaching Health	1 (6.2%)		1 (4.5%)
First Aid	13 (81.3%)	2 (33.3%)	15 (68.2%)
Safety Education	2 (12.5%)		2 (9.1%)
Recreation:			
Camping & Camp Counseling	4 (25.0%)	1 (16.7%)	5 (22.7%)
Community Recreation	3 (18.8%)	1 (16.7%)	4 (18.2%)
Recreational Activities	3 (18.8%)		3 (13.6%)

TABLE XIV

PHYSICAL EDUCATION PROFESSIONAL COURSES OFFERED BY THE
TWO-YEAR COLLEGES SURVEYED ACCORDING TO STUDENT POPULATION

AREA & COURSE	STUDENT		POPULATION	
	Under 1,000	1,001 1,500	1,501 2,000	Over 2,000
Foundations:				
<u>Introduction to P.E.</u>		1 (16.7%)	2 (28.6%)	
Foundations of P.E.			1 (14.3%)	1 (25.0%)
Science & Evaluation:				
<u>Anatomy</u>	2 (40.0%)	1 (16.7%)		
Physiology	2 (40.0%)	1 (16.7%)		
Coaching:				
<u>Coaching Theory</u>	1 (20.0%)			1 (25.0%)
Baseball Coaching				1 (25.0%)
Basketball Coaching				1 (25.0%)
Football Coaching				1 (25.0%)
Teaching Methods:				
<u>Dance (Folk, Social)</u>				1 (25.0%)
Elementary P.E.		2 (33.3%)		1 (25.0%)
W.S.I.	2 (40.0%)			
Special Courses:				
<u>Intramurals</u>	1 (20.0%)			
Sports Officiating	2 (40.0%)		2 (28.6%)	1 (25.0%)
Organization & Adm.	1 (20.0%)			
Student Teaching or Internship	1 (20.0%)			
Health, Safety Driver Ed.:				
<u>Environmental & Community Health</u>	2 (40.0%)	2 (33.3%)	2 (28.6%)	2 (50.0%)
<u>Introduction to Health (Founda.)</u>	2 (40.0%)		2 (28.6%)	2 (50.0%)
Personal Health		4 (66.7%)	5 (71.4%)	3 (75.0%)
Teaching Health				1 (25.0%)
First Aid	2 (40.0%)	4 (66.7%)	5 (71.4%)	4 (100%)
Safety Education		1 (16.7%)		1 (25.0%)

TABLE XIV (continued)

AREA & COURSE	STUDENT POPULATION			
	Under 1,000	1,001 1,500	1,501 2,000	Over 2,000
<u>Recreation:</u>				
<u>Camping &</u>				
Camp Counseling	1 (20.0%)	1 (16.7%)	2 (28.6%)	
Community Recreation	1 (20.0%)	1 (16.7%)	2 (28.6%)	
Recreational Act.		1 (16.7%)	1 (14.3%)	1 (25.0%)

reported the availability of a gymnasium off-campus, three (13.6%) of the respondents reported swimming pools on-campus and nine (40.9%) reported off-campus pools; nineteen (86.4%) of the colleges reported available outdoor areas for physical education on campus and five (22.7%) offered such areas off-campus; fifteen (68.2%) listed tennis courts available on-campus and five (22.7%) reported available tennis courts off-campus; seven (31.8%) of the survey population indicated dance studios on-campus; two (9.1%) had bowling alleys on-campus while twelve (54.5%) utilized off-campus alleys; eight (36.4%) of the colleges surveyed noted that extra indoor areas were available on-campus and one (4.5%) had such areas off-campus; and sixteen (72.7%) of the department heads surveyed reported on-campus classrooms and one (4.5%) reported available classrooms off-campus. Other on-campus facilities reported included a golf range, a track, a football stadium, an archery range, a fitness room, a weight room, a horsemanship area, and a pond. Additional off-campus facilities listed were a driver education range, a golf course, and a river. One (4.5%) of the respondents did not respond to the item.

The distribution of physical education facilities according to public or private affiliation of the colleges surveyed is given in TABLE XV on page 76. A similar distribution according to student population of the institutions may be found in TABLE XVI, page 77.

TABLE XV

PHYSICAL EDUCATION FACILITIES AVAILABLE FOR USE BY THE
TWO-YEAR COLLEGES SURVEYED ACCORDING TO PUBLIC OR PRIVATE AFFILIATION

FACILITY	AFFILIATION	
	PUBLIC	PRIVATE
<u>On-Campus</u>		
Field House	1 (6.2%)	1 (16.7%)
Gymnasium	7 (43.7%)	3 (50.0%)
Swimming Pool		3 (50.0%)
Outdoor Areas	14 (87.5%)	5 (83.3%)
Tennis Courts	10 (62.5%)	5 (83.3%)
Dance Studio	3 (18.8%)	4 (66.7%)
Gymnastics Room	6 (37.5%)	1 (16.7%)
Bowling Alley	1 (6.2%)	1 (16.7%)
Extra Indoor Areas	4 (25.0%)	4 (66.7%)
Classrooms	12 (75.0%)	4 (66.7%)
Golf Range	1 (6.2%)	
Track		1 (16.7%)
Football Stadium		1 (16.7%)
Archery Range	1 (6.2%)	
Fitness Room		1 (16.7%)
Weight Room		1 (16.7%)
Horsemanship Area	1 (6.2%)	
Pond	1 (6.2%)	
<u>Off-Campus</u>		
Field House		1 (16.7%)
Gymnasium	5 (31.3%)	1 (16.7%)
Swimming Pool	7 (43.7%)	2 (33.3%)
Outdoor Areas	4 (25.0%)	1 (16.7%)
Tennis Courts	5 (31.3%)	
Gymnastics Room	1 (6.2%)	1 (16.7%)
Bowling Alley	10 (62.5%)	2 (33.3%)
Extra Indoor Areas	1 (6.2%)	
Classrooms	1 (6.2%)	
Driver Education Range	1 (6.2%)	
Golf Course	1 (6.2%)	
River	1 (6.2%)	

TABLE XVI

PHYSICAL EDUCATION FACILITIES AVAILABLE FOR USE BY THE
TWO-YEAR COLLEGES SURVEYED ACCORDING TO STUDENT POPULATION

FACILITY	STUDENT POPULATION			
	Under 1,000	1,101 1,500	1,501 2,000	Over 2,000
On-Campus				
Field House	0	1 (16.7%)	0	0
Gymnasium	3 (60.0%)	3 (50.0%)	4 (57.1%)	0
Swimming Pool	2 (40.0%)	1 (16.7%)	0	0
Outdoor Areas	4 (80.0%)	6 (100%)	6 (85.7%)	3 (75.0%)
Tennis Courts	5 (100%)	4 (66.7%)	4 (57.1%)	2 (50.0%)
Dance Studio	2 (40.0%)	2 (33.3%)	1 (14.3%)	1 (25.0%)
Gymnastics Room	0	3 (50.0%)	2 (28.6%)	2 (50.0%)
Bowling Alley	1 (20.0%)	1 (16.7%)	0	0
Extra Indoor Areas	3 (60.0%)	3 (50.0%)	2 (28.6%)	1 (25.0%)
Classrooms	4 (80.0%)	4 (66.7%)	0	3 (75.0%)
Golf Range	0	0	1 (14.3%)	0
Track	0	1 (16.7%)	0	0
Football Stadium	0	1 (16.7%)	0	0
Archery Range	0	0	1 (14.3%)	0
Fitness Room	1 (20.0%)	0	0	0
Weight Room	1 (20.0%)	0	0	0
Horseanship Area	0	0	0	0
Pond	0	0	1 (14.3%)	0
Off-Campus				
Field House	1 (20.0%)	0	0	0
Gymnasium	1 (20.0%)	2 (33.3%)	2 (28.6%)	1 (25.0%)
Swimming Pool	2 (40.0%)	3 (50.0%)	2 (28.6%)	2 (50.0%)
Outdoor Areas	1 (20.0%)	2 (33.3%)	2 (28.6%)	0
Tennis Courts	0	2 (33.3%)	2 (28.6%)	1 (25.0%)
Gymnastics Room	1 (20.0%)	0	1 (14.3%)	0
Bowling Alley	2 (40.0%)	2 (33.3%)	5 (71.4%)	3 (75.0%)
Extra Indoor Areas	0	0	0	1 (25.0%)
Classrooms	0	0	1 (14.3%)	0
Driver Ed. Range	0	0	1 (14.3%)	0
Golf Course	0	0	0	0
River	0	0	0	0

Item 2. The second item of Area VI asked if respondents felt that the lack of facilities for physical education adversely affected the physical education curriculum at their college. Thirteen (59.1%) of the respondents replied that a lack of facilities adversely affected their programs. Seven (31.8%) of those responding reported no adverse effects to the physical education program due to a lack of facilities. Two (9.1%) of the physical education department heads failed to respond to this item.

Three (50.0%) of the six private two-year college respondents indicated adverse effects due to a lack of facilities and three (50.0%) reported no adverse effects. Of the sixteen public college respondents, ten (62.5%) reported that the lack of facilities adversely affected their physical education curricula and four (25.0%) indicated no adverse effects due to a lack of facilities. Two (12.5%) of the public school respondents did not indicate a response.

In colleges with student populations under 1,000, two (40.0%) indicated that the lack of facilities adversely affected their physical education curriculum and three (60.0%) replied that no adverse effects existed. Four (66.7%) of the respondents in colleges with enrollments of 1,001 to 1,500 felt that a lack of facilities adversely affected the curriculum, one (16.7%) felt no adverse effects due to the lack of facilities, and one (16.7%) did not respond. Of the seven colleges with

enrollments of 1,501 to 2,000, four (57.1%) indicated the existence of adverse effects due to the lack of facilities and three (42.8%) indicated no adverse effects due to the lack of facilities. Three (75.0%) of the physical education department heads in the surveyed colleges with enrollments over 2,000 reported that the lack of facilities adversely affected their physical education curriculum and one (25.0%) of the colleges in the category did not respond to the item.

Item 3. The final item sought to identify those institutions which had physical education facilities, planned or under construction, that would enhance curricular offerings. Respondents were first asked to indicate if such facilities were being planned or under construction at their institution. Those who responded "Yes" to the first part of the item were instructed to indicate those facilities that were planned and those under construction at their college by marking a chart within the item. Space was provided on the chart for respondents to add other facilities not included on the chart.

For the twenty-two colleges surveyed, thirteen (59.1%) reported that additional physical education facilities were either planned or under construction at their colleges. Eight (36.4%) of the respondents indicated that no additional facilities were planned or under construction. One (4.5%) of the respondents did not respond to this item.

At private two-year colleges three (50.0%) reported facilities were planned or under construction and three (50.0%) reported no planned facilities or facilities under construction. Nine (56.3%) public college respondents reported facilities either planned or under construction, and six (37.5%) reported no such plans or construction. One (6.2%) of the public respondents did not reply.

Three (60.0%) of the colleges with student populations under 1,000 reported additional facilities either planned or under construction and two (40.0%) did not. In colleges with enrollments of 1,001 to 1,500, three (50.0%) reported the planning or construction of new facilities, two (33.3%) indicated no planned or constructed facilities, and one (16.7%) did not respond to the item. Three (42.9%) of the respondents in colleges of 1,501 to 2,000 students reported new facilities under construction or planned, and four (57.1%) indicated no such facilities. Of the four colleges with over 2,000 students, three (75.0%) reported facilities either planned or under construction, and one (25.0%) had no response to the item.

On page 81 TABLE XVII shows the facilities that respondents indicated were planned and under construction according to public or private affiliation and for the total survey population. TABLE XVIII, page 82, indicates the facilities planned and under construction at the two-year colleges surveyed according to student population.

TABLE XVII

PHYSICAL EDUCATION FACILITIES PLANNED OR UNDER CONSTRUCTION
 ACCORDING TO PUBLIC OR PRIVATE AFFILIATION AND THE TOTAL
 POPULATION OF COLLEGES SURVEYED

Facility	Public	Private	Total Survey Population
Planned:			
Field House		1 (16.7%)	1 (4.5%)
Gymnasium	6 (37.5%)	1 (16.7%)	7 (31.8%)
Swimming Pool	4 (25.0%)	2 (33.3%)	6 (27.3%)
Outdoor Areas	4 (25.0%)		4 (18.2%)
Tennis Courts	5 (31.3%)	1 (16.7%)	6 (27.3%)
Dance Studio	2 (12.5%)		2 (9.1%)
Gymnastics Room	1 (6.2%)	2 (33.3%)	3 (13.6%)
Extra Indoor Areas	3 (18.8%)	1 (16.7%)	4 (18.2%)
Classrooms	5 (31.3%)	1 (16.7%)	6 (27.3%)
Handball Courts		1 (16.7%)	1 (4.5%)
Under Construction:			
Gymnasium	1 (6.2%)		1 (4.5%)
Outdoor Areas	1 (6.2%)	1 (16.7%)	2 (9.1%)
Tennis Courts		1 (16.7%)	1 (4.5%)
Dance Studio	2 (12.5%)		2 (9.1%)
Gymnastics Room	1 (6.2%)		1 (4.5%)
Extra Indoor Areas	1 (6.2%)		1 (4.5%)
Classrooms	1 (6.2%)		1 (4.5%)

TABLE XVIII

PHYSICAL EDUCATION FACILITIES PLANNED OR UNDER CONSTRUCTION
 ACCORDING TO THE STUDENT POPULATIONS OF THE
 TWO-YEAR COLLEGES SURVEYED

Facility	Student Population			
	Under 1,000	1,001 1,500	1,501 2,000	Over 2,000
Planned:				
Field House		1 (16.7%)		
Gymnasium	1 (20.0%)	2 (33.3%)	2 (28.6%)	2 (50.0%)
Swimming Pool	1 (20.0%)	4 (66.7%)		1 (25.0%)
Outdoor Areas		2 (33.3%)	1 (14.3%)	1 (25.0%)
Tennis Courts	1 (20.0%)	1 (16.7%)	2 (28.6%)	2 (50.0%)
Dance Studio		2 (33.3%)		
Gymnastics Room	1 (20.0%)	1 (16.7%)	1 (14.3%)	
Extra Indoor Areas	1 (20.0%)	1 (16.7%)	1 (14.3%)	1 (25.0%)
Classrooms		3 (50.0%)	1 (14.3%)	2 (50.0%)
Handball Courts		1 (16.7%)		
Under Construction:				
Gymnasium				1 (25.0%)
Outdoor Areas	1 (20.0%)			1 (25.0%)
Tennis Courts	1 (20.0%)			
Dance Studios				2 (50.0%)
Gymnastics Room				1 (25.0%)
Extra Indoor Areas				1 (25.0%)
Classrooms				1 (25.0%)

Conclusions and recommendations based on the data presented in this chapter were formulated and are presented in Chapter 5.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

When this study was conducted in the Spring of 1976, there were twenty-six public and private two-year colleges in operation in North Carolina that offered general education and transfer programs. Twenty-two of these two-year colleges, sixteen public and six private, participated in this study which was designed to determine the status of the physical education programs in the two-year colleges of North Carolina that offer general education and transfer programs. Physical education department heads at the participating colleges responded to a twenty-five item questionnaire developed to elicit specific and general information about the physical education program at each institution. Participating colleges were grouped according to their student population size and public or private status as colleges. Responses to each questionnaire item were recorded and tabulated according to the categories mentioned above and for the total responding colleges. Tabulations of responses, in terms of percentages and raw scores, were reported in Chapter IV. It was not the purpose of this study to rate or criticize any physical education program, individual, or institution. Rather an attempt was made to

describe physical education programs in those two-year colleges that met the specified limitations of the study.

CONCLUSIONS

Based on the responses and data obtained from the administration of the questionnaire utilized in this study, the following conclusions were drawn.

1. There appears to be a definite interest and concern for physical education among administrators and physical educators in the two-year public and private colleges of North Carolina.

2. Although some of the colleges surveyed were located in metropolitan areas, the vast majority (68.2%) were located in cities or communities with populations under 50,000.

3. Public community colleges favored the quarter academic calendar plan, and private two-year colleges preferred the semester plan.

4. Two-year colleges in North Carolina tend to have student populations of less than 2,000 and are predominantly coeducational institutions. Public colleges tended to have larger enrollments than private colleges.

5. Private two-year colleges preferred an identity as liberal arts institutions and public colleges expressed a preference for a liberal arts and vocational-technical label.

6. General education transfer programs have been offered at private two-year colleges considerably more years than at public community colleges.

7. Physical education departments in the two-year colleges of North Carolina are limited to five or less full time faculty members, and the vast majority of those departments (86.4%) depend on part-time faculty to assist in the conduct of the physical education program.

8. Teaching experience is not an essential prerequisite for employment as a physical education faculty member in the majority of two-year colleges in North Carolina.

9. Few physical educators in the two-year colleges of North Carolina that offer transfer programs hold graduate degrees above the Masters level.

10. Physical education faculty members are often appointed additional responsibilities, other than teaching, in two-year colleges, regardless of the affiliation or enrollment of the college.

11. Although a variety of intercollegiate athletic sports are offered by the colleges surveyed, basketball, tennis, and golf are considerably more popular than other sports in all categories of colleges.

12. Private two-year colleges offer a greater variety of intercollegiate sports than public two-year colleges. College size did not appear to be a factor in determining the number or types of athletic sports offered.

13. A variety of intramural activities appear to be popular in the two-year colleges regardless of affiliation or student population.

14. Physical education budgets are most frequently separate budgets or included in the general operating budget of the institutions, and rarely are physical education budgets shared with athletics or intramurals.

15. Most two-year colleges in North Carolina require some physical education activity class or classes of their students. This requirement is most often for one year.

16. The two-year colleges of North Carolina offer many different physical education activity courses, most of which are co-educational classes. Public community colleges offer more innovative types of activities such as those associative with recreational skills and outdoor leisure activities, while private two-year colleges emphasize more traditional activities such as team games, and individual and dual sports.

17. Although most of the two-year colleges surveyed schedule physical education activity classes two days per week for forty to fifty minutes, a degree of flexibility in scheduling does exist at several institutions.

18. Letter grades continue to be the most popular method of assigning grades for physical education activity in two-year colleges of North Carolina.

19. Physical education department heads do not feel that articulation, transfer between colleges, is a major problem for students who transfer from two-year colleges in North Carolina to four-year colleges or universities in that state.

20. Although the two-year colleges surveyed describe themselves as either liberal arts colleges or liberal arts and vocational-technical colleges, a considerable number of professional physical education courses are offered by these colleges. Public community colleges offer a larger variety of professional preparation courses than private two-year colleges.

21. Public two-year colleges must depend on utilization of off-campus facilities for physical education instruction, and over sixty percent of the public college physical education department heads feel that a lack of facilities adversely affected their programs. Private two-year colleges do not depend greatly on off-campus facilities, and fifty percent of the department heads at these institutions feel that the lack of facilities adversely affected the physical education program.

22. Additional physical education facilities are planned or under construction at over fifty-nine percent of the two-year colleges in North Carolina that offer general education and transfer programs. This indicates a commitment by these institutions to the improvement of physical education at the two-year college level.

RECOMMENDATIONS

Based on the collected data and conclusions arrived at from that data, the following recommendations are offered:

1. The public and private two-year colleges in North Carolina should explore the possibility of adopting more similar academic calendar plans, either semester or quarter, that might facilitate transfer to four-year colleges or universities in North Carolina.

2. The two-year colleges in North Carolina should strive to become less dependent upon part-time physical education faculty in the conduct of their physical education programs.

3. An effort should be made by each two-year college in North Carolina to acquire physical education faculty with prior teaching experience.

4. Public and private two-year colleges that offer general education and transfer programs should encourage their physical education faculty members to obtain advanced or terminal degrees in their professional subject areas. This recommendation is particularly relevant for those colleges that offer professional physical education courses.

5. Physical education faculty members in two-year colleges should devote the great majority of their time and energy to teaching and should be freed from additional duties or responsibilities that might negatively influence their teaching effectiveness.

6. Although intercollegiate athletics can contribute as an educational experience at the two-year college level, administrators, physical educators, and students in these

two-year colleges should strive to keep athletic programs in the proper perspective in relation to the overall purposes and functions of the institution.

7. The two-year colleges in North Carolina should continue to provide and promote a variety of intramural activities that meet the needs and interests of those students who desire and participate in such activities.

8. Administrators and physical educators in two-year public and private colleges should communicate and share problems and solutions related to budget and finance of physical education programs.

9. There exists a need for greater consistency among the two-year colleges in North Carolina for requirements for physical education activity. Such a requirement should be based on the ability of each institution to offer activity courses and on the physical education activity requirements of four-year colleges and universities in the state.

10. Private two-year colleges in North Carolina should attempt to offer more activity courses designed to teach leisure and recreational skills.

11. Two-year college physical educators in North Carolina should develop a consistent list of those, if any, substitutions allowed for physical education activity classes. It is the recommendation of this writer that no substitutions for physical education activity be allowed if adapted activity classes are offered. In those colleges where adapted physical education is not offered, medical

excuses should be the only substitutions allowed for physical education activity.

12. Although articulation, or transfer, problems are experienced by students in few of the two-year colleges surveyed, all of the public and private two-year colleges should work co-operatively in dealing with such problems. Colleges that experience problems related to transfer should consult and seek the assistance of the Joint Committee on College Transfer Students.

13. Professional physical education courses offered by two-year colleges should be planned according to the ability of the college and physical education department within the college. Communication between two and four year colleges in North Carolina is recommended in order to prevent the repetition of courses and creation of transfer problems.

14. The need for additional physical education facilities at public and private two-year colleges in North Carolina should be carefully studied and examined before such facilities are planned or constructed. Institutions should attempt to utilize all possible facilities, both on and off campus, that might enhance the physical education curriculum and prevent large, unnecessary expenditures. Two-year colleges should continue to utilize available facilities in the cities or communities wherein they are located and should continue to seek the use of other facilities that can enhance their physical education programs.

15. Additional descriptive studies of the physical education programs in the public and private two-year colleges in North Carolina are recommended at regular intervals of five to ten years. Such studies may serve to identify trends, problems, innovations, and changes that occur in the public community colleges and private two-year colleges relative to physical education. Status studies of this nature will also provide information concerning physical education curricular offerings that may prove helpful in solving transfer problems that two-year college students may experience when transferring to four-year colleges or universities in North Carolina.

APPENDIX A

Mr. David Gardner
4221 Galax Drive
Raleigh, North Carolina 27612

_____, 1976

President _____

_____, North Carolina

Dear

I am anxious to obtain your co-operation and assistance in the completion of a project that can be of value to your institution generally, and more specifically to the physical education program at your institution and the students who transfer from your institution to four-year colleges and universities. The purpose of this project is to study the status of physical education programs in the two-year public and private colleges of North Carolina that offer general college or transfer programs and is being conducted as a Doctor of Arts dissertation study.

Having discussed this study with several individuals including Mr. Bobby Anderson, Director of Transfer and General Education for the Department of Community Colleges, I realize that the results of such a project could provide a valuable overview of the status of physical education in two-year colleges. This overview would provide knowledge relative to the physical education curriculum, faculty, facilities, and other areas that is presently unavailable in North Carolina. In no way will the results of this study be used to evaluate, analyze or rate any program, department, or individual, rather the results of the responses to the questionnaire to be used will merely be recorded and grouped according to the public or private affiliation of the colleges and according to the student population of the colleges. This questionnaire will be sent to the physical education department head or chairperson of each institution to be surveyed, and these individuals will be asked to complete and return the questionnaire. The academic administrator at each participating college will be contacted concerning the status of the questionnaire and the results of the study if desired.

I realize that college administrators and faculty have been, and continue to be, over-burdened with forms, surveys,

and other paperwork, but I sincerely feel that the benefits to be obtained from this study are worthy of the time required to respond to the questionnaire. The participation and support of every two-year college in the state is vital to the success of the project. Please complete and return the enclosed card at your earliest convenience so that a questionnaire can be forwarded to the physical education chairperson at your institution.

Your time and interest in this matter is greatly appreciated, and I look forward to hearing from you soon.

Very sincerely,

David Gardner

DG: cb
Enclosure

APPENDIX B

Name of Institution: _____

We are willing to co-operate in this study.

_____ Yes

_____ NO

Name and Address of Physical Education Department
Head.

Send a copy of the results of this study to:

APPENDIX C

Mr. David Gardner
4221 Galax Drive
Raleigh, North Carolina 27612

April, 1976

Dear Department Head,

I would like to obtain your assistance in completing a project that will be of significant value to the physical education programs, faculty, and students in two-year colleges of North Carolina that offer general education or transfer programs. This project is being conducted as the focus of a Doctor of Arts dissertation in Physical Education and has as its purpose to determine the status of physical education in the public and private two-year colleges of North Carolina.

Enclosed you will find a questionnaire that you are requested to complete and return in the accompanying postage paid envelope at your earliest convenience. Realizing the tremendous number of forms and papers that you must deal with, the questionnaire has been designed to facilitate quick and simple responses to several vital aspects of your physical education program. The results of your responses to the questionnaire will be treated anonymously and grouped with the responses from other colleges according to public or private affiliation and size of student population. In no way will the results of this study be used to rate, analyze, or evaluate any individual, program, or institution, rather such results will be tabulated and reported in terms of an overview of the status of physical education programs in the two-year colleges of North Carolina. In order for this study to be significant and of value to you and your institution, the participation and co-operation of every college surveyed is essential.

The president of your institution has been contacted and apprised of this project, and the results of the study will be made available to the academic administrator of the institution and you if they are desired. Should you have any questions relative to this project, please do not hesitate to contact me at the inside address or by phone at (919) 787-2734.

Thank you for your time, interest, and co-operation
in this matter. I look forward to hearing from you soon.

Very sincerely,

David Gardner

DG: cb
Enclosures

APPENDIX D

David Gardner
4221 Galax Drive
Raleigh, North Carolina 27612

April 27, 1976

Dear

As physical education department head, you were recently requested to co-operate in a study of the physical education programs in the two-year colleges of North Carolina by completing and returning a questionnaire. At this writing, the completed questionnaire from your institution has not been received.

In order to begin tabulation of the survey and report the findings to the institutions involved, the completion and return of your questionnaire is essential. If you have completed and returned your questionnaire by the time you receive this letter, please consider this an expression of appreciation for your co-operation. Should any questions or problems arise concerning this survey, please do not hesitate to contact me at the inside address or by phone at: (919) 787-2734.

Thank you again for your time and interest in this matter.

Sincerely,

David Gardner

DG:cb

APPENDIX E

Directions: Read each item carefully before responding. Indicate the most appropriate response to each item with a check (✓) in the space provided to the left of that response. Where more than one response is required, check all responses applicable in the spaces provided.

AREA I: General Characteristics of the Institution

1. Population of the city or community.

<input type="checkbox"/> Over 250,000	<input type="checkbox"/> 10,000 - 25,000
<input type="checkbox"/> 100,000 - 250,000	<input type="checkbox"/> 5,000 - 10,000
<input type="checkbox"/> 50,000 - 100,000	<input type="checkbox"/> Under 5,000
<input type="checkbox"/> 25,000 - 50,000	

2. Type of institution.

Public Private

3. Academic calendar plan utilized.

Semester Quarter Other

4. Student body description.

Student Population

<input type="checkbox"/> Under 1,000	<input type="checkbox"/> Coed
<input type="checkbox"/> 1,001 - 1,500	<input type="checkbox"/> All Male
<input type="checkbox"/> 1,501 - 2,000	<input type="checkbox"/> All Female
<input type="checkbox"/> Over 2,000	

5. Institutional identity.

<input type="checkbox"/> Liberal arts (General Ed.)	<input type="checkbox"/> Vocational-Technical
<input type="checkbox"/> Liberal arts and Vocational-Technical	<input type="checkbox"/> Other

6. Number of years general education transfer program has been offered.

<input type="checkbox"/> Under 5 years	<input type="checkbox"/> 16 - 20 years
<input type="checkbox"/> 6 - 10 years	<input type="checkbox"/> Over 20 years
<input type="checkbox"/> 11 - 15 years	

AREA II: General Information: Physical Education Program

1. Full time physical education faculty.

None 6 - 10
 1 - 5 Over 10

2. Part time physical education faculty.

None 3 - 4
 1 - 2 Over 4

3. Prerequisites for employment.

Teaching experience? Yes No

If "Yes", number of years:

1 - 3
 4 - 6
 Over 6

4. Physical education faculty qualifications.

Indicate number of faculty holding following degrees in physical education.

Bachelors degree Specialist degree
 Masters degree Doctoral degree

5. Additional responsibilities, other than teaching, required of physical education faculty.

Club moderators (advisors) Independent study moderators
 Intramural supervision Cheerleader Supervision
 Coaching Other

6. Intercollegiate athletic sports offered.

<input type="checkbox"/> None	<input type="checkbox"/> Rifle shooting
<input type="checkbox"/> Baseball	<input type="checkbox"/> Soccer
<input type="checkbox"/> Basketball	<input type="checkbox"/> Softball
<input type="checkbox"/> Cross Country	<input type="checkbox"/> Swimming
<input type="checkbox"/> Fencing	<input type="checkbox"/> Tennis
<input type="checkbox"/> Field Hockey	<input type="checkbox"/> Track & Field
<input type="checkbox"/> Football	<input type="checkbox"/> Volleyball
<input type="checkbox"/> Golf	<input type="checkbox"/> Wrestling
<input type="checkbox"/> Gymnastics	<input type="checkbox"/> Other (s)

7. Intramural Activities offered.

<input type="checkbox"/> None	<input type="checkbox"/> Judo, Karate
<input type="checkbox"/> Archery	<input type="checkbox"/> Ping pong
<input type="checkbox"/> Aquatics	<input type="checkbox"/> Rifle shooting
<input type="checkbox"/> Badminton	<input type="checkbox"/> Soccer
<input type="checkbox"/> Baseball	<input type="checkbox"/> Softball
<input type="checkbox"/> Basketball	<input type="checkbox"/> Swimming
<input type="checkbox"/> Billiards	<input type="checkbox"/> Skiing
<input type="checkbox"/> Bowling	<input type="checkbox"/> Tennis
<input type="checkbox"/> Cross Country	<input type="checkbox"/> Track & Field
<input type="checkbox"/> Dance (Folk, social, etc.)	<input type="checkbox"/> Tubing
<input type="checkbox"/> Fencing	<input type="checkbox"/> Volleyball
<input type="checkbox"/> Field hockey	<input type="checkbox"/> Weight lifting
<input type="checkbox"/> Football	<input type="checkbox"/> Wrestling
<input type="checkbox"/> Golf	<input type="checkbox"/> Paddleball
<input type="checkbox"/> Gymnastics	<input type="checkbox"/> Other
<input type="checkbox"/> Handball	

8. Budget structure for physical education program.

Separate budget for physical education
 Shared with athletics
 Shared with intramurals
 Shared with athletics and intramurals
 Included in general operating budget of institution

AREA III: Physical Education Curriculum: General & Activity

1. Are physical education activity, basic instruction, or service classes offered?

Yes No

If "Yes", are they required? If "Yes", how much?

Yes 1 year

No 2 years

2. On the chart below, indicate those courses offered in your service or basic instruction program. Indicate the organization for each activity by marking the appropriate column and space for the courses offered.

ACTIVITIES	TYPES OF CLASSES OFFERED		
	For Men	For Women	Coed Classes
Archery			
Aquatics			
Ballet			
Badminton			
Baseball			
Basketball			
Billiards			
Bowling			
Cross Country			
Dance - Modern			
Dance - Folk-Square			
Dance - Social			
Fencing			
Field Hockey			
Football			
Golf			
Gymnastics			
Handball			
Judo-Karate			
Life Saving			
Rifle shooting			
Snow skiing			
Soccer			
Softball			
Speedball			
Swimming - Beginner			
Swimming - Inter.			
Swimming - Adv.			
Tennis - Beginner			
Tennis - Inter.			
Track & Field			
Volleyball			
Weight Control			
Wrestling			
Adapted P.E.			
Other (s) (List)			

3. Times per week activity classes meet.

1 day 3 days 5 days
 2 days 4 days

4. Normal length of activity classes.

40 - 50 minutes 90 minutes
 60 - 70 minutes Other

5. Substitutions for physical education activity classes allowed.

None Athletics
 Age factor ROTC
 Intramurals Married Students
 Band Other

6. Method of assigning grades.

No grades given Numerical grades
 Letter grades Pass - Fail or letter grade
 Pass - Fail Other

AREA IV: Articulation: Transfer Between Colleges

1. Are numerous problems, relative to physical education, experienced by students who transfer from your institution to four-year colleges and universities in North Carolina?

None Some, but few Many

AREA V: Physical Education Curriculum (Professional)

1. On the chart below, indicate each course, or the comparable course, offered in your physical education curriculum.

Physical Education Foundations

- _____ Introduction to Physical Education
- _____ Foundations of Physical Education

Science and Evaluation Courses

- _____ Anatomy
- _____ Physiology
- _____ Physiology of Exercise
- _____ Kinesiology
- _____ Tests and Measurement

Coaching Courses

- _____ Care and Prevention of Athletic Injuries
- _____ Coaching Theory
- _____ Psychology of Coaching
- _____ Baseball Coaching
- _____ Basketball Coaching
- _____ Football Coaching
- _____ Coaching Individual and Dual Sports
- _____ Coaching Team Sports

Teaching Methods Courses

- _____ Teaching Dance (Modern)
- _____ Teaching Dance (Folk & Social)
- _____ Teaching Elementary Physical Education
- _____ Teaching Individual and Dual Sports
- _____ Teaching Team Sports
- _____ WSI

Special Professional Courses

- _____ Care of Equipment
- _____ Curriculum and Program in P.E.
- _____ Intramurals
- _____ Sports Officiating
- _____ Organization and Administration
- _____ Student Teaching or Internship

Health, Safety, and Driver Education

- _____ Environmental and Community Health
- _____ Introduction to Health (Foundations)
- _____ Personal Health
- _____ Teaching Health
- _____ First Aid
- _____ Safety Education
- _____ Driver Education

Recreation

- _____ Camping and Camp Counseling
- _____ Community Recreation
- _____ Recreational Activities

BIBLIOGRAPHY

BIBLIOGRAPHY

A. PERIODICALS

- Bennett, Jessie Carl, "An Evaluation of Physical Education Programs for Men in Selected Universities of North Carolina", Dissertation Abstracts International, 32:3 (1971), 1318A (University of Utah).
- Doornbos, Roy, "Facilities and Program for Junior College Physical Education," Journal of Health, Physical Education, and Recreation, 36:4, (April, 1965), pp. 33-48.
- Eiland, Helen Jane, "Emphasis in Junior College Physical Education Programs Should Be On Carry-Over Physical Recreation Activities," Journal of Health, Physical Education, and Recreation, 36:4 (April, 1965, pp. 33-48.
- Fairbanks, Bert Lamarr, "A Study to Determine the Academic Status of Physical Education in Canadian Universities," Dissertation Abstracts International, 30:9 (1970), 3759A (Brigham Young University).
- Hodges, Patrick B., "Status and Structure of Physical Education in Public Two-Year Colleges of the Midwest", Journal of Health, Physical Education, and Recreation, 45:6, (June, 1974), pp. 13-15.
- Jones, James Richard, "An Evaluation of the Physical Education Programs for Men in Selected Colleges and Universities and an Appraisal of the Score Card Employed," Dissertation Abstracts International, 28:1-2 (1967) 483A (Colorado State College).
- Livingston, William Michael, "An Evaluation and Analysis of Undergraduate Professional Preparation in Physical Education for Men in State Colleges and Universities in Alabama," Dissertation Abstracts International, 28:5-6, 1695A (University of Alabama).
- McClain, William Marshall, "An Evaluation and Analysis of the Undergraduate Professional Preparation Programs in Physical Education for Men in the Colleges and Universities of North Carolina," Dissertation Abstracts International, 32:9 (1971), 5022A (University of Alabama).
- Miller, Carl Richard, "An Analysis of Men's Physical Education Programs in Texas State Supported Colleges and

Universities Offering the Bachelor's and Master's Degree," Dissertation Abstracts International, 30:11 (1969), 4813A (North Texas State University).

Piscope, John and Bert Jacobsen, "Flexibility, Options and Early Specialization," Journal of Physical Education and Recreation, 46:3, (March, 1975), pp. 39-40.

Shenk, Henry A., "The Junior College Program Should Include the Beginnings of Professional Preparation for Future Physical Education Teachers," Journal of Health, Physical Education and Recreation, 36:4 (April, 1965), pp. 33-48.

Skimm, Richard, "Physical Education in the Junior College," Journal of Health, Physical Education and Recreation, 36:4 (April, 1965), pp. 33-48.

Snyder, Raymond A., "The Junior College Program," Journal of Health, Physical Education and Recreation, 38:5 (May, 1967), pp. 59-60.

Thomas, Jerry, Doyice J. Cotten and others, "Status of Physical Education in Junior Colleges," Journal of Health, Physical Education and Recreation, XXXIV (February, 1973), pp. 18-23.

Ward, Nan Karrick, "A Study of the University of Kentucky Community Colleges With Implications for the Development of Guidelines for the Physical Education, Intramural, and Recreation Programs," Dissertation Abstracts International, 30:7 (1967), 2840A (University of Kentucky).

Yarnall, Douglas, "A Survey of Physical Education in Two-Year Colleges," Journal of Health, Physical Education and Recreation, XXXII (April, 1971), pp. 81-82.

B. BOOKS

Bucher, Charles A., Administration of Health and Physical Education Programs Including Athletics. St. Louis: The C. V. Mosby Company, 1971.

The Chicago City Junior College Announcement, 1946-1947. Chicago: 1946.

Jencks, Christopher and David Riesman, The Academic Revolution. Garden City, New York: Doubleday and Company, 1968.

La Porte, William Ralph, The Physical Education Curriculum. Los Angeles: Parker and Company, 1951.

Mayhew, Lewis B., The Carnegie Commission on Higher Education. San Francisco: Jossey-Boss Publishers, 1973.

C. SPECIAL PUBLICATIONS

Guidelines For Transfer (Recommendations of the Joint Committee on College Student Transfer). The University of North Carolina General Administration, October, 1973.

Oxendine, Joseph, "Status of General Instruction Programs of Physical Education in Four-Year Colleges and Universities: 1971-72," Washington: American Association for Health, Physical Education and Recreation, 1972.

D. UNPUBLISHED MATERIALS

Day, William C., "Professional Preparation and Experience of Instructors in Community-Junior Colleges and Technical Institutes." Unpublished study, Indiana University, 1974.

Robinson, Herbert J., "An Evaluation of the Men's Physical Education Programs in Selected State Community Colleges in Eastern and Middle Tennessee." Unpublished Doctoral dissertation, Middle Tennessee State University, 1975.

Shaw, Willie G., "A Description of General Education Requirements in Physical Education for Selected Private, Predominantly Black Four-Year Colleges and Universities in Tennessee, Alabama, and Georgia." Unpublished Doctoral dissertation, Middle Tennessee State University, 1975.

Sterritt, William R., "A Descriptive Study of Health and Physical Education Programs for Men in Junior Colleges in North Carolina." Unpublished Doctoral dissertation, University of Southern Mississippi, 1972.

Stier, William F., Jr., "An Investigation Into Nine General Areas and Forty-Four Specific Sub-Areas of Physical Education Currently in Existence Within Two-Year Institutions of Higher Learning Within the Continental United States, 1970-1971." Unpublished study, Briar Cliff College, 1971.

Stier, William F., Jr., "The 1970-71 Status of Health, Physical Education, Recreation, and Athletics in Co-Educational Institutions of Higher Learning With An Enrollment Below 2,501." Unpublished study, Briar Cliff College, 1971.

E. PERSONAL INTERVIEW

Anderson, Bobby, Director, College Transfer and General Education, North Carolina Department of Community

Colleges. Interview conducted by the writer in Raleigh,
December 19, 1975.