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THE STATUS OF PHYSICAL EDUCATION PROGRAMS AT SELECTED
HISTORICALLY BLACK PRIVATE COLLEGES AND UNIVERSITIES IN NORTH
CAROLINA, SOUTH CAROLINA, AND VIRGINIA

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THE STATUS OF PHYSICAL EDUCATION
PROGRAMS AT SELECTED HISTORICALLY BLACK
PRIVATE COLLEGES AND UNIVERSITIES IN NORTH CAROLINA,
SOUTH CAROLINA, AND VIRGINIA

by
William Madrey, Jr.

A dissertation
submitted in partial fulfillment
of the requirements for the degree of
Doctor of Arts in the Department of Physical Education
Middle Tennessee State University
May, 1984

THE STATUS OF PHYSICAL EDUCATION
PROGRAM AT SELECTED HISTORICALLY BLACK
PRIVATE COLLEGES AND UNIVERSITIES IN NORTH
CAROLINA, SOUTH CAROLINA, AND VIRGINIA

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Abstract

THE STATUS OF PHYSICAL EDUCATION
PROGRAMS AT SELECTED HISTORICALLY BLACK
PRIVATE COLLEGES AND UNIVERSITIES IN NORTH CAROLINA,
SOUTH CAROLINA, AND VIRGINIA

William Madrey, Jr.

This study investigated the general education requirements for physical education programs in thirteen selected historically black private colleges and universities in North Carolina, South Carolina, and Virginia. The areas studied demographic characteristics of institutions, personnel, professional development of faculty, course requirements, credits, course offerings, evaluation, and recent program developments.

Chief academic officers at each institution were contacted by letter and asked to participate in the study. Chairpersons of physical education departments at their respective institutions were subsequently asked to complete a questionnaire encompassing the eight areas under investigation. Tables were developed from data to depict major findings, which included the following:

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(1) demographic characteristics - institutions varied widely in size but were generally characterized by substantially higher female enrollment;

(2) personnel - faculty was male dominated; highest earned degree was primarily the master's; and most faculty had varsity coaching responsibilities;

(3) professional development - approximately one-third of faculty were engaged in professional development activities:

(4) course requirements - institutions were similar with regard to offering physical education courses for the general student and requiring it for all students; there were wide variations in excuse policies and their application, number of years of physical education and kinds of courses required for graduation, use of proficiency or competency tests in lieu of required physical education courses, and amount of time spent in class per week;

(5) credits - there was little uniformity among institutions in the amount of class time required to generate credit hours;

(6) course offerings - practices for categorizing courses differed, coeducational courses were generally available, students selected a vast array of most popular

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activities, independent study options were generally unavailable, most schools had intramural programs which were also coeducational;

(7) evaluation - schools were uniform in using letter grades in computing physical education grades in cumulative grade point average for all students, including honor students, and most used written final examinations and skill and performance tests;

(8) recent developments - there were fluctuations in the availability of coeducational offerings, course requirements had changed in over half the schools, no new requirements had been established, at most institutions physical education facilities and number of faculty had remained unchanged, and most had experienced both an increase and decrease in certain physical education activities.

Dedicated to my mother and father, who from the very beginning taught me the importance of having a formal education in order to succeed in life; to my sister Phyllis, who always gave me emotional encouragement to succeed; and to my wife, Francine, who has weathered the many trials and tribulations without complaining.

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The ideas which I have expressed and developed throughout this research project were supported and encouraged by my dissertation committee: Professors A. H. Solomon, Guy Penny and Charles W. Babb. Their encouragement, suggestions, and support helped guide me through this project, and their persistent confidence in my abilities helped to strengthen me amidst my frustrations and disappointments. To Dr. A. H. Solomon, my major professor, I am especially grateful, for he has contributed to both my professional and personal development.

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To Francine, my confidant, best friend and wife, I am deeply grateful. She has given me her undying support during my bleakest hours without question. Her ideas and suggestions were helpful, and her critical eye would always catch an error.

Carolyn Smith read my poor penmanship and successfully typed my finished document. I am appreciative for her diligence and the countless hours spent at the "word processor." For wading through my notes and her commitment to helping me finish this on time, I am deeply indebted.

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CHAPTER I
INTRODUCTION

Many institutions of higher education require that students take physical education courses as a part of the general education program. Guidelines for general education requirements in physical education were suggested by professional preparation conferences that were held as early as 1948 at Jackson Mills, West Virginia (American Alliance for Health, Physical Education, Recreation and Dance, 1948).

Physical education activity is necessary for the human animal to survive. According to the great philosopher Rousseau, the development of both the mind and body are essential to man's existence (Bucher, 1975).

Some may argue against the importance of requiring non-physical education majors to take physical education courses. However, the notion of the "holistic" development of students gives prominence to their physical growth and well-being, as well as their intellectual development.

Institutions vary in the establishment and implementation of physical education requirements in the general education curriculum. Also, there are variations in the number of credit hours required of the student and whether or not

credit is given. Many of the larger colleges and universities have adopted the elective system for physical education activity courses. However, an elective program would have great economic difficulty working in the small college or university setting due to the small student body and teaching staff size. Staffing patterns also vary in that the level of specialized training among teaching staff members ranges from minimal to extensive. For example, some faculty may hold the terminal degree while others may have only a baccalaureate degree. Many others fall within this range.

Several questions may be raised about the effectiveness of general education curricula and the need for the inclusion of a physical education requirement. Moreover, the need for program evaluation may become increasingly crucial as more and more institutions of higher education face declining enrollments and financial exigencies. The ability of an institution to retain an academic program in the future may well rest in the ability of the respective staffs to document the effectiveness of their programs. For example, do students actually benefit from participation in such programs; are the programs cost-effective; and do such courses attract students? These are legitimate questions since it is important that all institutions closely and continuously monitor their programs.

During the past decade there have been persistent questions raised about the importance and necessity of requiring any courses, especially in areas outside the student's curriculum major (Oxendine, 1972). The requiring of physical education courses has been challenged more than any other facet of the curriculum. Grading, credits, patterns of course offerings, competency examinations, and even the existence of physical education itself have all been questioned (Oxendine, 1972).

Although professional preparation conferences have suggested standards for physical education curricula they do not monitor the extent to which institutions follow the recommendations set forth. Hence, there is much variation among member institutions.

Physical education has experienced numerous trends prompted by societal changes. Examples include an emphasis on physical fitness awareness brought about during wartime and a growing recreation movement during peacetime. A desire to become and stay physically fit through lifetime sports has currently become a central theme (Wright, 1971).

The challenge of the necessity for including physical education in the general education curricula is thought to be an especially crucial issue for black colleges and universities. These institutions play an important role in providing traditional higher education for black students (National Advisory Committee on Black Higher Education and

Black Colleges and Universities, 1979, p. 20). In view of their origin primarily for the education of black Americans, it is not surprising that all but four of the colleges are located in Southern states. In fact, five Southern states (Alabama, Georgia, Mississippi, North Carolina, and Texas) house more than one-half of the historically black colleges (National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1980a, p. 8).

These institutions depend heavily on federal aid and are particularly vulnerable to budget cuts. Energy costs and overall inflation exacerbate their financial troubles. If enrollments continue to decline, most black institutions will suffer a loss of a significant proportion of their revenues and experience drastic budget cuts, especially since a greater share of their revenues come from tuition. While a cutback in aid to students will result in a lack of finances to help them support their education, lack of aid to institutions will force them to cut back on programs, faculty, and staff (National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1980b, p. 19). Given earlier challenges concerning the inclusion of physical education courses in the general education curriculum, such courses are particularly vulnerable to budget cuts.

In Leneta Gaines' three-year study from 1975 to 1978 she discovered that historically black colleges have

diversified their curriculum offerings in accordance with the expansion of career opportunities for black graduates (National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1980c, p. 23). Physical education departments that are unable to become more flexible and diversified are finding their programs in jeopardy.

Recommendations issued by Earl McGrath in his 1965 study of the "Predominantly Negro Colleges and Universities," included the need for long-range planning, faculty development, and curricular changes. He added that the liberal arts should be strengthened and that crafts or agricultural courses should be phased out when they no longer serve the needs of students. While his recommendations specifically addressed the maintenance and strengthening of the historically black institutions as a valuable national resource (Fincher, 1980), there is concern about the maintenance of certain curricula--such as physical education activities--if and when it is decided that such courses are no longer viable.

Statement of the Problem

This study will investigate the general education requirements for physical education in selected historically black colleges and universities in North Carolina, South Carolina, and Virginia.

Specifically, the following questions will be raised:

1. What are the demographic characteristics of the institutions responding to the survey?
2. What is the number of full-time male and female education teachers; what are their educational levels; and how may their major responsibilities be characterized?
3. What variations exist with regard to course requirements and awarding of credits and grades in physical education?
4. What major curriculum developments have occurred within the past five years in physical education?

Purpose of the Study

The absence of studies with regard to physical education programs at primarily black colleges and universities is particularly acute. These schools play a major role in the higher education of blacks. Since Reconstruction over 65 percent of all blacks have graduated from historically black institutions (Smith, 1981).

In addition to the small number of such studies, another important reason for conducting this study is to encourage individual institutions to evaluate programs more thoroughly. Knowledge gained from such a self-study will help determine the future quality of existing programs and suggest the need for certain modifications.

Shaw's (1975) study investigated black private colleges and universities in Tennessee, Alabama, and Georgia. Shaw's study in addition to the present study's inclusion of black institutions in North Carolina, South Carolina, and Virginia will help expand the knowledge of general education requirements in the southeastern states and provide a more comprehensive picture of this region's black institutions. These six states include 25% of all private black colleges and universities. North Carolina, South Carolina, and Virginia were chosen for this study because of the large concentration of black private colleges and universities located therein. Among these states are fourteen such institutions. Combined with the fourteen private black schools in the states investigated by Shaw (1975), these two studies will characterize over one-fourth of all black private colleges and universities in the nation.

Although other studies of this nature have been conducted, notably those by Ruffer (1970), Oxendine (1972), and Shaw (1975), no recent work has been completed concerning physical education requirements in predominantly or historically black private four-year colleges in North Carolina, South Carolina, or Virginia.

Limitations of the Study

This study is limited to a description of general education requirements for physical education in selected

private black, four-year colleges and universities in North Carolina, South Carolina, and Virginia. Participating institutions will include the following:

North Carolina: Barber-Scotia College, Bennett College, Johnson C. Smith University, Livingstone College, Saint Augustine's College, and Shaw University;

South Carolina: Allen University, Benedict College, Claflin College, Morris College, and Voorhees College;

Virginia: Hampton Institute, Saint Paul's College, and Virginia Union University.

This study is further limited to the specific areas included in the survey instrument (i.e., demographic characteristics of the institution, personnel, professional development, course requirements, course credits, course evaluation, and any recent developments.

To the extent that black institutions are similar to their white counterparts (e.g., overall aim of higher education) the results may be generalizable. However, because of the differences in predominantly black and predominantly white institutions, in mission, scope, and student population, conclusions may not be applicable to predominantly white institutions of higher education. In addition, since private institutions vary greatly from public institutions with regard to mission, sources of funding, and level of external control, the findings from this study may not be generalizable to public institutions.

This study's concern with the physical education program means that other programs will be excluded and the findings from this study will not be generalizable to other academic areas. Moreover, since an instrument was used, forced answers were obtained as data. This limited the extent to which respondents were able to give information about curricular programs. Data were limited to one curriculum, and responses obtained were limited to those included on the questionnaire.

There was also the possibility that respondents would provide socially acceptable answers so as to maintain or heighten the institution's image. However, it was felt that the thorough explanation of the aims of the study and its importance to self-evaluation would encourage respondents to provide accurate data.

Definition of Terms

Basic Instruction (Service Program - Activity Program):

A college or university-wide program designed to provide experience in sport, dance, aquatics, and other movement activities for the purpose of contributing to the development of an active, healthy, and meaningful life for each student (Brassie, Pease and Thimble, 1982).

Department Chairperson: A faculty member who, in addition to performing the usual duties of teaching in the department, has been designated to preside over staff meetings

and be responsible for certain administrative duties involved in managing the affairs of the department (Good & Merkel, 1973, p. 172).

Four-Year College: A college offering a four-year curriculum above the high school level (Good & Merkel, 1973, p. 114).

General Education: Those phases of learning which should be common experiences of all men and women (Good & Merkel, 1973, p. 258).

Historically Black Institution: "Institutions that were founded primarily for Black Americans although their charters were, in most instances, not exclusionary. These are institutions serving or identified with service to Black Americans for at least two decades, with most being fifty to one hundred years old" (National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1979, p. 13).

Holistic Development: An attempt to prevent, rather than cure health problems (Ravizza, 1983, p. 30). Holistic development includes recognition that "the individual student must be considered as a whole..., and that the total environment of the student is educational and must be used to achieve his or her full development" (Miller et al., 1983, p. 10).

Physical Education: The program of instruction and participation in activities designed to promote desirable physical development, motor skills, attitudes, and acceptable conduct (Good & Merkel, 1973, p. 422).

Survey Instrument: A questionnaire designed by Dr. Joseph B. Oxendine, modified for completion of this study (Oxendine, 1972).

CHAPTER II
REVIEW OF RELATED LITERATURE

A number of studies have been conducted concerning the physical education basic instruction programs in colleges and universities. This chapter will present a brief summary of those investigations.

National Studies

National studies concerning physical education programs have focused on a variety of topics. This section presents a summary of findings relative to service programs, the impact of outside factors on the development of physical programs, trends in granting credit for participation in physical education, accreditation, descriptions of general physical education, and recommendations for improvement in physical education programs.

Service Programs. Ellis (1939) surveyed sixty-seven women's physical education programs. Of those contacted, fifty-two, or 77.4 percent, responded. He found that most of the institutions had some type of recreational program for women but only a few had initiated a well-planned program of health and physical education. It was determined

that the two-year physical education required courses offered in most colleges for graduation did not meet the physical needs of individual students.

Haines (1949) surveyed the service programs for men in colleges of the Southern Intercollegiate Athletic Conference. It was found that fourteen of the sixteen colleges surveyed had a required physical education program. Fifteen of the sixteen colleges offered co-recreational activities.

Jacobs (1958) conducted a study to evaluate the service program for women of predominantly black four-year colleges, with a view toward the establishment of recommendations which would serve as a guide in the development of improved service programs. She concluded that for the institutions involved in her investigation, there was a definite need for the improvement of physical education programs for women.

In the basic service program, Weich's (1975) study determined that both men and women rated having fun and getting regular exercise as the most important objective of the service program. If the general physical education program has enough diversity, the students will have a higher level of interest and enthusiasm. This holds true especially with the selection system practiced at most larger colleges and universities throughout the nation (Weich, 1975).

Impact of Other Factors on the Development of Physical Education Programs. Jones (1942) attempted to ascertain the

extent to which land-grant colleges and universities had adjusted their course offerings in required health and physical education to meet the demands of the times. He sent a questionnaire to ninety-seven of these colleges and universities in the United States. The results showed that a number of institutions had taken steps to modify their course offerings in the required health and physical education program.

Webster (1945) conducted a similar investigation which reflected that World War II had an effect on the physical education programs of the nation's colleges and universities.

Practices in Granting Credit for Physical Education.

Shaw and Rogers (1946) in their investigation disclosed that of data received from 246 replies from colleges throughout the United States, 96 percent required physical education for graduation. Private schools were found to be more conservative in granting credit in physical education than were state controlled colleges or universities. Practices concerning excuses from physical education in the two types of institutions were found to be similar.

Westkremper and Shannon (1957) disclosed that of 194 responses to questionnaires sent to a variety of both public and private institutions, 96 percent of the colleges required physical education for graduation. It was found that

all the state colleges and two-thirds of the private colleges required physical education. Sixty-one percent of the colleges counted physical education credits toward graduation.

Freeman (1968) conducted an investigation to compare the physical education requirements in the general education programs of colleges and universities in the United States. Questionnaires were mailed to registrars and deans of admission, directors and chairpersons of physical education departments, institutional administrators and selected members of the American Association of Health, Physical Education and Recreation. Freeman found that the number of credit hours and the courses required in physical education have decreased during the last twenty years. It was also discovered that there is no consensus on the specified number of courses required in physical education which satisfy the general education requirements. Colleges and universities generally did not require any specific type of activity in fulfilling the general requirements. Almost any type of physical education was acceptable.

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

nature. The number of students entered in the basic service program has declined seven percent but the student credit hours produced have increased 18 percent over the same period (Moore, 1979).

Accreditation. In 1978 the Council for Post-Secondary Accreditation (COPA) concluded that two national non-profit organizations have been created to monitor, support, coordinate, and improve all accrediting activities conducted at the college and university level. According to Brassie (1979), the National Council for Accreditation of Teacher Education (NCATE) has been authorized by COPA to adopt standards and procedures for accreditation and to determine the accreditation status of institutional programs for preparing teachers and other school personnel. NCATE, also recognized by the United States Office of Education (USOE), is governed by a council, the purpose of which is the accreditation of college and university programs of teacher education in the United States.

Brassie (1979), concluded that in order to regulate programs in a discipline, standards are established by the profession and programs are measured against these standards. This regulatory process is called accreditation.

Description of General Physical Education Programs.

Ruffer (1970) examined the official catalogs of 714 institutions of higher education in an attempt to determine the status of their required physical education programs for

men. One of the most important findings was that of the 714 institutions studied, 641, or 86 percent, required physical for undergraduates. An additional six percent had either an elective program or one which is required for some students but not others. The remainder, or eight percent, had no physical education program.

Oxendine (1972) reported that 94 percent of the colleges with an enrollment of 500 to 1,000 students offered physical education programs for the general student. Physical education was required in 79 percent of these institutions. Where no requirement existed, only 23 percent of the students elected to participate in the physical education program.

In another study Oxendine (1978) investigated 667 four-year colleges and universities to gain much needed information about the general instructional program in physical education. The findings of the study revealed that: (1) 632 of 667 institutions were identified as coeducational; (2) 57 percent of all reporting institutions stated that physical education is required of all students prior to graduation (the 57 percent requirement figure compares with previously reported figures of 83 percent in 1961, 87 percent in 1968, and 79 percent in 1972); (3) slightly more than half of the institutions requiring physical education have a one-year requirement, while just under one-third retain the two-year program requirement; (4) competency

tests as a means of "opting out" of required physical education requirements are available in one-third of all the institutions studied; (5) 87 percent of all courses are available to both men and women; (6) categories of activities which showed the greatest gain during recent years include individual sports, dual sports, and outdoor skills, including survival activities; (7) the most popular course is tennis; (8) the most successful new courses are various games of fitness, outdoor activities, racquet sports, all forms of dance, winter sports, and skin and scuba diving; (9) fewer than one-half of the faculty teaching physical education are tenured teachers; (10) 87 percent of all institutions award credit for physical education (this has risen substantially from 74 percent in 1968 and 82 percent in 1972); and (11) the most important factors in arriving at final grades include skill proficiency, participation and attendance, knowledge, and personal qualities, in that order.

Recommendations for Improving Physical Education Programs. Forna (1972), received 349 opinionnaires from representative faculty of both public and private institutions in forty-eight states and Canada in 1971. The conclusions recommended the following: (1) redefinition of the profession and reassessment of purpose; (2) emphasis on a stronger academic base for professional preparation; (3) more specialization in undergraduate professional

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

Standards for the General College Physical Education Program (1975) state that the general physical education program should use human movement as a fundamental characteristic underlying all performance and as a basis for skill development. While faculty qualifications, space, and facilities may influence course offerings, a quality program should provide a knowledge and understanding of the discipline of physical education through experience in the following areas: individual, dual and team sports, rhythms, aquatics, combatives, conditioning, sports appreciation, and recreational carry-over skills/life time sports.

Bain (1978) concluded in her study on the structure of curriculum theory that the curriculum specifies the program content in terms of objectives and activities. Curriculum planners must make decisions concerning: (1) scope; (2) structure; and (3) sequence.

Most of the national studies indicated that the physical education service programs did have physical education requirements. However, most larger institutions had elective programs and a larger variety of activities from which

to choose. The most disturbing fact brought out by the national studies was that the number of credit hours and courses required has decreased drastically over the past fifteen years. One encouraging fact is that institutions with enrollments of at least 500-1000 have physical education programs and there are no visible indications that these programs will be discontinued.

Regional Studies

Regional studies tend to focus on the extent to which physical education programs are in compliance with accreditation standards and on course evaluation procedures.

Mumford (1948) conducted a survey of the health and physical education programs of twenty-five black senior colleges in fifteen states of the Midwest, Southeast, and Southwest. This study revealed that 20 percent of the colleges had no gymnasias and 40 percent of them met only approximate standards. The majority of the institutions lacked sufficient outdoor space. Inadequacies were found in equipment, and in provision for towel and laundry service and availability of physicians. Adaptive programs of physical education were almost non-existent.

Greene (1955) sent questionnaires to 250 colleges and universities holding membership in the North Central Association of College and Secondary Schools. Two hundred thirty-eight institutions, or 94.2 percent, responded to the

survey. Of those responding, 94 percent required physical education for graduation. Seventy percent of the institutions indicated they used the same type of grading system in required physical education as was used in all other areas of their institutions. Two-thirds of the institutions placed the same evaluation on required physical education grades as they did on other academic courses. The remaining one-third of these institutions reported directly or indirectly that, in the opinion of their Deans and Registrars, evaluation of required physical education was rated below the academic value ascribed to the remainder of their course offerings.

McCown (1957) conducted a study of the required physical education programs in the state teachers colleges accredited by the North Central Association of Colleges and Secondary Schools (NCACS). Facts concerning present practices in selected areas of the required physical education programs were obtained by means of (1) questionnaires, (2) college catalogs and bulletins, and (3) college visitations. Sixty-four institutions were mailed questionnaires; fifty-four, or 84.3 percent, of these questionnaires were returned. The data revealed that those schools in the sample were generally complying with the minimum standards of physical education as stipulated by the NCACS.

State Studies

State studies have evaluated service programs at colleges and universities, comparing institutions within the state with those outside it. A comparison has also been made between black and white institutions. State studies also reflect the use of instrumentation in evaluating physical education programs.

Institutional Comparisons. Phillips (1953) attempted to evaluate the service programs of physical education for men in the colleges of New York State. Dual standards (optimal and essential) were developed to serve as a basis for evaluating the component parts of the overall program. A representative sampling of fourteen institutions was obtained and these institutions were studied extensively. It was found that the percentages of institutions of higher education in New York state which required physical education for graduation and which gave credit for such courses was much lower than that in similar institutions throughout the United States.

Phillips (1955), in a second investigation, reviewed the service programs in Liberal Arts and Teachers Colleges of New York. He found that the majority of these institutions met or exceeded minimal essential standards in physical education. A majority of the institutions met the

minimal standards in the areas of administration and supervision, attendance, staff, programs, facilities, and equipment. On the other hand, a majority of the institutions did not meet the minimal essential standards in the area of institutional requirements, course requirements and classification of students. It was concluded that the percentage of institutions of higher education in New York State requiring physical education for graduation was much lower than was found to exist in similar institutions throughout the United States. These findings support those of the study conducted two years earlier.

Puckett (1959) evaluated and compared the physical educational service programs of five selected white colleges and five selected black colleges in Tennessee. Emphasis was placed on the areas of facilities and equipment, staff and personnel, organization of the program, and curricula. He concluded that there was little difference in the overall evaluation of the physical education service programs of white and black institutions in the sample.

Use of Instrumentation in the Study of Physical Education Programs. Dollenger (1965) appraised fifteen colleges and universities in Indiana in a study using the Bookwalter Score Card. He found that the teaching act ranked first in percent of attainment, with 78.2 percent, and indoor facilities ranked last, with 62 percent.

Bennett (1971), utilizing the Neilson-Comer-Griffin Score Card, evaluated six universities in North Carolina and reported that attendance at professional meetings by staff members was below average. However, the professional preparation of staff members, facilities, variety in the number of activities, as well as rank, salaries, and the duties of instructors all received a good rating.

McNamee (1975), conducted a status survey of physical education programs in fifteen selected Louisiana colleges utilizing the Neilson-Comer-Griffin Score Card. It was concluded that (1) state colleges are superior to private colleges in regard to the physical education program; (2) colleges with a graduate program in physical education offer more diverse educational opportunities in physical education to the college student; and (3) though physical education programs vary in some instances, instructional staff remains similar in professional preparation, participation in professional organizations, and teaching experience.

The state studies supported the researcher's earlier assumption that private schools were below average in professional preparation, facilities, staff members, and in the number of physical education activities offered. For the most part the salaries were substantially lower at private colleges and universities than at state schools. Financial exigency is taking a severe toll on the private colleges and

universities across the nation. It is hoped that in the future the private sector will be more supportive of private colleges and universities in order to help secure their future in the world of academe.

CHAPTER III

METHODS AND PROCEDURES

The previous chapter presented a summary of findings from related literature. This chapter describes the methods and procedures used in this study.

The major purpose of this study is to conduct an investigation about the general education requirements for physical education in selected historically black private colleges and universities in North Carolina, South Carolina, and Virginia. This section provides a general description of the institutions selected, how and why they were selected, procedures used in data collection, and the application of statistical analysis in making meaning of the data.

This study on the status of physical education addresses itself to the use of sample surveys to gather vital statistics. Such data, according to Sitgrendes and others (1957), are of importance in conducting social research and in the determination of social policy.

Participating Institutions

The institutions participating in this study are the historically black private colleges and universities in North Carolina, South Carolina, and Virginia. These

states were selected because of the large representation of historically black private institutions among them. Shaw's study (1975) had included similar schools in three other states in the southeast. Because of an interest in making regional comparisons with those schools, private schools were selected over public institutions. Ultimately the results from Shaw's study and the present study will provide a regional characterization of general physical education programs at historically black private institutions in the southeastern United States.

Following is a brief description of each participating institution. A more detailed description is provided in Appendix A.

North Carolina Institutions:

Barber-Scotia College - A private, coeducational liberal arts and teachers college located in Concord, North Carolina. The college was founded in 1867 and is owned and controlled by the Board of National Missions of the United Presbyterian Church in the United States of America (Smith & Davis, 1981, p. 300).

Bennett College - A private liberal arts college for women located in Greensboro, North Carolina. The college was founded in 1873 and is affiliated with the United Methodist Church (Smith & Davis, 1981, p. 300).

Johnson C. Smith University - A private coeducational liberal arts college located in Charlotte, North

Carolina. The college was founded in 1867 and offered its first instruction in 1868. The college is affiliated with the United Presbyterian Church of the United States of America (Smith & Davis, 1981, p. 306).

Livingstone College - A private coeducational liberal arts college located in Salisbury, North Carolina. The college was founded in 1879 and is affiliated with the African Methodist Episcopal Zion Church (Smith & Davis, 1981, p. 307).

Saint Augustine's College - A private coeducational liberal arts college located in Raleigh, North Carolina. The college was founded in 1867 and is affiliated with the Episcopal Church (Smith & Davis, 1981, p. 311).

Shaw University - A private coeducational liberal arts college located in Raleigh, North Carolina. The college was founded in 1865 and is affiliated with the American Baptist Convention (Smith & Davis, 1981, p. 312).

South Carolina Institutions:

Allen University - A private coeducational liberal arts institution located in Columbia, South Carolina. The institution was founded in 1870 and is affiliated with the African Methodist Episcopal Church (Smith & Davis, 1981, p. 381).

Benedict College - A private coeducational liberal arts college located in Columbia, South Carolina. The

college was founded in 1870 and is affiliated with the American Baptist Convention (Smith & Davis, 1981, p. 381).

Claflin College - A private coeducational liberal arts college located in Orangeburg, South Carolina. The college was founded in 1870 and is affiliated with the United Methodist Church (Smith & Davis, 1981, p. 382).

Voorhees College - A private coeducational liberal arts college located in Denmark, South Carolina. The college was founded in 1897 and is affiliated with the Episcopal Church (Smith & Davis, 1981, pp. 388-389).

Virginia Institutions:

Hampton Institute - A private coeducational liberal arts college located in Hampton, Virginia. The college was founded in 1868 and is a non-profit independent institution (Smith & Davis, 1981, p. 434).

Saint Paul's College - a private coeducational liberal arts college located in Lawrenceville, Virginia. The college was founded in 1888 and is affiliated with the Episcopal Church (Smith & Davis, 1981, p. 437).

Virginia Union University - A private coeducational liberal arts institution located in Richmond, Virginia. The institution was founded in 1865 and affiliated with the American Baptist Convention (Smith & Davis, 1981, p. 442).

Selection of Instrument

The major thrust of this study was to identify the general education requirements in physical education at

historically black, private, four-year colleges and universities in North Carolina, South Carolina and Virginia. To complete this objective, an acceptable instrument was chosen.

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A number of evaluative instruments were examined through an extensive review of the literature. These instruments were evaluated and scrutinized and were found unsuitable for this study.

Additional research of the literature provided the investigator with a suitable instrument developed and used by Dr. Joseph B. Oxendine of Temple University (Oxendine, 1979). In 1972, Dr. Oxendine surveyed the required physical education programs of 1,143 institutions using this instrument. He has conducted a number of similar investigations related to physical education requirements in colleges and universities. After finding that this particular instrument was appropriate, an attempt was made to secure a copy from Dr. Oxendine.

A letter was sent to Dr. Oxendine requesting a copy of the 76-77 version of the instrument and permission to use it in this investigation. Permission was granted by return mail to use the instrument as is or to make any necessary modifications deemed necessary. Copies of correspondence with Oxendine appear in Appendix B and an unmodified version of his instrument may be found in Appendix C. A minor modification was made to Oxendine's instrument by adding a section on recent developments (Appendix D).

Collection of Data

The chief academic officer of each institution selected to participate in the study was contacted by mail. Enclosed with the letter was a self-addressed stamped postcard on which he or she was to indicate whether or not the institution would participate in the study. The name and address of the department chairperson was also requested. It was hoped that the letter describing the study would encourage affirmative responses. Upon receipt of a positive response from the chief academic officer, a cover letter and the questionnaire was then sent to the department chairperson of the respective institutions. A followup telephone call was made to any chief academic officer who within two weeks had not returned the postcard or who had indicated that their institutions did not wish to participate in the study (See Appendix E for correspondence with academic deans and department chairpersons).

The cover letter to the department chairpersons also described the study, informed them of the chief academic officer's permission for them to be contacted, and requested their cooperation. Instruments not returned within a two-week period of time also prompted a telephone call to the department chairperson requesting his or her cooperation. The letter accompanying the instrument assured confidentiality of responses and provided a telephone number which respondents could call (collect) for clarification and/or additional information. They were also told that the results of the study would be made available to them if they would check the box so indicating. It was hoped that the opportunity to engage in self-evaluation and to also learn of the aggregate results from sister institutions would be sufficient reward to ensure their cooperation in the study.

Statistical Analyses

This study sought to determine the status of physical education programs for the general student at predominantly black private colleges and universities in North Carolina, South Carolina, and Virginia. By using a questionnaire, the investigator was able to obtain responses from department chairpersons concerning their individual physical education programs. Information obtained from the questionnaires was compiled into tabular form so as to make institutional comparisons. The eight areas included were (1) characteristics of institution, (2) personnel, (3) professional

development, (4) course requirements, (5) credits, (6) course offerings, (7) evaluation, and (8) recent developments.

Characteristics of Institution: One of the first tasks was to arrive at a general description of the institutions represented in the study. A distribution of the enrollment at all thirteen institutions was made according to sex of student. This information was helpful in determining the number of students served and how the institutions differed according to size and sex of student body.

Professional Development: An effort was then made to determine the educational levels of physical education teachers. It is important to determine the extent of professional preparation among teachers at the schools, and to determine further if there are vast differences in professional preparation according to sex of the instructor. Inferences may then be attempted to determine if size of school is in any way related to the level of preparation of instructional staff. In addition to their educational levels, an attempt was also made to determine the extent to which faculty participate in professional development activities (i.e., attend professional conferences and are active members of professional physical education organizations).

In assessing the physical education programs, it is important to know the kinds of responsibilities faculty

members assume. Thus, information was gathered with regard to the varsity coaching responsibilities of faculty members, and, again there was a breakdown by sex of the teacher.

Course Offerings: An important aspect of this study was to assess the kinds of courses offered, practices used in awarding credit, and specific requirements. Questions were asked to determine whether or not courses were offered for the general student, whether or not schools required physical education for graduation and the number of years and the number of credit hours required, if there were conditions under which students could be exempted from taking required physical education courses, and if competency or proficiency tests are used in lieu of required courses.

Credits: Since the number of credit hours generated is related in part to the amount of time actually spent in class, institutions were asked to report the amount of class time and hours per week students spent in physical education, and comparisons were made between schools. Related to this factor is the importance of regular class attendance. Comparisons were made between schools with regard to variations in the number of excused absences allowed per course in general education and required physical education, and whether or not policies for excused absences were standard for all courses, unlimited for all courses, unlimited for physical education, or if dependent on the

individual instructor. Comparisons were also made between schools with regard to alternatives made available for students who receive more than the allotted number of absences.

In an attempt to evaluate the diversity of physical education courses offered, schools were asked to list the categories of such courses including team sports, individual sports, and recreational activities. They were also rated in terms of the specific courses required of the general student. It was also important to determine the availability of coeducational courses offered in physical education and whether these were offered as electives or were required. In assessing the status of physical education programs, the level of interest students have in courses is also an important consideration. Thus, schools reported their most popular coeducational courses as selected by students. The range included badminton, tennis, volleyball, archery, golf, bowling, swimming, and gymnastics.

Recent Developments: Developments over the past five years might indicate the level of institutional commitment toward quality physical education programs and offerings. Department chairpersons were asked to respond to a variety of items reflecting departmental changes during this period. Comparisons were made between schools as to whether coeducational courses had increased, decreased, or remained the same over the past five years, whether course requirements

had changed, if physical education facilities had been modified, if the number of physical education instructional staff had changed, and if the number of physical education activities had changed over the five-year period.

The availability of options is also an important consideration in trying to determine the status of physical education programs. For example, the presence of independent study and honor courses in physical education helps to strengthen program diversity and allows for greater student involvement in particular courses. Hence, institutions were compared on the basis of whether such courses were available.

The importance of an intramurals programs is also a factor in the status of physical education programs, and institutional comparisons were made on the basis of whether such programs exist, if coeducational activities are offered, and the types of activities.

The method of evaluating students and assigning grades must also be taken into consideration when assessing program quality. Grading systems used in physical education classes may or may not be consistent with those employed by other departments on the campus. Comparisons were made between the thirteen schools in terms of whether they used letter or numerical grades or pass/fail or credit/no credit options. Analyses were also made with regard to whether such practices are consistent with other courses at the institution.

Institutions were also compared in terms of whether physical education grades are used in determining cumulative grade point averages and if they are used in determining overall grade point averages for honor students. Various methods may be employed in evaluating students' performance in class, and data were collected and analyzed on the basis of whether final written examinations were administered in all or some courses and if physical performance evaluations were administered in all or some courses.

CHAPTER IV
ANALYSES OF DATA AND DISCUSSION

This chapter reflects the analyses of data obtained from the questionnaires of thirteen of the original fourteen institutions sought in the study, and represents a 92.8% response rate.

Analyses of Data

Analyses of data centered on the eight area headings included in the survey instrument: (1) demographic description of institutions, (2) personnel, (3) professional development, (4) course requirements, (5) credits, (6) course offerings, (7) evaluation, and (8) recent developments. Numerous tables were utilized to more clearly depict the required physical education programs of historically black, private, four-year colleges and universities in North Carolina, South Carolina, and Virginia. Responses to the eight different areas encompassed on the questionnaire percentages were tabulated in some instances and summarized. These areas and sub-areas included enrollment, personnel, professional development, offerings and requirements, excuse policies, years required, proficiency examinations, time

allotted for each course per week, absences, credit hour requirements, course offerings, specific requirements, coeducational offerings, most popular coeducational offerings, independent study options, intramurals, evaluation, cumulative grade point average, final examinations, recent developments, facilities, instructional staff, and number of activities offered. Percentages were rounded to the nearest tenth in making the computations.

Due to the small number of historically black, private, four-year colleges and universities in North Carolina, South Carolina, and Virginia, no attempt was made to classify them on the basis of enrollment. Each institution represented in the returns is listed in the tables according to the order in which their completed questionnaires were received.

Enrollments. The enrollments ranged from 300 to 2,807 students. The total enrollment of the thirteen institutions was 13,853 students. Table I contains information which depicts the percentages of male and female students in each school. There were 8,038 (58%) female students and 5,815 (42%) male students in the total population.

Educational Preparation: Table II shows that there were forty-five (68.1%) males and twenty-one (31.9%) females among the physical education teachers in the historically black, private, four-year colleges and universities in North Carolina, South Carolina and Virginia. Of the sixty-six physical education teachers in the thirteen institutions,

TABLE I
ENROLLMENT DISTRIBUTION BY SEX

School	Female Enrollment	Percentage	Male Enrollment	Percentage	Total
A	917	62.9	540	37.1	1,457
B	640	55.6	510	44.4	1,150
C	690	57.5	510	42.5	1,200
D	425	67.1	208	32.9	633
E	210	53.8	180	46.2	390
F	300	41.6	420	58.4	720
G	600	100	-0-	-0-	600
H	375	65.8	195	34.2	570
I	875	55.5	700	44.5	1,575
J	1750	62.3	1057	37.7	2,807
K	750	42.8	1000	57.2	1,750
L	150	50	150	50	300
M	356	50.7	345	49.3	701
Total	<u>8038</u>		<u>5815</u>		<u>13,853</u>

TABLE II
EDUCATIONAL PREPARATION OF PHYSICAL EDUCATION TEACHERS

School	Number of Bachelor Degrees		Number of Masters Degrees		Number of Terminal Degrees		Total Number of Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
A	0	0	2	2	1	2	3	2
B	1	0	5	1	1	1	7	2
C	0	0	2	2	0	0	2	2
D	0	0	2	2	1	0	3	2
E	0	0	2	0	0	1	2	1
F	0	0	4	1	1	0	5	1
G	0	0	1	3	0	1	1	4
H	0	0	2	0	0	0	2	0
I	0	0	4	2	1	0	5	2
J	2	0	2	2	2	0	6	2
K	0	0	2	2	1	0	3	2
L	2	0	1	0	0	0	3	0
M	0	0	3	1	0	0	3	1
Total	5	0	32	18	8	3	45	21

eleven (16%) held the earned doctorate degree. Among the total number of physical education teachers holding the earned doctorate degree, eight (12%) were male and three (4%) female. Fifty (75.5%) of these teachers hold the master's degree, thirty-two (48.4%) of whom are male and eighteen (27.2%) female. Of the five (7%) holding only the bachelor's degree, all were male.

Table III denotes the number of faculty members holding coaching responsibilities. This table shows that thirty-eight (57.5%) of the faculty members are engaged in athletic varsity coaching including twenty-nine (43.9%) male and nine (13.6%) female.

Professional Development. Table IV reveals that of the sixty-six faculty members at the thirteen institutions, thirty-two (48.4%) attended conferences or professional meetings last year, and thirty-nine (59%) were active members of professional physical education associations.

Offerings and Requirements. Table V indicates a degree of uniformity among the institutions studied in reference to the fact that courses in physical education were offered for the general student in 12 of 13 institutions. Twelve (92.8%) institutions reported this to be the case.

Twelve (92.3%) of the institutions reported that the required courses carried one semester hour credit; while one (7.6%) did not have a required program.

TABLE III
 VARSITY COACHING RESPONSIBILITIES OF PHYSICAL
 EDUCATION TEACHERS BY SEX

School	Male	Percent	Female	Percent	Total
A	1	50	1	50	2
B	6	85	1	15	7
C	3	100	0	0	3
D	1	100	0	0	1
E	2	75	1	25	3
F	5	83	1	17	6
G	0	0	1	100	1
H	2	100	0	0	2
I	2	75	1	25	3
J	3	60	2	40	5
K	2	75	1	25	3
L	2	100	0	0	2
M	1	100	0	0	1
Total	29		9		38

TABLE IV
PROFESSIONAL DEVELOPMENT OF PHYSICAL EDUCATION FACULTY

School	Number of Faculty	Number of Faculty Attending Professional Conferences Annually	Per- centages	Number of Faculty Who Are Active Members of Professional Physical Education Organizations	Per- centages
A	5	3	60	2	40
B	7	3	43	4	57
C	5	2	40	2	40
D	5	4	80	4	80
E	3	0		1	33
F	6	2	33	3	50
G	4	3	75	4	100
H	2	1	50	1	50
I	7	1	14	4	57
J	8	5	63	6	75
K	5	2	40	2	40
L	3	2	66	2	66
M	4	4	100	4	100
Total	66	32	47	39	58

TABLE V
 PHYSICAL EDUCATION COURSE OFFERINGS
 FOR THE GENERAL STUDENT

School	Courses are Offered	Courses are not Offered
A		X*
B	X	
C	X	
D	X	
E	X	
F	X	
G	X	
H	X	
I	X	
J	X	
K	X	
L	X	
M	X	
Total	12	1

*No elective or required program offered - Only a major in Physical Education

Table VI portrays another degree of uniformity among 10 of the thirteen institutions in that ten institutions required physical education of all students before graduation, two institutions had requirements in certain departments and one had no graduation requirement.

Excuse Policies. Table VII reveals that, among the thirteen institutions submitting returns, only one (7.6%) allowed students to be excused from physical education on the basis of prior military service; five (38%) excused those who took part in R.O.T.C. training; three (23%) excused students for psychological problems; one (7.6%) excused students due to age; and eleven (84.6%) excused students for medical reasons. The percentages of students excused by the thirteen institutions ranged from 1 to 2 percent. No students were excused for reasons associated with marital status and participation in varsity sports.

Years Required. Table VIII shows the number of years a student must take physical education before graduation. Seven of the thirteen institutions (53.8%) required one year of physical education; five (38.4%) required two years and one (7.6%) had no requirement.

Proficiency Examination. Table IX indicates that three (23%) of the institutions allowed their students to take proficiency or competency tests in lieu of required physical education courses. Ten (76.9%) indicated that they did not allow this practice. The percentage of students taking such

TABLE VI
SCHOOLS REQUIRING PHYSICAL EDUCATION FOR GRADUATION

School	Required of All Students	Not Required of Any Students	Required of Those in Certain Departments
A		*X	
B	X		
C			X
D			X
E	X		
F	X		
G	X		
H	X		
I	X		
J	X		
K	X		
L	X		
M	X		
Total	10	1	2

*No elective or required program offered - Only a major in Physical Education

TABLE VII
REASONS FOR EXEMPTING STUDENTS FROM REQUIRED PHYSICAL EDUCATION

School	Varsity Sports	Prior Military Service	ROTC Training	Psychological Problems	Marital Status	Age	Medical Reasons	Estimated Percentage of Students Exempted
A								N/A*
B				X			X	1
C							X	2
D			X					1
E							X	2
F							X***	1
G			X**	X			X	1
H			X			X	X	1
I		X	X				X	2
J			X	X			X	1
K							X	1
L							X	2
M							X	1
Total	0	1	5	3	0	1	11	

* No elective or required course offered - Only a major in Physical Education

** One course only

*** With modifications

TABLE VIII
 NUMBER OF YEARS OF
 PHYSICAL EDUCATION REQUIRED FOR GRADUATION

School	Years Required					No Requirement
	1/2 Year	1 Year	1 1/2 Years	2 Years		
A						X
B		X				
C		X				
D		X				
E		X				
F		X				
G				X		
H				X		
I				X		
J				X		
K		X				
L				X		
M		X				
Total	0	7	0	5		1

*Required/elective program not offered - Only a major in Physical Education

TABLE IX
UTILIZATION OF PROFICIENCY OR COMPETENCY
TESTS IN LIEU OF REQUIRED PHYSICAL EDUCATION COURSES

School	Yes	No	Estimated Percentage of Students Taking Tests	Percentage of Students Passing Tests
A		X		
B		X		
C		X		
D	X		5	100
E		X		
F	X		1	100
G		X		
H		X		
I		X		
J	X		5	100
K		X		
L		X		
M		X		
Total	3	10		

tests ranged from one to five percent in the three institutions allowing this practice. All of those students taking the test passed it. All three of the institutions which provided proficiency tests reported that the students who passed received credit toward graduation as well as grades on their transcript.

Time Allotted. Table X indicates that of the institutions represented, the time allotted for physical education classes ranged from one hundred to one-hundred-twenty minutes per week. Eight (61.5%) of the institutions allotted one hundred minutes, while two (15.3%) scheduled one-hundred-ten minutes per week, and three (23%) scheduled one hundred twenty minutes per week for physical education classes.

All thirteen (100%) of the institutions divided the allotted time into two periods per week.

Absences. Table XI indicates the position of the thirteen colleges as it relates to the number of excused absences per course allowed each student in physical education. Nine (69.2%) reported that the number of absences allowed each student per course was standard for all courses, while four (30.7%) indicated that the number of absences depended entirely upon the particular instructor.

Seven of the institutions (53.8%) reported the instructor would use his or her discretion in handling problems occurring when a student uses more than the allotted number

TABLE X
 AMOUNT OF CLASS TIME PER WEEK
 SPENT IN PHYSICAL EDUCATION

School	Number of Minutes Per Week	Number Periods Per Week	Number of Minutes Each Period
A	110	2	55
B	100	2	50
C	110	2	55
D	100	2	50
E	120	2	60
F	120	2	50
G	100	2	50
H	100	2	50
I	100	2	50
J	100	2	50
K	100	2	50
L	100	2	50
M	120	2	60
\bar{X}	106.2	2	52.3

TABLE XI
 VARIATIONS IN THE NUMBER
 OF EXCUSED ABSENCES PER COURSE IN GENERAL
 EDUCATION AND REQUIRED PHYSICAL EDUCATION

School	Standard for All Courses	Unlimited For All Courses	Unlimited for Physical Education	Depends upon The Particular Instructors
A	X			
B	X			
C				X
D				X
E	X			
F	X			
G	X			
H	X			
I				X
J				X
K	X			
L	X			
M	X			
Total	9	0	0	4

of absences per course. Of the remaining six, two (15.3%) indicated that the student may make up the class; three (23%) reported the grade would be automatic failure, and one (7.6%) indicated that the student would have his/her grade reduced for any violation of the absentee policy. These findings are indicated in Table XII.

Credit Hour Requirements. Table XIII indicates that nine (69.2%) of the institutions required each student to complete 2 semester hour of physical education before graduation; three (23.1%) required four semester hours of physical education before graduation and one institution (7.7%) had no graduation requirement.

Twelve of the thirteen institutions reporting indicated that credit toward graduation was given for general physical education courses.

Table XIV shows that ten (76.9%) of the thirteen institutions required two clock hours per week of physical education. Five of these two-hour sessions lead to one-half semester hour credit. Eight institutions (61.5%) required two 50 minute clock hours per week leading to one-half semester hour of credit; and two schools (15.3%) required two 60 minute class hours per week, resulting in one hour of credit. All institutions adhere to the semester system.

Course Offerings. Table XV indicates that of the thirteen institutions responding to the question regarding

TABLE XII
 ALTERNATIVES FOR STUDENTS
 WHO TAKE MORE THAN THE ALLOCATED NUMBER OF ABSENCES
 IN PHYSICAL EDUCATION COURSES

School	May Make Up The Classes	Automatically Fail the Courses	Will Have the Course Grade Lowered	Handled by the Instructor
A				X
B				X
C				X
D				X
E		X		
F		X		
G		X		
H	X			
I			X	
J				X
K				X
L				X
M	X			
TOTAL	2	3	1	7

TABLE XIII
 NUMBER OF HOURS IN PHYSICAL EDUCATION
 STUDENTS MUST COMPLETE BEFORE GRADUATION

School	Number of Quarter Hours Credit Received	Number of Semester Hours Credit Received	Not Required
A			X
B		2	
C		2	
D		2	
E		2	
F		2	
G		4	
H		4	
I		2	
J		2	
K		2	
L		4	
M		2	

TABLE XIV
CLOCK HOURS PER WEEK
SPENT IN PHYSICAL EDUCATION

School	Class Hour	Hour Value Credit
A	2	1
B	2	1/2
C	1	1
D	1	1
E	2	1
F	2	1/2
G	4	1/2
H	2	1/2
I	2	1/2
J	2	1/2
K	2	1
L	2	1
M	2	1/2

TABLE XV
 CATEGORIES OF PHYSICAL EDUCATION
 COURSES OFFERED

School	Team Sports	Individual Sports	Recreational Activities	Not Categorized
A				X
B	X	X	X	
C	X	X	X	
D	X	X	X	
E				X
F	X	X	X	
G				X
H	X	X	X	
I	X	X	X	
J	X		X	
K	X	X	X	
L				X
M				X
Total	8	7	8	5

categorization or grouping of courses, eight (61.5%) categorized courses and five (38.4%) did not. Categories included team sports, individual sports, and recreational activities. All institutions reported that students were not required to take courses in a particular category, (i.e., racket sports, team sports, etc.).

Specific Requirements. The data indicate that one (7.6%) of the thirteen institutions required specific courses in physical education for the general student. Twelve institutions did not require specific physical education courses for the general student.

Coeducational Offerings. According to Table XVI, of the thirteen colleges and universities involved in the study, one (7.6%) reported that coeducational courses were not offered, whereas four (30.6%) of the institutions offered coeducational courses as an elective. The remaining eight (61.5%) institutions offered coeducational courses that were also required. The percentage of courses that are coeducational at the twelve institutions ranged from 75 to 100 percent.

Table XVII reveals that volleyball was ranked as the most popular of the coeducational courses, having been listed as one of the most popular by eleven (84.6%) of the schools. Badminton ranked second, with six (46.1%) institutions reporting this activity among its most popular. Tennis was ranked third by five (38.4%) of the schools.

TABLE XVI
 AVAILABILITY OF COEDUCATIONAL COURSES IN PHYSICAL EDUCATION

School	Are Not Offered	Are Offered As Elective	Are Offered and Required	Percentage of Courses That are Coeducational
A		X		85
B			X	100
C			X	95
D			X	75
E			X	100
F		X		80
G	X			
H		X		80
I			X	100
J			X	95
K			X	85
L			X	100
M		X		100
Total	1	4	8	

TABLE XVII
MOST POPULAR COEDUCATIONAL PHYSICAL EDUCATION COURSES,
AS SELECTED BY STUDENTS

School	Bad- minton	Tennis	Volley ball	Ar- chery	Golf	Bowl- ing	Swim- ming	Gym- nastics	None
A		X	X						
B	X	X	X	X	X		X	X	
C	X	X	X					X	
D	X		X					X	
E			X						
F									X
G									X
H			X						
I	X	X	X						
J		X	X				X		
K	X		X						
L			X						
M	X		X						
Total	6	5	11	1	1	0	2	3	2

Gymnastics was ranked as the fourth most popular activity, and was indicated by three schools. Swimming ranked fifth, being selected by two institutions, and archery and golf both tied for sixth place, being selected by one school each.

Table XVIII reveals that five (38.4%) of the institutions reported an increase in the number of coeducational courses during the past five years. Five (38.4%) others reported no changes, while three (23%) reported a decrease in coeducational courses during that same period.

Institutions were asked to list any other significant developments in their physical education programs during the past five years. None were reported.

Independent Study Options and Honor Courses. Table XIX shows that only three (23%) of the thirteen institutions provided independent study courses in required physical education. The remaining ten (76.9%) did not. Honor courses were offered at two (15.3%) institutions, while eleven (84.6%) made no provisions for such courses.

Intramurals. According to Table XX, nine (69.2%) institutions had an intramural program and four (30.7%) did not. All nine institutions that offered intramurals also offered coeducational intramurals. These activities included tennis, badminton, basketball, ping pong, swimming, softball, and billiards.

TABLE XVIII
 STATUS OF COEDUCATIONAL PHYSICAL EDUCATION COURSES
 DURING THE PAST FIVE YEARS (1977-1982)

School	Increased	Decreased	Remained The Same	Does Not Apply*
A		X		
B	X			
C			X	
D		X		
E	X			
F			X	
G				X
H		X		
I			X	
J	X			
K	X			
L			X	
M	X			
Total	5	3	4	1

* This school is all female.

TABLE XIX
 AVAILABILITY OF INDEPENDENT STUDY
 AND HONOR COURSES IN PHYSICAL EDUCATION

School	Independent Study Courses		Honor Courses	
	Yes	No	Yes	No
A		X		X
B		X		X
C		X		X
D		X		X
E		X		X
F	X		X	
G	X			X
H		X		X
I		X		X
J		X		X
K		X	X	
L	X			X
M		X		X
Totals	3	10	2	11

TABLE XX
DISTRIBUTION OF INTRAMURAL COEDUCATIONAL ACTIVITIES

School	Intramural Program		Coeducation Activities are Offered		Activities Offered
	Yes	No	Yes	No	
A	X		X		(Volleyball, Tennis)
B	X		X		(Volleyball, Tennis, Basketball, Softball)
C		X		X	
D		X		X	
E		X		X	
F	X		X		(Softball, Track)
G	X		X		(All female)
H	X		X		(Softball, Volleyball, Basketball, Ping Pong)
I	X		X		(Softball, Volleyball, Basketball, Archery)
J	X		X		(Softball, Volleyball, Tennis, Swimming)
K	X		X		(Softball, Volleyball, Billiards)
L	X		X		(Basketball, Volleyball)
M		X		X	
Totals	9	4	9	4	

Evaluation. Table XXI indicates that all thirteen of the institutions in this study used the letter grading system in required physical education courses. This practice was consistent with grading methods for other courses at the institution.

Cumulative Grade Point Averages. Table XXII reveals that all thirteen of the institutions in this study allowed physical education grades to be included in cumulative grade point averages. These schools also allowed physical education grades to be included in computing the cumulative grade point averages for honor students.

Final Examinations. As shown in Table XXIII, among the thirteen institutions submitting completed questionnaires, twelve (92.3%) administered written final examinations in the required physical education classes; one (7.6%) stated that written examinations are administered only in certain courses. Of the total, ten (76.9%) administered skill or performance tests in all courses, and three (23%) of the institutions reported that performance tests are administered in some cases. Of the three schools requiring physical performance evaluations, such assessments were required in 95% of the courses at one school, in 75% of the courses at the second school, and in only five percent of the courses at the third institution. Each institution was asked, what percentage of a specific group of factors contributed to the final grade in the activity courses? All

TABLE XXI
GRADING SYSTEM USED
IN PHYSICAL EDUCATION COURSES

School	Letter	Pass/Fail	Credit/No Credit	Consistent with Other Courses	
				Yes	No
A	X			X	
B	X			X	
C	X			X	
D	X			X	
E	X			X	
F	X			X	
G	X			X	
H	X			X	
I	X			X	
J	X			X	
K	X			X	
L	X			X	
M	X			X	
Total	13	0	0	13	0

TABLE XXII

THE INFLUENCE OF PHYSICAL EDUCATION GRADES IN DETERMINING CUMULATIVE
 GRADE POINT AVERAGES FOR REGULAR AND HONOR GRADUATES

School	Count in Grade Point Averages		Included in Averages of Those Graduating with Honors	
	Yes	No	Yes	No
A	X		X	
B	X		X	
C	X		X	
D	X		X	
E	X		X	
F	X		X	
G	X		X	
H	X		X	
I	X		X	
J	X		X	
K	X		X	
L	X		X	
M	X		X	
Total	13		13	

TABLE XXIII

METHODS OF EVALUATING STUDENTS' PHYSICAL EDUCATION CLASS PERFORMANCE

School	<u>Final Written Examinations</u>			<u>Physical Performance Evaluation</u>		
	Adminis- tered in All Courses	Adminis- tered in Some Courses	Not Adminis- tered	Adminis- tered in All Courses	Adminis- tered in Some Courses	Not Adminis- tered
A		X (25%)		X		
B	X			X		
C	X				X (75%)	
D	X			X		
E	X			X		
F	X				X (5%)	
G	X				X (95%)	
H	X			X		
I	X			X		
J	X			X		
K	X			X		
L	X			X		
M	X			X		
Total	12	1		10	3	

institutions in the study reported that it was impossible to generalize to all instructors.

Recent Developments. According to Table XXIV, five (38.4%) of the institutions in this study reported that course requirements in physical education during the past five years have remained constant. Four (30.7%) reported an increase, three (23%) reported a decrease in course requirements, and course requirements had been eliminated at one institution. There were no reports of new course requirements being established during this five-year period.

Facilities. Table XXV indicated that at seven (53.8%) of the institutions facilities for physical education during the past five years remained unchanged. Four (30.7%) indicated that during the same period facility utilization increased while two (15.3%) institutions showed a decrease in terms of facility utilization.

Instructional Staff. Table XXVI shows that at nine (69.2%) of the institutions, the number of instructional staff for physical education had remained the same over the past five years, Two colleges(15.3%) reported decreases while the remaining two had realized staff increases.

Number of Activities. Table XXVII reveals that twelve (92.3%) of the institutions experienced an increase in certain physical education activities during the past five years. The most prevalent increases were shown in the following activities (in descending order): (1) fitness and

TABLE XXIV

CHANGES IN THE STATUS OF PHYSICAL EDUCATION COURSE REQUIREMENTS
 DURING THE PAST FIVE YEARS (1977-1982)

Course Requirements in Physical Education Have Been:					
School	Increased	Decreased	Remained Constant	Eliminated	Established
A		X			
B	X				
C			X		
D		X			
E	X				
F				X	
G			X		
H		X			
I			X		
J	X				
K	X				
L			X		
M			X		
Total	4	3	5	1	

TABLE XXV
 STATUS OF PHYSICAL EDUCATION FACILITIES
 DURING THE PAST FIVE YEARS (1977-1982)

School	Facilities for Physical Education Have:		
	Increased	Decreased	Remained the Same
A			X
B			X
C	X		
D	X		
E		X	
F	X		
G			X
H			X
I			X
J			X
K	X		
L		X	
M			X
Total	4	2	7

TABLE XXVI
 CHANGES IN PHYSICAL EDUCATION INSTRUCTIONAL STAFF
 DURING THE PAST FIVE YEARS (1977-1982)

School	The Instructional Staff Has:		
	Increased	Decreased	Remained the Same
A			X
B			X
C			X
D			X
E			X
F	X		
G			X
H		X	
I		X	
J	X		
K			X
L			X
M			X
Total	2	2	9

TABLE XXVII
 SCHOOLS REPORTING CHANGES IN PHYSICAL EDUCATION
 ACTIVITIES DURING THE PAST FIVE YEARS (1977-1982)

School	Aquat-ics		Gym-nastics		Recrea-tion		Team Sports		Adapted		Rhythm		Fit-ness		Life-time Sports		Total		
	D	I	D	I	D	I	D	I	D	I	D	I	D	I	D	I	D	I	
A*																			
B	X					X				X								1	2
C	X		X			X				X			X					2	3
D	X		X			X		X		X	X		X					3	3
E		X	X		X						X	X	X		X			4	2
F							X			X			X					1	2
G							X						X					1	1
H					X													1	1
I	X					X		X					X					1	3
J		X				X		X					X					1	4
K	X									X			X		X			2	2
L	X		X			X		X	X		X							3	4
M				X	X		X					X						3	1

D - Decrease
 I - Increase
 *No Change

recreational activities (tied), (2) team sports and adapted activities (tied), (3) rhythms, (4) aquatics, and (5) gymnastics.

Table XXVII also shows that twelve (92.3%) of the institutions experienced a decrease in the number of some physical education activities during the past five years. The decreases at some schools were the same as increases at other schools. The decrease was most significant in aquatics at six (46.1%) of the schools. Other reports of decreases occurred in gymnastics (at four schools), team sports (four schools), recreation (three schools), rhythm and life time sports (two schools each), and adapted and fitness activities (one school each).

Discussion of Findings

Similar to Oxendine's study (1972), the results of this study revealed that a high percentage of the schools investigated had required physical education programs. Oxendine's study showed that 94 percent of the institutions offered physical education programs, whereas the current study showed 92.8 percent. Also, there was a close relationship between findings of both studies with regard to the number of coeducational institutions included in the study. There was also a similarity with regard to the trend toward one-year physical education requirements (Shaw's study 71.4%, this study 76.9%). The percentages of the present study,

showed that fewer than one percent of the students could opt not to take required physical education courses.

The current study is also in agreement with Shaw's (1975) findings. Due to the similarity of institutions in size and mission, the findings were somewhat expected. The present study revealed that one of the institutions included did not have required physical education programs. In Shaw's study all the institutions had required physical education for the general student population.

Previous studies reported that changes were made in the physical education program in response to certain outside factors. While these institutions revealed that some changes had taken place within the programs, none elaborated on the kinds of changes or what external factors had precipitated these changes.

CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the status of physical education programs for the general student at selected historically black private four-year colleges and universities in North Carolina, South Carolina, and Virginia. The survey instrument utilized provided institutional information concerning demographic characteristics, personnel, professional development, course requirements, credits, course offerings, evaluation, and recent developments, (See Appendix D).

Thirteen of the original fourteen colleges and universities selected agreed to participate in the investigation. One institution failed to respond to letters and telephone requests to participate in the study and was thus eliminated.

Institutions participating included Barber-Scotia College, Bennet College, Johnson C. Smith University, Livingstone College, Saint Augustine's College, and Shaw University in North Carolina; Allen University, Benedict College, Claflin College, and Voorhees College in South

Carolina; and Hampton Institute, Saint Paul's College, and Virginia Union University in Virginia.

The written questionnaire technique was used to obtain the data for this study. Oxendine's instrument used in his 1972 study concerning physical education requirements was found to be appropriate for the purposes of this study. However, the questionnaire was modified with Oxendine's approval to include an additional section on recent developments in physical education programs at the selected institutions. Following approval by the institutions' chief academic officer, questionnaires were sent to department chairpersons for completion, (See Appendix D).

A number of tables were developed from the analyses of data collected. These tables describe the physical education service programs and their requirements at the historically black four-year private colleges and universities in the three states included in the study.

The following statements summarize the major findings:

Personnel

1. Male Physical Education faculty members outnumbered female faculty two to one (45 to 21), even though female students outnumbered the male students significantly (8038 to 5815).
2. Varsity Coaching positions were dominated by the males three-to-one. (No data were gathered on the ratio between men and women's athletic teams, a

factor which might have accounted for the higher representation of male varsity coaches.)

Professional Development

Among the thirteen institutions responding, there were five faculty members who did not hold the master's degree, fifty with a masters degree, and eleven with the doctorate degree.

Course Requirements

1. Twelve of the thirteen responding institutions reported that physical education courses were offered and/or required.
2. Even though students from all responding institutions were excused from physical education for a variety of reasons, the one used most frequently was medical reasons. Eleven (84.6%) of the institutions excepted medical excuse for physical education. The only other significant number of excepted excuses was ROTC with five (38%) responses.
3. Twelve of the responding institutions required at least one year of physical education before graduation.
4. Ten of the thirteen responding institutions did not allow the students to take competency or proficiency tests in place of the physical education course requirements.

5. Twelve of the thirteen responding institutions did not require specific physical education courses to meet the physical education requirements.
6. Five of the thirteen institutions indicated that course requirements have remained constant during the past five years; four indicated increases, three decreases, and one had eliminated course requirements.

Credits

All thirteen institutions gave credit toward graduation for required physical education courses. However, one of the institutions did not have required physical education for all students and the courses taken were optional.

Course Offerings

1. Twelve of the thirteen institutions offered required coeducational physical education courses.
2. Three of the thirteen institutions provided independent study course options in lieu of traditional physical education classes.
3. Eight of the thirteen institutions provided coeducational intramural programs for the students; only five (38%) of the institutions did not provide coeducational intramurals.

Evaluation

1. All thirteen institutions used the letter grading system. This was consistent with the system used in other disciplines at the various institutions.
2. All thirteen institutions averaged the required physical education grades in the students' grade point averages.
3. Twelve institutions administered written final examinations in all required physical education classes. Ten also administered skill or physical fitness examinations in required physical education classes.
4. All thirteen institutions indicated that it was difficult to generalize as to the factors and percentages contributing to final grades in required physical education courses.

Recent Developments

1. Seven of the twelve institutions reported that in proportion to the enrollment, facilities remained the same during the past five years. Two institutions reported a decrease in facilities.
2. As reported by responding schools, instructional staff during the past five years had remained the same in nine institutions, had decreased in two and increased in two.

3. The availability of life time sports showed no increase at any of the thirteen schools over the past five years. This was surprising in view of the current national trend toward such activities. Recreational activities had increased in seven of the thirteen institutions, while fitness and weight related activities had also increased in eight of the thirteen institutions.
4. Team sports and gymnastics were the activities showing a decrease during the past five years. Eight of thirteen institutions indicated a decrease in these activities.

Conclusions

Several conclusions were drawn from an analyses of the data for this study. These are as follows:

1. There was a disproportionately low number of women faculty in the physical education programs. Apparently Title IX has influenced this underrepresentation only minimally. Because of this, hiring practices may eventually be challenged. It seems hard to defend the hiring of such a large number of male instructors when over fifty percent of the students are female.
2. The findings in this study were similar to those from Shaw's study (1975) in that both had

preponderance ratios of male instructors to female instructors.

3. The size of the institution had a very significant effect on the type of programs and number and variety of activities offered. However, none of the thirteen responding institutions had outdoor pursuit courses (e.g., canoeing, backpacking, mountain climbing).
4. Indications from the thirteen institutions were that the lack of financial support often led to cutbacks in the number of activity courses offered.
5. Professional meetings were attended only minimally. The number of faculty attending annual conferences was 47%, however, the active members of the Professional Education Organizations were better with 58% participation. This finding may also be related to financial exigency.
6. All but one institution had some type of physical education requirement, despite institutional size. Thus, declining enrollments may not necessarily signal the end of required physical education courses or activities.

Recommendations

Based on the data obtained from this study, the following recommendations are made:

1. Compile the results of all related investigations concerning historically black four-year private colleges and universities in an effort to generate recommendations that could widen the capabilities and viability of these unique institutions.
2. Develop means by which these private institutions could conduct a thorough self-study and implement their findings toward program improvement.
3. Establish attractive diversified courses that would motivate private institutions to restructure priorities and divert to physical education programs a greater share of institutional funds.
4. Develop a comprehensive vehicle to inform and demonstrate to academe the importance of a well-developed and diversified physical education program.
5. Conduct further comparative studies of predominantly white private institutions of similar size and mission so as to determine strengths and weaknesses of each group and their methods of program support and evaluation, and to assess the general quality of each.

APPENDICES

APPENDIX A
PARTICIPATING INSTITUTIONS

The institutions participating in this study are fourteen historically black colleges and universities located in North Carolina, South Carolina, and Virginia. The data will be obtained from the chairpersons of the respective Physical Education departments at these campuses. Data will relate only to the Physical Education departments and will not involve other curricula.

The following is a narrative description of each institution being asked to participate.

North Carolina Institutions:

Barber-Scotia College - A private, coeducational Liberal Arts and Teachers College owned and controlled by the Board of National Missions of the United Presbyterian Church in the United States of America. Established as Scotia Seminary, a woman's institution in 1867 and chartered in 1870, its name was changed to Scotia's Women's College in 1916. It merged with Barber Memorial College and its present name was adopted in 1930. The first instruction at the college level was offered in 1941, and the first baccalaureate degree was granted in 1945. It became coeducational in

the present student enrollment at Barber-Scotia College is 338 (Smith & Davis, 1981, p. 300).

Bennett College - A private Liberal Arts College for women affiliated with the United Methodist Church. It offers undergraduate programs leading to the bachelor's degree. Men registered at area colleges may enroll in classes at Bennett. Established as a coeducational institution in 1973, it was reorganized as a college for women and its first instruction at the college level was offered in 1911. The first baccalaureate degree was granted in 1930 (Furniss, 1973, p. 1145). Located in Greensboro, its present enrollment is 622 (Smith & Davis, 1981, p. 300).

Johnson C. Smith University - A private coeducational Liberal Arts College located in Charlotte. It is affiliated with the United Presbyterian Church of the United States of America. Undergraduate programs in liberal arts are offered. It was established at the Biddle Memorial Institute, a men's college, in 1867. It offered its first instruction in 1868 and was chartered in 1869. The first baccalaureate degree was granted in 1972. The institution's name was changed to Biddle University in 1876 and its present name adopted in 1923. Women were admitted at the senior college in 1931, and it became fully coeducational in 1941 (Furniss, 1973, p. 1158). Its present enrollment is 1,410 (Smith & Davis, 1981, p. 306).

Livingstone College - A private coeducational Liberal Arts College affiliated with the African Methodist Episcopal Zion Church and located in Salisbury. Programs are offered leading to the B. A. and B. S. degrees in Arts, Sciences, and Education. Hood Theological Seminary, a professional school of religion affiliated with the college, offers first-professional programs leading to the Master of Divinity degree as well as baccalaureate-level Bachelor of Theology degree programs for in-service clergymen. Incorporated as Zion Wesley Institute in 1979, it offered its first instruction in 1880. Its name was changed to Wesley College in 1885, and the present name was adopted in 1887 (Furniss, 1973, p. 1160). The student enrollment is 938 (Smith & Davis, 1981, p. 307).

Saint Augustine's College - A private coeducational Liberal Arts College affiliated with the Episcopal Church. Programs are offered leading to B. A. and B. S. degrees. Programs in medical technology and social welfare have recently been added to the curriculum. Chartered as Saint Augustine's Normal School and Collegiate Institute in 1867, its name was changed to Saint Augustine's School in 1893. Its first instruction at the college level was offered and its name changed to Saint Augustine's Junior College in 1919. The senior level was added in 1927 and its present name adopted in 1928. The first baccalaureate degree was

offered in 1931 (Furniss, 1973, p. 1171). Located in Raleigh, the present enrollment is 1,765 (Smith & Davis, 1981, p. 311).

Shaw University - A private coeducational Liberal Arts College affiliated with the American Baptist Convention. Undergraduate programs are offered in schools of General Studies, Communications, Humanities and the Arts, and Urban Science. The Shaw University Divinity School, an affiliate institution, offers Bachelor of Divinity and Master of Divinity programs. Established as the Raleigh Institute in 1865, the name of Shaw Collegiate Institute was adopted in 1870. The first instruction at the college level was offered in 1874. It was chartered and its present name adopted in 1875, with the first baccalaureate degree granted in 1878 (Furniss, 1973, p. 1173). Located in Raleigh, the student enrollment is 1,389 (Smith & Davis, 1981, p. 312).

SOUTH CAROLINA INSTITUTIONS:

Allen University - A private coeducational Liberal Arts institution affiliated with the African Methodist Episcopal Church. The university is a recognized candidate for accreditation by the Southern Association of Colleges and Schools. The educational program is organized into six divisions which encompass business and economics, education, humanities, natural sciences and mathematics, social sciences, and religion and philosophy. The school operates

on the semester system and offers one summer term. It grants the Bachelor of Arts and Bachelor of Science degrees (Professional and Reference Books, 1981, p. 641). Located in Columbia the student enrollment is 284 (Smith & Davis, 1981, p. 381).

Benedict College - A private coeducational Liberal Arts College affiliated with the American Baptist Convention. Baccalaureate programs are offered in arts and science, business, education, and fine arts. Accredited by the Southern Association, it was first established as Benedict Institute in 1870. The first instruction at the college level was given in 1889. It was chartered and its first baccalaureate degree awarded in 1894. It merged with Mather School (established in 1868) and the Junior College of Beaufort in 1968 (Furniss, 1973, p. 1447-1448). Located in Columbia, the student enrollment is 1,613 (Smith & Davis, 1981, p. 381).

Claflin College - A private coeducational Liberal Arts College affiliated with the United Methodist Church. Programs leading to bachelor's degrees are offered in arts, sciences, and education. Chartered and offering its first instruction in 1869, it merged with Baker Theological Institute and awarded its first baccalaureate degree in 1870 (Furniss, 1973, p. 1449). The school is located in Orangeburg, and the student enrollment is 821 (Smith & Davis, 1981, p. 382).

Voorhees College - A private coeducational Liberal Arts College affiliated with the Episcopal Church. Programs are offered leading to the Bachelor of Arts and Bachelor of Science degrees in arts and sciences, education, and business administration. Associate degree programs are available in secretarial science. Established as Denmark Industrial School in 1897, it was incorporated and its name changed to Voorhees School in 1901. The first instruction at the college level was given in 1919. Its name was changed to Voorhees School and Junior College in 1947. The senior level was added and its present name adopted in 1962. The first baccalaureate degree was awarded in 1968 (Furniss, 1973, p. 1467). Located in Denmark, the student enrollment is 709 (Smith & Davis, 1981, pp. 388-389).

VIRGINIA INSTITUTIONS:

Hampton Institute - A private coeducational Liberal Arts College located in Hampton, Virginia. It offers baccalaureate and master's degree programs. In 1972 the Divisions of Architecture, Business, Communication, Arts and Sciences, Fine Arts, Home Economics, Nursing, Sciences and Mathematics, Social Science, and Teacher Education were reorganized into the Divisions of Fine Arts and Humanities, Business, Education, Pure and Applied Science, and Social and Environmental Studies. Hampton was established in 1868

and is independent and non-profit (Furniss, 1973, p. 1631). The student enrollment is 3,169 (Smith & Davis, 1981, p. 434).

Saint Paul's College - a private coeducational Liberal Arts College located in Lawrenceville, Virginia and affiliated with the Episcopal Church. It offers programs of study leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education degrees. Established as Saint Paul's Normal and Industrial School in 1888, it was chartered in 1890. The first instruction at the college level was offered in 1922. The name was changed to Saint Paul's Polytechnic Institute in 1942. Its present name was adopted in 1944, and it awarded its first baccalaureate degree that year (Furniss, 1973, p. 1645). Student enrollment is 619 (Smith & Davis, 1981, p. 437).

Virginia Union University - A private coeducational Liberal Arts Institution and Seminary affiliated with the American Baptist Convention. It offers undergraduate programs leading to B. A., and B. S. degrees. The School of Theology offers a first-professional degree program leading to the Master of Divinity. Established by merger of Wayland Seminary, Washington, D. C. (established 1865) and Richmond Theological Seminary (established 1865), their first instruction was offered jointly in 1899. It was incorporated

and awarded its first baccalaureate degree in 1900 (Furniss, 1973, p. 1661). Student enrollment is 1,177 (Smith & Davis, 1981, p. 442).

APPENDIX B

1311 Greenland Drive, F-5
Murfreesboro, Tennessee 37130
June 6, 1983

Dr. Joseph B. Oxendine, Chairman
Department of Health, Physical Education
and Recreation
Temple University
Philadelphia, Pennsylvania 19122

Dear Dr. Oxendine:

I am conducting a study on required physical education programs at selected colleges and universities, and I am most interested in the instrument which was used in your 1971-72 study. Would you please send me a copy of the instrument.

I would also like your permission to use the instrument in my study. It may become necessary for me to modify some of the items, and I would also like your permission to do so, should the need arise.

Of course, I will keep you apprised of my progress and results.

Thank you very much.

Sincerely,

William Madrey, Jr.



TEMPLE UNIVERSITY

OF THE COMMONWEALTH SYSTEM OF HIGHER EDUCATION

College of Health, Physical Education, Recreation and Dance
PHILADELPHIA, PENNSYLVANIA 19122

95

DEPARTMENT OF PHYSICAL EDUCATION

November 8, 1983

Mr. William Madrey, Jr.
L-17 University Court
Martin, Tennessee 38237

Dear Mr. Madrey:

This is to grant permission for you to use my 1976-77 Questionnaire for your study on the current status of physical education programs. A copy of that Questionnaire was forwarded to you earlier. You may modify the instrument to fit your particular needs. Of course you should acknowledge the source of the original instrument.

Best wishes, and please send me a copy of the results.

Sincerely,

A handwritten signature in cursive script that reads "Joseph B. Oxendine".

Joseph B. Oxendine
Professor

Centennial Challenge Program 1884-1984

1976-77 Survey of General Instruction (Service) Programs in Physical Education
at Four-Year Colleges and Universities in the United States.

Note: Please complete the following questionnaire by placing a check mark (or number where appropriate) in the space provided. Some items may require more than one response while others should be left blank if not applicable.

I. INSTITUTION RESPONDING

A. Identity of the institution:

Name _____

Address _____

Questionnaire completed by _____

Director of general instruction program (if different) _____

B. The number of full time undergraduate students enrolled is:

- | | |
|----------------------|------------------------|
| 1. 500-1,000 _____ | 4. 5,000-10,000 _____ |
| 2. 1,000-2,500 _____ | 5. 10,000-20,000 _____ |
| 3. 2,500-5,000 _____ | 6. Over 20,000 _____ |

C. This institution is:

1. Public _____ Private _____
2. Coeducational _____ All male _____ All female _____

II. COURSE REQUIREMENTS.

A. Courses in physical education for the general college student

1. are offered _____; are not offered _____
2. These courses typically carry: 0 _____; $\frac{1}{2}$ _____; 1 _____; 2 _____; 3 _____; 4 _____ hours credit.

B. For graduation, physical education is:

1. Required of all students _____
2. Not required of any students _____
3. Required of those in certain departments of colleges _____
(Please estimate the percentage of students included in the requirement _____)

C. Where required, students must take physical education for a total of _____ school years before graduation (use fractions where appropriate).

D. Where no physical education requirement exists:

1. The requirement was dropped _____ years ago.
2. There has never been such a requirement _____.

E. Where no physical education requirement exists:

1. Similarly, there are no other specific courses required of all students in the institution _____
2. There are certain other courses required of all students _____

- F. Where required:
1. The physical education requirement has existed for (1) more than five years _____; (2) less than five years _____
 2. The requirement of other courses (non-physical education) has been instituted (or reinstated) within the past five years _____
- G. Where required, students may be excused on the basis of (check all that apply):
- | | |
|---------------------------------|---------------------------------|
| 1. Varsity sport partic. _____ | 5. Psychological problems _____ |
| 2. Prior military service _____ | 6. Marital status _____ |
| 3. ROTC training _____ | 7. Age _____ |
| 4. Medical reasons _____ | 8. Others (specify) _____ |

The percentage of students excused from the physical education requirement is approximately _____

- H. Where required, are students allowed to take proficiency or competency tests in lieu of taking a course? Yes _____ No _____
 If yes, approximately what percentage of students attempt these tests? _____
 What percentage of those who take the tests pass them? _____

III. CREDITS AND EVALUATION

- A. Credits towards graduation are awarded for physical education activity courses Yes _____ No _____
- B. Where required, students must complete _____ semester hours credit (or _____ quarter hours credit) before graduation.
- C. For each contact hour in physical education (per week) _____ semester (or _____ quarter) hours credit is given.
- D. When proficiency tests are passed in lieu of taking the course, students (check all that apply):
1. Receive credit hours towards graduation _____
 2. Receive grades on their transcripts _____
 3. Are simply relieved of that particular requirement _____
- E. Grades in physical education are:
- | | |
|--------------------|--|
| 1. Letter _____ | 2. Pass/fail or credit/no credit _____ |
| 3. Numerical _____ | 4. Student has option (please state) _____ |

This system is consistent with _____, not consistent with _____ other courses in this institution.

- F. Grades in physical education:
1. Count in grade point hour ratios. Yes _____ No _____
 2. Are included in honors for graduation. Yes _____ No _____
- G. Final written examinations are:
1. Administered in all courses _____
 2. not administered _____
 3. Administered in some courses _____ (approximate percentage) _____

- H. Physical performance examinations (fitness or skill) are:
 1. Administered in all courses _____
 2. Not administered _____
 3. Administered in some courses (approximate percentage) _____

- I. For most courses, what percentage does each of the following contribute to the final grade in the course?
 1. Proficiency or skill in the activity _____ %
 2. Physical fitness _____ %
 3. Knowledge _____ %
 4. Personal qualities _____ %
 5. Other (specify) _____ %
 6. Impossible to generalize for all instructors _____

IV. COURSE OFFERINGS

- A. Please estimate the percentage of your total courses offered in the categories listed below. Furthermore, indicate (check) recent trends, i.e. where significant increases or decreases have occurred during the past several years.
 1. Aquatics _____ % recent increases _____; decreases _____
 2. Basic Movement and Fitness Activities _____ % recent increases _____; decreases _____
 3. Dance and Rhythms _____ % recent increases _____; decreases _____
 4. Individual Sports _____ % recent increases _____; decreases _____
 5. Dual Sports _____ % recent increases _____; decreases _____
 6. Team Sports _____ % recent increases _____; decreases _____
 7. Combative Activities _____ % recent increases _____; decreases _____
 8. Outdoor Skills (adventure, survival) _____ % recent increases _____; decreases _____
- B. The trend in recent years to offer non-activity (lecture) courses to the general college student has been:
Increasing _____; Decreasing _____
- C. Courses available to such students (non-major) include (check all that apply)
Anatomy _____; Physiology _____; Kinesiology _____; Social dimensions _____;
Psychological dimensions _____; Philosophy _____; Coaching skills _____;
First Aid _____; Other _____
- D. List any specific activity courses which are required of all students
_____, _____, _____
- E. List the three (3) activity courses in greatest demand by students
_____, _____, _____
- F. Are off-campus courses offered for credit
 1. In the vicinity of the university? Yes _____; No _____
 2. At distant sites (skiing or SCUBA trips, etc.)? Yes _____; No _____
- G. Does the program provide for independent study courses in physical education?
Yes _____ No _____
- H. List the most successful courses which have been added during the past two or three years _____, _____, _____

I. Are special fees assessed for equipment, towels, attire, etc? Please describe _____

V. ELECTIVE PROGRAMS

A. Where no requirement exists, please provide your best estimate as to the percentage of students who have elected to take at least one course during the years indicated:
1976-77 _____%; 1975-76 _____%; 1974-75 _____%; 1973-74 _____%

B. Where the physical education requirement has been eliminated, compare the present (elective) enrollment with that of the last year of the requirement.
1. Requirement eliminated in _____ (year)
2. Present enrollment is _____% of that year's enrollment
3. Present credit hour generation is _____% of that year

C. Of those students electing physical education
1. Approximately _____% are men
2. Approximately _____% are women

VI. TEACHING FACULTY

A. Of the faculty teaching in the general instruction program
1. _____% are tenured or on a tenured track
2. _____% are part-time faculty
3. _____% are graduate or teaching assistants
4. _____% are faculty in non-tenured categories
5. _____% are from other classifications, including persons with non-traditional backgrounds (please describe) _____

VII. SEX COMPOSITION OF COURSES

A. Approximately _____% of all courses are coeducational

B. Where segregated classes exist, the following courses or categories are
1. Limited to men _____, _____, _____
2. Limited to women _____, _____, _____

C. Teaching assignments are made (1) with regard _____, (2) without regard _____ to the sex composition of the class.

D. In coed classes, faculty perceptions are that skill acquisition is:
1. For men: enhanced _____; hindered _____; unaffected _____
2. For women: enhanced _____; hindered _____; unaffected _____

E. In coed classes, faculty perceptions are that interest levels are:
1. For men: enhanced _____; inhibited _____; unaffected _____
2. For women: enhanced _____; inhibited _____; unaffected _____

Please return completed questionnaire by March 15th to:

Dr. Joseph B. Oxendine, Dean
College of HPERD
Temple University
Broad & Montgomery
Philadelphia, PA 19122

APPENDIX D
QUESTIONNAIRE

A Description of General Education Program Requirements in
Physical Education for Selected Private, Historically
Black, Four-year Colleges and Universities in North
Carolina, South Carolina, and Virginia

Directions: Please complete the following questionnaire by placing a check mark (or number where appropriate) in the space provided. Some items may require more than one response while others should be left blank if not applicable.

I. INSTITUTION RESPONDING

A. Identity of the institution:

Name of institution _____

Address _____

Person completing questionnaire _____

B. The number of full-time undergraduate students enrolled (circle response):

- | | |
|------------------|------------------|
| 1. 0 - 500 | 4. 2,000 - 3,000 |
| 2. 500 - 1,000 | 5. 3,000 - 5,000 |
| 3. 1,000 - 2,000 | 6. Over 5,000 |

C. The number of undergraduate female students enrolled _____.

D. The number of undergraduate male students enrolled _____.

II. PERSONNEL

A. The number of full-time male physical education teachers.

- | | |
|----------|-----------------------------------|
| 1. one | 4. four |
| 2. two | 5. five |
| 3. three | 6. six or more
(specify no.)__ |

B. The number of full-time female physical education teachers.

- | | |
|----------|-----------------------------------|
| 1. one | 4. four |
| 2. two | 5. five |
| 3. three | 6. six or more
(specify no.)__ |

C. What number of physical education faculty members hold the earned doctorate degree?

- | | |
|--------------|----------------|
| 1. male_____ | 2. female_____ |
|--------------|----------------|

D. What number of physical education faculty members hold the master's degree?

- | | |
|--------------|----------------|
| 1. male_____ | 2. female_____ |
|--------------|----------------|

E. What number hold less than a master's degree?

- | | |
|--------------|----------------|
| 1. male_____ | 2. female_____ |
|--------------|----------------|

F. How many of the teaching faculty are varsity coaches?

- | | |
|--------------|----------------|
| 1. male_____ | 2. female_____ |
|--------------|----------------|

G. Do all members of the physical education faculty teach activity courses?

- | | |
|-----------|----------|
| 1. Yes___ | 2. No___ |
|-----------|----------|

H. Is there a person hired especially as the director of intramural sports?

- | | |
|---|----------|
| 1. Yes___ | 2. No___ |
| (If yes, is this person male___ or female___) | |

III. PROFESSIONAL DEVELOPMENT

A. What number of physical education faculty members attended professional meetings or conferences during the past year?_____

- B. How many are active members of professional physical education organizations? _____

IV. COURSE OFFERINGS AND REQUIREMENTS

- A. Courses in physical education for the general student:

1. are offered _____
2. are not offered _____
3. Where offered, how many hours credit do courses carry?

a. zero	d. three
b. one-half	e. four
c. one	f. five
d. two	g. six
4. Specify if these are quarter _____ or semester _____ hours.

- B. For graduation, physical education is:

1. required of all students _____
2. not required of any students _____
3. required of those in certain departments or colleges _____
4. estimate the percentage of students included in the requirement _____.

- C. Where no general physical education requirement exists:

1. The requirement was dropped ___ (number) of years ago.
2. There has never been such a requirement.

- D. Where no requirement exists, indicate the approximate percentage of students who elect to take at least one course _____.

- E. Where required, students may be excused on the basis of (check all that apply):

1. Varsity sports
2. Prior military service

3. ROTC training
4. Medical reasons
5. Psychological problems
6. Marital status
7. Age
8. Other (specify) _____

The percentage of students excused from the physical education requirement is approximately ___ percent

- F. Where required, students are allowed to take proficiency or competency tests in lieu of taking a course:
1. Yes _____
 2. No _____
- If yes, approximately what percentage of students utilize these tests? _____
- What percentage of those who take the tests pass them? _____
- G. Where required, students must take physical education for a total number of ___ years before graduation (use fraction where appropriate).
- H. Class time in physical education per week typically amounts to _____ minutes (including time for dressing and showering).
- I. The number of absences per course without penalty to the student:
1. is standard of all courses ___ (number of absences allowed)
 2. is unlimited for all courses _____
 3. is unlimited for physical education _____
 4. depends upon the particular instructor _____
- J. Students who receive more than the allotted number of absences:
1. may make up the classes _____
 2. automatically fail the course _____
 3. will have the course grade lowered _____
 4. are handled at the discretion of the instructor _____

V. CREDITS

- A. Credits toward graduation are given for general physical education courses:
1. Yes _____ 2. No _____
- B. Where required, students must complete _____ semester hours credit (or _____ quarter hours credit) before graduation.
- C. For each clock hour in physical education per week _____ semester (or _____ quarter) hours credit is given.
- D. When proficiency tests are passed in lieu of taking the course, students (check all that apply):
1. receive credit toward graduation _____
 2. receive grades on their transcripts _____
 3. are simply relieved of that particular requirement _____

VI. COURSE OFFERINGS

- A. Are physical education courses categorized or grouped in any way (e.g., team sports, recreational activities, etc.)?
1. Yes _____ No _____
- If yes, please list the categories:
- | | |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |
- B. Are students required to take courses in particular categories?
1. Yes _____ No _____
- If yes, identify:
- | | |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

C. In addition, list any specific courses which are required of all students (e.g., Foundations, swimming, etc.):

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

D. Coeducation courses:

1. are not offered _____
2. are offered as elective _____
3. are offered and required _____
4. Approximately what percentage of the courses are coeducational? _____
5. List the activity physical education courses that are coeducational:

- | | |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

E. Does the program provide for independent study courses in physical education?

1. Yes _____
2. No _____

F. Does the program provide honor courses for the better students?

1. Yes _____
2. No _____

G. Is there an intramural program?

1. Yes _____
2. No _____

H. If yes, are there coeducational activities included?

1. Yes _____
2. No _____

List the coeducational intramural activities offered:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

VII. EVALUATION

A. Grades in physical education are:

- | | |
|--------------------|---------------------------|
| 1. letter _____ | 3. pass/fail _____ |
| 2. numerical _____ | 4. credit/no credit _____ |

This system is consistent with most other courses in this institution.

- | | |
|--------------|-------------|
| 1. Yes _____ | 2. No _____ |
|--------------|-------------|

If no, how does it differ from others? _____

B. Grades in physical education:

1. count in grade point averages

a. Yes _____	b. No _____
--------------	-------------
2. Are included in the averages of those graduating with honors

a. Yes _____	b. No _____
--------------	-------------

C. Final written examinations are:

1. administered in all courses _____
2. administered in some courses _____
approximately what percentage _____
3. not administered _____

D. Physical performance evaluations (fitness or skill) are:

1. administered in all courses _____
2. administered in some courses _____
(approximate percentage _____)
3. not administered _____

E. What percentage does each of the following contribute to the final grade in the course?

- _____ % 1. proficiency or skill in the activity
 - _____ % 2. physical fitness
 - _____ % 3. knowledge
 - _____ % 4. improvement
 - _____ % 5. personal qualities
 - _____ % 6. attitude
 - _____ % 7. other (specify) _____
 - _____ % 8. impossible to generalize for all instructors
- Total 100%

F. Provisions for student evaluation of the course and the instructors are

- 1. general departmental policy _____
- 2. up to the option of the instructor _____
- 3. the student body _____
- 4. others (specify) _____

G. Where used, results of student evaluations are routinely made available to:

- 1. the individual instructor _____
- 2. the department chairperson _____
- 3. the student body _____
- 4. others (specify) _____

VIII. RECENT DEVELOPMENTS

A. During the past five years, course requirements in physical education have been:

- 1. increased _____
- 2. decreased _____
- 3. constant _____
- 4. eliminated _____
- 5. established _____

B. Where the physical education requirement has been eliminated, the overall course registrations in physical education have:

- 1. increased _____
- 2. decreased _____
- 3. remained the same _____

C. In proportion to the enrollment, facilities for physical education during the past five years have:

- 1. increased _____
- 2. decreased _____
- 3. remained the same _____

- D. In proportion to the institutional enrollment, the instructional staff for physical education during the past five years has:
1. increased _____
 2. decreased _____
 3. remained the same _____
- E. The following types of activities have increased during the past five years:
1. aquatics _____
 2. gymnastics _____
 3. recreational activities _____
 4. team sports _____
 5. adapted or corrective _____
 6. rhythms and dance _____
 7. fitness and/or weight control _____
 8. other (specify) _____

Some specific courses which have been added include:

- | | |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

- F. The following types of activities have decreased during the past five years:
1. teams sports _____
 2. aquatics _____
 3. gymnastics _____
 4. rhythms _____
 5. recreational activities _____
 6. adapted or corrective _____
 7. fitness and/or weight control _____
 8. lifetime sports _____
 9. others (specify) _____

Some specific courses which have been dropped include:

- | | |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

- G. During the past five years the proportion of co-educational classes has:

1. remained about the same _____
2. increased _____
3. decreased _____

H. Please list any other significant developments in your physical education department during the past five years.

If you would like to have a copy of the results of this study, please place a check in the box below.

Thank you for your cooperation in completing this questionnaire.

APPENDIX E

LETTER SENT TO CHIEF ACADEMIC OFFICER

L-17 University Courts
Martin, Tennessee 38237
August 15, 1983

Dear _____ :

I am a candidate for the Doctor of Arts degree at Middle Tennessee State University in Murfreesboro, Tennessee. For my dissertation I have undertaken a research project to determine the status of physical education programs in selected historically black private colleges and universities in North Carolina, South Carolina, and Virginia.

For the study to be successful I am in need of the following:

1. Your permission for your institution's participation, and
2. The involvement of your physical education department chairperson in completing the questionnaire for the study. (Completion of the instrument should require a maximum of 40 to 50 minutes).

If your approval is received, I shall contact your chairperson under separate cover.

I look forward to your response and sincerely hope that you and your institution are willing to participate in this important research project.

Upon completion of the study, data results will be made available to your institution if you so choose.

Enclosed is a stamped, self-addressed post card for your convenience in responding. Please reply by August 31, if at all possible.

Thank you for your cooperation.

Sincerely,

William Madrey, Jr.

fgm
Enclosures

LETTER SENT TO DEPARTMENT CHAIRPERSONS

L-17 University Courts
 Martin, Tennessee 38237

Dear _____ :

I am a candidate for the Doctor of Arts degree at Middle Tennessee State University in Murfreesboro, Tennessee. I have undertaken a research project to determine the status of physical education programs in selected historically black private colleges and universities in North Carolina, South Carolina, and Virginia. Your academic dean has given permission for your institution to participate in this project.

Enclosed is the instrument I am using to gather data for the study. The questionnaire was originally developed by Dr. Joseph B. Oxendine to be used for his national study describing the status of physical education programs in colleges and universities in this country. It should require a maximum of forty to fifty minutes of your time to complete.

I am most appreciative that your academic dean has given approval for your participation in this important study. All information will be held in the strictest of confidence. Code numbers will be assigned to each institution to assure anonymity.

I look forward to receiving the completed questionnaire from you at your earliest convenience. Please complete and return the instrument by _____ . A self-addressed stamped envelope is enclosed.

A space is provided at the end of the questionnaire for you to indicate whether you would like to receive a copy of the study results.

Thank you very much.

Sincerely,

William Madrey, Jr.

fgm
 Enclosure

FOLLOW-UP LETTER SENT TO CHIEF ACADEMIC OFFICERS

L-17 University Courts
Martin, Tennessee 38237
August 31, 1983

Dear _____:

Several weeks ago I wrote you requesting your permission for your institution to participate in a research project I have undertaken. The study explores the status of physical education programs in selected historically black colleges and universities in North Carolina, South Carolina, and Virginia.

I realize that since your fall term has recently begun that you may not have had an opportunity to respond to my request. I am writing to you again to request your permission for your institution's participation. This study represents my doctoral dissertaton, and I am most anxious to begin collecting and analyzing data in order to meet certain deadlines I have established with my doctoral committee.

As I mentioned in my previous letter, I plan to contact chairpersons of the Physical Education departments in the institutions I have selected and request their completion of a questionnaire, which should require a maximum of 40 to 50 minutes of their time. I hope that you will agree to become a part of this important study.

I am enclosing a self-addressed stamped post card for your convenience in replying.

Thank you very much.

Sincerely,

William Madrey, Jr.

fgm
Enclosure

APPENDIX F

1311 Greenland Drive, F-5
Murfreesboro, Tennessee 37130
June 6, 1983

Dr. Willie G. Shaw
Director of Athletics
Department of Physical Education
Lane College
Jackson, Tennessee 38301

Dear Dr. Shaw:

I will be conducting a survey of selected black colleges and universities in Virginia, North Carolina, and South Carolina. I would like to use some of the information from your dissertation to complete my study. May I have your permission to do so?

If I am permitted to use some parts of your dissertation, they will be in the form of direct quotes and possibly some modifications of the questions you used. Please write and let me know of your decision.

I will phone you soon so that we may discuss this further.

Thank you.

Sincerely,

William Madrey, Jr.

LANE COLLEGE

114



JACKSON, TENNESSEE 38301

June 23, 1983

Mr. William Madrey, Jr.
1311 Greenland Drive, F-5
Murfreesboro, Tennessee 37130

Dear Mr. Madrey:

I received your correspondence relative to your using some of the information from my dissertation to complete your study of selected black colleges and universities in Virginia, North Carolina, and South Carolina.

You have my permission to use any part of my dissertation that may assist you in your study.

Sincerely yours,

Willie G. Shaw
Willie G. Shaw

WGS:mc



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BIBLIOGRAPHY

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