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A DESCRIPTION OF GENERAL EDUCATION REQUIREMENTS
IN PHYSICAL EDUCATION FOR SELECTED PRIVATE,
PREDOMINANTLY BLACK FOUR-YEAR COLLEGES AND
UNIVERSITIES IN TENNESSEE, ALABAMA, AND GEORGIA.

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ALABAMA, AND GEORGIA

Willie G. Shaw

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

August, 1975

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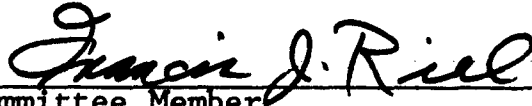
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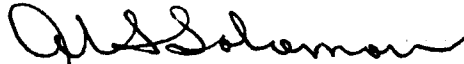
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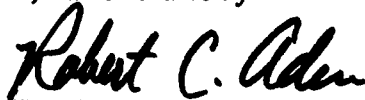
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ABSTRACT

A DESCRIPTION OF GENERAL EDUCATION REQUIREMENTS
IN PHYSICAL EDUCATION FOR SELECTED PRIVATE,
PREDOMINANTLY BLACK FOUR-YEAR COLLEGES
AND UNIVERSITIES IN TENNESSEE,
ALABAMA, AND GEORGIA

by Willie G. Shaw

The purpose of this study was to provide a description of the general education requirements in physical education for selected private, predominantly black, four-year colleges and universities in Tennessee, Alabama, and Georgia.

Fourteen of the original fifteen colleges and universities agreed to participate in the investigation. One institution upon the request of its chairperson was excluded from the study.

The visitation-interview technique along with a questionnaire was used to obtain the data. These visitation-interviews were carried on exclusively with department chairpersons who also completed the questionnaire. The instrument used in the study was a modification of an

instrument used by Dr. Joseph B. Oxendine in a similar study in 1972.

Analyses of data resulted in a number of tables which described the general education requirements in physical education for the selected private, predominantly black, four-year colleges and universities in Tennessee, Alabama, and Georgia.

Based upon the findings of this study the following conclusions were made:

1. Physical education classes were offered and required by all institutions included in the study.
2. Students were excused from required physical education for a variety of reasons, the most prevalent of these being medical reasons.
3. The trend for the number of years a student must take physical education before graduation was toward one year.
4. Credit toward graduation was given by all fourteen schools for required physical education.
5. Eight of the fourteen institutions did not require any specific physical education course to meet the requirement of general education.
6. Coeducational courses were not offered in eight of the fourteen institutions. The remaining six

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institutions offered coeducational courses, with one of the six requiring them.

7. Thirteen of the fourteen institutions used the letter grading system, which was consistent with that used in other portions of the school curriculum.

ACKNOWLEDGMENTS

The writer wishes to express his sincere gratitude to those persons who have been of assistance during this study, especially Dr. A. H. Solomon whose capable guidance was of immense value. Special acknowledgment is also extended to Miss Mildred Collier, secretary to the Department of Health and Physical Education at Lane College, who gave of her valuable time to aid in the completion of this study.

The writer is also grateful to the other members of his doctoral committee for their suggestions leading to the completion of the study. These persons are Dr. Fran Riel, Dr. Wallace Maples, Dr. Herschel Aseltine, and Dr. Robert C. Aden.

Special appreciation is also extended to the Deans of Academic Affairs and Department Chairpersons of the fourteen institutions for allowing their institution and physical education department to participate in the study.

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Chapter 1

INTRODUCTION

Through the years, predominantly black colleges and universities have been vital forces in the education of black youths. These institutions have provided valuable experiences in all fields of education. Physical education has been no exception.

Physical education has seen many trends caused by societal changes, physical fitness demands during wartime, recreation during peace, and presently a desire for overall health which incorporates fitness and recreation supplied by lifetime sports.¹

During the past few years, there have been persistent questions raised about the propriety of requiring courses, particularly in areas outside the student's major curriculum.²

¹Phillip Henry Wright, "A Preliminary Study of the Status of Physical Education in the State of Tennessee" (unpublished Master's thesis, University of Tennessee, Knoxville, 1971).

²Joseph B. Oxendine, "Status of General Instruction Programs of Physical Education in Four-year Colleges and Universities: 1971-72," Journal of Health, Physical Education and Recreation 43:26-28 (March, 1972).

The requiring of physical education courses has probably been challenged more than any other facet of the curriculum. There also have been significant changes in physical education program practices. Grading, credits, patterns of course offerings, competency examinations and even the existence of physical education itself have been questioned.³

Physical education has a definite place in the curriculum of today's colleges and universities as long as the objective of education is to develop the whole person.

The predominantly black private colleges and universities continue to bear the burden of providing its students with valuable physical education experiences that will enable them to face life's challenge upon graduation.

STATEMENT OF THE PROBLEM

This study was concerned with a description of general education requirements in physical education for selected private, black, four-year colleges and universities in Tennessee, Alabama, and Georgia.

³Oxendine, p. 26.

PURPOSE OF THE STUDY

Although other studies of this nature have been conducted, notably those by Ruffer⁴ in 1970, and Oxendine⁵ in 1972, no recent work has been completed concerning physical education requirements in predominantly black, private, four-year colleges and universities in Tennessee, Alabama, and Georgia.

The results of a study of this nature should enable the administrators and faculty of the predominantly black, private, four-year colleges and universities in Tennessee, Alabama, and Georgia to evaluate more realistically their required physical education programs.

LIMITATIONS OF THE STUDY

This study was limited to a description of general education requirements for physical education in selected private, black, four-year colleges and universities in Tennessee, Alabama, and Georgia. Participating institutions include: Lemoyne Owen College, Lane College, Fisk University, Knoxville College, Daniel Payne College, Tuskegee Institute, Stillman College, Oakwood College,

⁴W. A. Ruffer, "A Study of Required Physical Education for Men in United States Colleges and Universities," The Physical Educator 27:79-80 (May, 1970).

⁵Oxendine, p. 26.

Talladega College, Spelman College, Morehouse College, Clark College, Morris Brown College and Miles College.

The study was further limited to those specific areas included in the survey instrument, and data gathered from interviews with departmental chairpersons.

DEFINITION OF TERMS

College-four-year. A college offering a four-year curriculum above the high school level.⁶

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 carry on certain administrative duties involved in managing the affairs of the department.⁷

General education. Those phases of learning which should be common experiences of all men and women.⁸

Physical education. The program of instruction and participation in big-muscle activities designed to promote desirable physical development, motor skills, attitudes, and habits of conduct.⁹

⁶Carter V. Good and Winifred R. Merkel, Dictionary of Education (New York: McGraw-Hill Book Company, Third Edition, 1973), p. 114.

⁷Good and Merkel, p. 172.

⁸Good and Merkel, p. 258.

⁹Good and Merkel, p. 422.

Required program. The facilities, equipment, staff personnel, organization and curriculum of the service program of physical education in institutions of higher education.¹⁰

Survey instrument. A questionnaire by Dr. Joseph B. Oxendine, modified for this study (see Appendix E).¹¹

¹⁰John Ralph Puckett, "An Evaluation of Certain Areas of Physical Education Service Program of Selected White and Negro Colleges in Tennessee" (unpublished Doctoral dissertation, University of Tennessee, Knoxville, 1959),

¹¹Joseph B. Oxendine, Professor and Chairman, Department of Health, Physical Education and Research, Temple University, Philadelphia, Pennsylvania. Personal Communication, September 10, 1974.

Chapter 2

REVIEW OF RELATED LITERATURE

A number of studies have been done concerning the required physical education programs in colleges and universities. This chapter will present a brief summary of some of those inquiries.

Freeman conducted an investigation to compare the physical education requirements included in the general education program 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. He 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 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 requirement. Almost any type of physical education was satisfactory.¹

Jacobs conducted a study to evaluate the service programs for women of certain predominantly Negro, 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.²

Phillips 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 bases 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 requiring physical education for graduation, and giving

¹Charles Henry Freeman, "A Comparative Study of Physical Education Requirements in General Education Programs of Selected Colleges and Universities in the United States During the Decades of 1945, 1955, and 1965," Dissertation Abstract, 29:1037 (September-October, 1968).

²Mary G. Jacobs, "An Evaluation of the Two-year Required Program for Women in Certain Selected Colleges," Dissertation Abstracts, 18:1715-1716 (May, 1958).

credit for such courses, was much lower than that in similar institutions throughout the United States.³

Phillips' second investigation dealt with the service programs in Liberal Arts and Teachers Colleges of New York. He found that a 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.⁴

Chellman concluded that the required program of physical education at Emory University was successfully meeting three of its four purposes. In the areas of

³Byron M. Phillips, "Evaluation of Men's Physical Education Programs in Higher Education in New York State," Research Quarterly, 26:185-195 (May, 1955).

⁴Byron M. Phillips, "An Evaluation of the Physical Education Service Programs in the Liberal Arts and Teachers Colleges of New York State," Dissertation Abstracts, 14:296 (September, 1953).

physical conditioning, proper attitudes and carry-over values, the program was doing an adequate job. Its strongest characteristic was in the area of carry-over sports. The program was not adequately meeting the purpose of improving personal health practices and the development of proper health practices.⁵

Messersmith, in 1953, sent a questionnaire to 364 colleges and universities listed as having a Reserve Officers Training Corps. His purpose was to study the extent to which the Reserve Officers Training program was substituted for required physical education. The results revealed that 36 percent of the schools permitted the substitution of the training program for physical education classes. The granting of credit for the Reserve Officers training programs was more widespread in state schools than in private schools.⁶

Puckett evaluated and compared the physical education service programs of five selected white colleges and five selected Negro colleges in Tennessee. Emphasis was placed on the areas of facilities and equipment, staff and

⁵John Chellman, "An Evaluation of the Two-year Required Program of Physical Education for Men at Emory University, Georgia," Dissertation Abstracts, 17:554 (September, 1956).

⁶L. L. Messersmith, "Substitution of Reserve Officers Training Corps for College Physical Education," Research Quarterly, 24:325-326 (October, 1953).

personnel, organization of the program and curricula. He concluded that there was little difference in the overall evaluations of the physical education service programs of white and Negro institutions in the sample.⁷

Buie's investigation attempted to discover the extent to which college physical education non-major programs were being adapted to meet the needs and demands of the changing roles played by women in present-day society. She concluded that requirements, awarding of credits, grading practices, value of coeducational activities, and the number of periods classes met had all remained approximately the same for the last twenty years. At the time of the investigation, there had been very little acceptance and use of democratic procedures in women's physical education programs. The kind of emphasis being placed on the women's program was not completely in line with the roles women play in society today.⁸

McCown conducted a study of the required physical education programs in the state teachers colleges accredited by the North Central Association of Colleges and Secondary

⁷John Ralph Puckett, "An Evaluation of Certain Areas of Physical Education Service Programs of Selected White and Negro Colleges in Tennessee" (unpublished Doctoral dissertation, University of Tennessee, Knoxville, 1959).

⁸Grace E. Buie, "An Evaluation of the Women's Non-major Physical Education Program in Selected American Colleges and Universities," Dissertation Abstracts, 16:2086 (September, 1956).

Schools. 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.⁹

Kenney conducted a study to determine the relationship between the service program for men at the University of Illinois and the sports and exercise habits of men graduates. According to the data, participation in sports was an almost universal practice among their graduates. The most popular sports activity among graduates was reported to be swimming. From the 370 who responded, 269 or 72.70 percent reported that they engaged in this activity. Ball-room dancing was a close second with 71.35 percent participation. Basketball, baseball, softball, and volleyball were the only team sports that appeared among the first twenty sports listed. It was recommended that the emphasis on the enjoyment of life through sports participation be

⁹Luther A. McCown, "An Analysis of Selected Practices in the Required Physical Education Programs for Men in the State Teachers Colleges of the North Central Association," Dissertation Abstracts, 17:782 (October, 1957).

continued and that most courses offered in the service program in physical education be composed of recreational or carry-over activities.¹⁰

Ellis surveyed sixty-seven women's physical education programs. Of those contacted, fifty-two or 77.4 percent reported. 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 for women. It was also determined that the two-year physical education required courses offered in most colleges for graduation is generally a routine course, which was not designed to meet the physical needs of individual students.¹¹

Mumford, in 1948, conducted a survey of the health and physical education programs of twenty-five Negro senior colleges in fifteen states of the Midwest, Southeast and Southwest United States. This study revealed that 20 percent of the colleges had no gymnasias and 40 percent of them met only approximate standards. Even in the remaining

¹⁰Harold Eugene Kenney, "An Evaluative Study of the Required Physical Education Program for Men at the University of Illinois" (unpublished Doctoral dissertation, George Peabody College for Teachers, 1955).

¹¹A. W. Ellis, "The Status of Health and Physical Education for Women in Negro Colleges and Universities," Research Quarterly, 10:135-141 (March, 1939).

40 percent of the colleges, improvised facilities were used which did not approach acceptable standards. It was found that the indoor facilities of public colleges more nearly approached acceptable standards than did those of private colleges, although both were below approved standards. The majority of the institutions lacked sufficient outdoor space. Inadequacies were found in equipment, provision for towel and laundry services and provision for physicians. Adaptive programs of physical education were almost non-existent.¹²

Shaw and Rogers' investigation disclosed that, of data received from 246 replies from colleges throughout the United States, 96 percent required physical education for graduation. It was found that 69 percent granted full academic credit for physical education, 5 percent gave some credit for physical education and 24 percent gave no credit. 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.¹³

¹²Arnett W. Mumford, "The Present Status of Health and Physical Education Programs in Negro Senior Colleges," Research Quarterly, 19:192-195 (October, 1948).

¹³John H. Shaw and Millard R. Rogers, "Status of Required Physical Education in Colleges and Universities of the United States," Research Quarterly, 17:9 (March, 1946).

Adams, in 1948, revealed that, of 697 Columbia University alumni answering questionnaires, 23 percent said that they had learned at Columbia the sports and games in which they participated in adult life. On the basis of the questionnaires, Adams concluded that sports such as tennis, golf, swimming, and bowling, which can be played after graduation from college, should be taught in the physical education program at Columbia. He suggested that students be encouraged to participate in activities such as hunting and fishing as well.¹⁴

A study of required physical education in southern colleges, published in 1957, disclosed that, of 194 responses to questionnaires, 96 percent of the colleges required physical education for graduation. It was found that all the state colleges required physical education and two-thirds of the private colleges required physical education. Sixty-one percent of the colleges counted physical education credits and honors toward graduation.¹⁵

Greene sent questionnaires to 253 colleges and universities holding membership in the North Central Association of Colleges and Secondary Schools. Two hundred

¹⁴L. Carroll Adams, "Active Recreational Interests of Columbia College Alumni," Research Quarterly, 19:43-47 (March, 1948).

¹⁵R. B. Westkremper and C. H. Shannon, "Required Physical Education in Southern Colleges," Journal of Health, Physical Education and Recreation, 28:19-20 (March, 1957).

and thirty-eight institutions or 94.2 percent responded to the survey; of those responding, 94 percent required physical education for graduation. Eighty percent of the institutions required up to eight semester hours of 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, required physical education was below the academic value of the remainder of their course offerings.¹⁶

Ruffer examined the official catalogs of 714 institutions in an attempt to determine the status of their required physical education programs for men. One of the most important findings was, of the 714 institutions studied, 611 or 86 percent required physical education for all undergraduates. An additional 6 percent had either an elective program or one which is required for some students

¹⁶Mack M. Greene, "Physical Education as a College Graduation Requirement," Journal of Health, Physical Education and Recreation, 26:25-26 (December, 1955).

but not others. The remainder, or 8 percent, had no physical education program.¹⁷

Jones, attempting 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, 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.¹⁸ This study and a similar investigation by Webster¹⁹ reflected that World War II had an effect on the physical education programs of the nation's colleges and universities.

Haines surveyed the service programs for men in colleges of the Southern Intercollegiate Athletic Conference. It was found that fourteen of the sixteen

¹⁷W. A. Ruffer, "A Study of Required Physical Education for Men in United States Colleges and Universities," The Physical Educator, 27:79-80 (May, 1970).

¹⁸Lloyd M. Jones, "Recent Changes in the Requirement and Content of Required Health and Physical Education for Men in Land-Grant Colleges and Universities," Research Quarterly, 13:364-372 (October, 1942).

¹⁹Randolph Webster, "A Survey of Physical Education Requirements for Graduation," Journal of Health, Physical Education and Recreation, 16:174, 214-218 (April, 1945).

colleges surveyed had a required physical education program. Fifteen of the sixteen colleges offered co-recreational activities.²⁰

Oxendine reported that 94 percent of the colleges with an enrollment of from 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, 23 percent of the students elected to participate in the physical education program.²¹

²⁰James E. Haines, "A Survey of the Physical Education Service Programs for Men in Colleges of the Southern Intercollegiate Athletic Conference" (unpublished Master's thesis, Springfield College, Massachusetts, 1949).

²¹Joseph B. Oxendine, "Status of General Instruction Programs of Physical Education in Four-year Colleges and Universities, 1971-72," Journal of Health, Physical Education and Recreation, 43:26-28 (March, 1972).

Chapter 3

METHODS AND PROCEDURES

The major impetus for status studies and the consequent attention to technic of sample surveys has been and still is the need for vital statistics which can be used for social research and the determination of public policy.¹

SUBJECTS

The institutions participating in this study were involved only as it related to their required physical education program.

Following is a brief description of each participating institution:

1. Daniel Payne College--a private coeducational liberal arts college located in Birmingham, Alabama. The college founded in 1889 by the African Methodist Episcopal Church offers the Bachelor of Science Degree in elementary education and an Alabama State Teacher's

¹Rosedith Sitgreaves and Herbert Solomon, "Research Methods: Status Studies and Sample Survey," Review of Educational Research, 27:460-471 (December, 1957).

Certificate. The present enrollment is 317 students.²

2. Miles College--a liberal arts, coeducational, privately controlled institution related to The Christian Methodist Episcopal Church. The school is located in Birmingham, Alabama, and offers the Bachelor of Science and the Bachelor of Arts Degrees. Founded in 1905, its present enrollment is 1,000 students.³
3. Oakwood College--a private, coeducational, liberal arts college controlled by The Seventh-day Adventist Church. Oakwood College is located in Huntsville, Alabama. Established in 1912, it offers the Bachelor's Degree in the Arts and Sciences. The present enrollment is 1,121 students.⁴
4. Stillman College--a private, coeducational, liberal arts college owned by The United Presbyterian Church in the United States. This college was established in 1876 in Tuscaloosa,

²T. Allen Taylor (ed.), The College Blue Book, U.S. Colleges: Narrative Description, Fourteenth Edition (New York: C. C. M. Information Corporation, 1972), p. 4.

³Otis A. Singletary, American Universities and Colleges (Washington, D.C.: American Council on Education, 1968), p. 195.

⁴Singletary, p. 193.

Alabama. It offers the Bachelor of Science Degree. The present enrollment is 681 students.⁵

5. Tuskegee Institute--a private, non-sectarian, coeducational institution which offers professional, technological, and teacher training programs leading to the Bachelor's, Master's, and Professional Degrees. Located in Tuskegee, Alabama, this institution was established in 1881 and has a present enrollment of 2,845 students.⁶
6. Clark College--a private, coeducational, liberal arts college affiliated with the Methodist Church. This college is located in Atlanta, Georgia, and offers degree programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Home Economics. Established in 1869, the present enrollment is 1,458 students.⁷
7. Talladega College--a private, coeducational, liberal arts college affiliated with The United Church of Christ. This college was established

⁵Singletary, p. 97.

⁶Singletary, pp. 100-101.

⁷Singletary, p. 337.

in 1867 in Talladega, Alabama. Talladega College offers the Bachelor of Arts Degree. Its present enrollment is 472 students.⁸

8. Morehouse College--a private, non-sectarian, liberal arts college for men. It retains traditional ties with The American Baptist Convention. Located in Atlanta, Georgia, Morehouse offers programs leading to the Bachelor of Arts and the Bachelor of Science Degrees. Established in 1867, the present enrollment is 1,250 students.⁹
9. Morris Brown College--a private, coeducational liberal arts college located in Atlanta, Georgia, and owned by The African Methodist Episcopal Church. Morris Brown only offers undergraduate studies. Established in 1881, its present enrollment is 1,300 students.¹⁰
10. Spelman College--a private, non-sectarian, liberal arts college for women which was formally affiliated with The American Baptist Home Missionary Society. Spelman, located in Atlanta, Georgia, offers programs leading to the

⁸Singletary, pp. 98-99.

⁹Singletary, pp. 337-338.

¹⁰Singletary, pp. 338-339.

Bachelor of Arts and the Bachelor of Science Degrees. Established in 1881, the present enrollment is 1,000 students.¹¹

11. Fisk University--a private, non-sectarian college of liberal arts, located in Nashville, Tennessee. The college offers undergraduate and graduate studies. Fisk was established in 1865 by The American Missionary Association. Its present enrollment is 1,442 students.¹²
12. Knoxville College--located in Knoxville, Tennessee, this college offers undergraduate programs in the arts and sciences. It is owned by the United Presbyterian Church. Knoxville College was established in 1863 and has a present enrollment of 822 students.¹³
13. Lane College--a private, coeducational, liberal arts college located in Jackson, Tennessee. Affiliated with The Christian Methodist Episcopal Church, Lane offers programs of study in the arts and sciences leading to the Bachelor of Arts and Science Degrees. This college was

¹¹Singletary, p. 339.

¹²Singletary, p. 1419.

¹³Singletary, pp. 1422-1423.

established in 1882 and its present enrollment is 681 students.¹⁴

14. Lemoyne Owen College--a private, coeducational, liberal arts college located in Memphis, Tennessee. This college is affiliated with The United Church of Christ. It offers programs of study leading to the Bachelor of Arts and Science Degrees. Established in 1870, its present enrollment is 950 students.¹⁵

SELECTION OF INSTRUMENT

This study was concerned with a description of the general education requirements in physical education at predominantly black, private, four-year colleges and universities in Tennessee, Alabama, and Georgia. To fulfill this objective, a suitable instrument was needed.

An extensive review of the literature provided a number of evaluative instruments which might have been used in a study of this nature. These instruments were scrutinized and found not suitable for this study, since this study does not concern itself with evaluation. The possibility of developing an instrument for the study was

¹⁴Singletary, pp. 1424-1425.

¹⁵Singletary, p. 1425.

considered, then discarded because of the amount of time necessitated in developing a reliable instrument.

Research of additional literature provided the writer with a reliable instrument prepared and used by Dr. Joseph B. Oxendine of Temple University.¹⁶ In 1972, Dr. Oxendine surveyed the required physical education programs of 1,143 institutions using the aforementioned instrument. Dr. Oxendine has conducted a number of similar investigations related to physical education requirements in colleges and universities. Recognizing his expertise in this particular area, an attempt was made to secure the instrument validated and used by him in his latest study.

A letter was sent to Dr. Oxendine requesting a copy of the instrument and permission to use it in this investigation. Permission was granted to use all or any part of the instrument. This permission was conveyed by return mail. Copies of the previously mentioned letters may be found in Appendixes A and B, respectively.

After obtaining the instrument, the writer found it necessary to add to areas to the instrument. The areas of personnel and professional development were added.

¹⁶ Joseph B. Oxendine, Professor and Chairman, Department of Health, Physical Education and Research, Temple University, Philadelphia, Pennsylvania. Personal Communication, September 10, 1974.

COLLECTION OF DATA

Recognizing the less desirable aspect of simply mailing questionnaires as compared to other data gathering methods, the writer decided to employ the interview-visitation technique with the questionnaire. Although time consuming and expensive, it was felt that this procedure would increase the possibility of maximal returns.

Each institution was contacted by mail. A letter was sent from the writer's major professor requesting permission for that particular school to participate in the study. These letters were sent to deans of academic affairs and department chairpersons. A copy of this letter may be found in Appendix C. Along with the letter was a self-addressed post card on which a reply to the request was to be returned. A sample of this post card may be found in Appendix D.

Upon initial approval of the investigation by the deans of academic affairs and department chairpersons, another letter was initiated to secure agreement on a date when the writer might visit the respective campus(es). A copy of the survey instrument was also included. It was felt that this would provide the department chairperson an opportunity to examine the instrument and become familiar with it before the investigator made his visit. It also

allowed the participant(s) ample time to secure valuable information not immediately obtainable from the chairperson's office (i.e., information such as the number of students enrolled at the institution and information concerning school-wide grading procedures).

The writer visited each of the institutions on at least one occasion; two of the institutions were visited twice. Of the institutions visited twice, one agreed to be included in the study on the second visit, while the other requested to be excluded from the study on the second visit.

Each visitation consisted of a meeting with the chairperson of the physical education department of each institution. During these meetings, the instrument was discussed and questions concerning the instrument, as well as other questions concerning the investigation, were answered. This procedure allowed the chairpersons additional insight concerning the instrument, and increased the possibility of accurate answers to the questions. Immediately after each interview, alphabets were assigned to each questionnaire to aid in the analyses.

STATISTICAL ANALYSES

This does not purport to be a statistical study; however, some information obtained from the questionnaires has been compiled into tables which have been statistically treated.

Analyses of data primarily dealt with the eight areas included in the survey instrument. These areas include: (1) institutions responding, (2) personnel, (3) professional development, (4) course offerings and requirements, (5) credits, (6) course offerings, (7) evaluation, and (8) recent developments.

Various tables have been developed and utilized in order to more effectively portray information that is most important. Responses to the different areas and questions will be handled in terms of description and tabulation. A calculator was used to compute percentages. Percentages to the nearest tenth were utilized in compiling the data.

Chapter 4

ANALYSES OF DATA

This chapter was concerned with analyses of data obtained from the questionnaire administered to fourteen of the original fifteen institutions in the sample. Upon the request of the chairperson of one institution, their participation was excused from the study. With this one exception, the number of questionnaires returned was fourteen (93.3%).

Analyses of data dealt primarily with the eight areas included in the survey instrument. Various tables were utilized to present a description of the required physical education programs of predominantly black, private, four-year colleges and universities in Tennessee, Alabama, and Georgia. Responses to the different areas (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,

intramural, evaluation, cumulative grade point average, final examinations, recent developments, facilities, instructional staff, and number of activities offered) were handled in terms of description and tabulation. A calculator was used to tabulate the data. Percentages to the nearest tenth were used in the computation.

In view of the small number of predominantly black, private, four-year colleges and universities in Tennessee, Alabama, and Georgia, no attempt was made to classify them on the basis of enrollment; rather, each institution represented in the return is listed in Table I according to the order in which they were surveyed.

ENROLLMENTS

The enrollments ranged from 317 to 2,845 students. The total enrollment of the fourteen institutions was 15,323 students. Table I contains information which indicates the percentage of male and female students in each school. There were 8,309 (54.2%) female students and 7,014 (45.8%) male students in the total population.

PERSONNEL

Table II shows that there were forty-three (60.6%) males and twenty-eight (39.4%) females among the physical education teachers in the predominantly black, private,

TABLE I
DISTRIBUTION OF SCHOOLS ACCORDING TO ENROLLMENT

School	Male		Female		Total
	Enrollment	Percentage	Enrollment	Percentage	
A	1250	100	0	0	1250
B	385	38.5	615	61.5	1000
C	429	52.2	393	47.8	822
D	192	40.7	280	59.3	472
E	300	31.6	650	68.4	950
F	1495	52.5	1350	47.5	2845
G	340	51.1	325	48.9	665
H	577	39.6	881	60.4	1458
I	450	34.6	850	65.4	1300
J	189	59.6	128	40.4	317
K	346	50.8	335	49.2	681
L	0		1000	100	1000
M	549	38.1	893	61.9	1442
N	512	45.7	609	54.3	1121
Total	7014	45.8	8309	54.2	15323

TABLE II
 DISTRIBUTION OF SCHOOLS ACCORDING TO TEACHERS'
 UNDERGRADUATE AND GRADUATE DEGREES EARNED

School	Number of Undergraduate Degrees		Number of Masters Degrees		Number of Terminal Degrees		Total Number of Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
A	2	0	2	0	1	0	5	0
B	0	0	1	1	0	0	1	1
C	0	0	3	2	0	0	3	2
D	0	0	1	1	1	0	2	1
E	0	0	3	2	0	0	3	2
F	0	0	7	4	1	0	8	4
G	0	0	1	0	0	1	1	1
H	1	0	3	1	0	0	4	1
I	2	0	5	1	0	0	7	1
J	1	1	0	0	0	0	1	1
K	0	0	3	2	0	0	3	2
L	0	0	0	6	0	1	0	7
M	0	0	4	3	0	0	4	3
N	0	1	1	1	0	0	2	1
Total	6	2	34	24	3	2	43	28

four-year colleges and universities in Tennessee, Alabama, and Georgia. There was a total of seventy-one physical education teachers in the fourteen institutions in which five (7%) held the earned doctorate degree. Within the total percentage of physical education teachers holding the earned doctorate degree, there were three (4.25%) male and two (2.8%) female. Fifty-eight (81.7%) of these teachers hold the Master's degree with thirty-four (47.9%) male and twenty-four (33.8%) female. With a total of eight (11.3%) holding the Bachelor's degree, six (8.5%) were male and two (2.8%) were female.

Table III indicates the number of teaching faculty members who were varsity coaches. This table shows that thirty-nine (54.9%) of the faculty members engaged in athletic coaching including thirty-two (74.4%) male and seven (25%) female.

This question was asked of the fourteen institutions, "Do all members of the physical education faculty teach activity or required courses?" Seven (50%) gave an affirmative response, while the remaining 50 percent gave a negative response.

Three (21.4%) of the institutions indicated that there was a person hired especially as Intramural Director, whereas eleven (78.6%) reported that there was no one hired especially for that position.

TABLE III
 DISTRIBUTION OF SCHOOLS ACCORDING TO TEACHING
 FACULTY WHO ARE VARSITY COACHES

School	Male	Female	Total
A	5	0	5
B	1	0	1
C	3	0	3
D	0	0	0
E	3	0	3
F	7	1	8
G	1	1	2
H	3	1	4
I	4	0	4
J	1	0	1
K	2	0	2
L	0	2	2
M	2	2	4
N	0	0	0
Total	32	7	39

PROFESSIONAL DEVELOPMENT

According to Table IV, of the seventy-one faculty members of the fourteen institutions, fifty-two (73.2%) attended conferences or professional meetings and fifty-three (74.6%) were active members of professional physical education associations. Included in this table are the percentages of faculty members who attended professional conferences as well as those who were active members of professional education organizations.

OFFERINGS AND REQUIREMENTS

Table V portrays a degree of uniformity among the institutions studied with reference to the fact that courses in physical education were offered for the general student. Fourteen (100%) reported this to be the case.

Ten (71.4%) of the institutions reported that the required courses carried one semester hour; two (14.3%) carried one quarter hour; one (7.1%) carried one-half semester hour and one (7.1%) carried no credit at all.

Table VI portrays another degree of uniformity among the fourteen institutions in that all participants required physical education of all students before graduation.

TABLE IV
 DISTRIBUTION OF SCHOOLS ACCORDING TO PHYSICAL EDUCATION
 FACULTY AND THEIR PROFESSIONAL DEVELOPMENT

School	Number of Faculty	Number of Faculty Attending Professional Conferences		Number of Faculty Who are Active Members of Professional Physical Educational Organizations	
			Percentage		Percentage
A	5	5	100	5	100
B	2	1	50	1	50
C	5	3	60	2	40
D	3	2	66.6	2	66.6
E	5	5	100	5	100
F	12	12	100	12	100
G	2	2	100	2	100
H	5	3	60	3	60
I	8	2	25	3	37.5
J	2	0		1	50
K	5	5	100	5	100
L	7	5	71.4	4	57.1
M	7	4	57.1	7	100
N	3	3	100	3	100
Total	71	52	73.2	53	74.6

TABLE V
 DISTRIBUTION OF SCHOOLS ACCORDING TO COURSE
 OFFERINGS FOR THE GENERAL STUDENT

School	Courses are Offered	Courses are not Offered	Semester Hrs.	Courses Carry Quarter Hrs.
A	x		1	
B	x		1	
C	x			1
D	x		1	
E	x		1	
F	x		1	
G	x		1	
H	x		0	
I	x		1	
J	x		1	
K	x		1	
L	x		1	
M	x		$\frac{1}{2}$	
N	x			1
Total	14		10$\frac{1}{2}$	2

TABLE VI
 DISTRIBUTION OF SCHOOLS REQUIRING PHYSICAL EDUCATION
 FOR GRADUATION

School	Required of All Students	Not Required of Any Students	Required of Those in Certain Department	Percentage of Students Included in the Requirement
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			
N	x			
Total	14			

EXCUSE POLICIES

Table VII reveals that, among the fourteen institutions submitting returns, two (14.3%) indicated that students may be excused from physical education by participation in varsity sports; five institutions (35.7%) excused students on the basis of prior military service; three (21.4%) excused those who took part in R.O.T.C. training; twelve (85.7%) excused students for psychological problems, and one (7.1%) allowed students to be excused because of age. The percentage of students excused by the fourteen institutions ranged from 1 to 3 percent.

YEARS REQUIRED

Table VIII refers to the number of years a student must take physical education before graduation. This table shows that ten of the fourteen institutions (71.4%) required one year of physical education; three (21.4%) required two years and one (7.1%) required one and one-third year.

PROFICIENCY EXAMINATION

Table IX indicates that four (28.6%) of the institutions allowed their students to take proficiency or competency tests in lieu of taking required physical education courses. Ten (71.4%) indicated that they did not

TABLE VII
 DISTRIBUTION OF SCHOOLS ACCORDING TO STUDENTS
 EXCUSED FROM REQUIRED PHYSICAL EDUCATION

School	Varsity Sports	Prior Military Service	ROTC Training	Psychological Problems	Marital Status	Age	Medical Reasons	Percentage of Students Excused
A				x			x	2
B		x		x			x	1
C		x	x	x			x	2
D							x	2
E		x					x	1
F								
G			x				x	5
H	x	x		x			x	1
I							x	1
J	x	x					x	1
K						x	x	1
L							x	2
M			x					1
N							x	1
Total	2	5	3	4	0	1	12	

TABLE VIII

DISTRIBUTION OF SCHOOLS ACCORDING TO TOTAL NUMBER OF YEARS
STUDENTS MUST TAKE PHYSICAL EDUCATION FOR GRADUATION

School	Years Required			
	$\frac{1}{2}$ Year	1 Year	$1\frac{1}{3}$ 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
N		x		
Total	0	10	1	3

TABLE IX

DISTRIBUTION OF SCHOOLS ALLOWING PROFICIENCY OR COMPETENCY
TESTS IN LIEU OF TAKING THE REQUIRED COURSE

School	Yes	No	Percentage of Students Taking Tests	Percentage of Students Passing Tests
A	x		3	99
B		x		
C	x		5	90
D		x		
E		x		
F		x		
G		x		
H		x		
I		x		
J	x		3	95
K		x		
L		x		
M		x		
N	x		4	90
Total	4	10		

allow this practice. The percentage of students taking the test ranged from 3 to 5 percent in the four institutions allowing this practice. The percentage of those passing the test ranged from 90 to 95 percent. All four 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 fifty-five to one hundred and eighty minutes per week. Eight (57.1%) of the institutions allotted one hundred and twenty minutes, while four (28.6%) scheduled one hundred minutes per week for physical education classes. One (7.1%) of the two remaining institutions programmed fifty-five minutes per week, whereas the other institution allotted one hundred and eighty minutes per week for physical education classes.

Ten (71.4%) of the institutions divided the allotted time into two periods per week, while three (21.4%) used one period per week. One (7.1%) used three periods for physical education classes per week.

TABLE X
 DISTRIBUTION OF SCHOOLS ACCORDING TO CLASS TIME
 PER WEEK IN PHYSICAL EDUCATION INCLUDING
 TIME OF SHOWERING AND DRESSING

School	Number of Minutes Per Week	Number Periods Per Week	Number of Minutes Each Period
A	120	1	120
B	55	1	55
C	100	2	50
D	120	2	60
E	120	2	60
F	100	2	50
G	120	2	60
H	120	1	120
I	100	2	50
J	180	3	60
K	120	2	60
L	100	2	50
M	120	2	60
N	120	2	60
Total	1595	26	915

ABSENCES

Table XI indicates the disposition of the fourteen colleges as it relates to the number of excused absences per course allowed each student in physical education. Eight (57.1%) reported that the number of absences allowed each student per course was standard for all courses; three (21.4%) indicated that the number of absences depended entirely upon the particular instructor; two (14.3%) reported that they were unlimited for physical education, and one (7.1%) reported that they were unlimited for courses throughout the institution.

It was interesting to note that thirteen (92.9%) of these same institutions reported that the students' particular instructor would handle the problem of the student who received more than the allotted number of absences per course. One (7.1%) indicated that the student would have his grade reduced for any violation of the rules. No institution indicated automatic failure for a student who exceeded the allocated number of excused absences. These facts are indicated in Table XII.

CREDIT HOUR REQUIREMENTS

According to Table XIII, eight (57.1%) of the institutions required two semester hours of physical

TABLE XI

DISTRIBUTION OF SCHOOLS ACCORDING TO 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 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			
N	x			
Total	8	1	2	3

TABLE XII

DISTRIBUTION OF SCHOOLS ACCORDING TO THE NUMBER OF STUDENTS
WHO RECEIVE MORE THAN THE ALLOCATED NUMBER OF ABSENCES

School	May Make Up the Classes	Automatically Fail the Course	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
N				x
Total		1	1	13

TABLE XIII

DISTRIBUTION OF SCHOOLS ACCORDING TO THE NUMBER OF
HOURS STUDENT MUST COMPLETE BEFORE GRADUATION

School	Number of Quarter Hours Credit Received	Number of Semester Hours Credit Received
A		2
B		2
C	4	
D		2
E		2
F		2
G		2
H		1
I		1
J		2
K		4
L		4
M		2
N	3	
Total	7	26

education per student before graduation; two (14.3%) required one semester hour, while two (14.3%) required four semester hours. One (7.1%) of the two remaining institutions required three quarter hours of physical education while other institutions required four quarter hours prior to graduation.

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

Table XIV indicates that nine (64.3%) of the fourteen institutions required two clock hours per week of physical education which amounted to one-half semester hour credit; one (7.1%) required one clock hour per week with one semester hour credit; one (7.1%) required one clock hour per week which amounted to one quarter hour credit; one (7.1%) with one clock hour per week and no semester hour credit; one (7.1%) with one clock hour per week with one-half semester hour credit and one (7.1%) institution with two clock hours per week with one-half quarter hour credit.

COURSE OFFERINGS

All institutions were asked the question, "Are physical education courses categorized or grouped in any way?" Six (42.9%) of the institutions reported that physical education courses were not categorized, but eight

TABLE XIV
 DISTRIBUTION OF SCHOOLS ACCORDING TO CLOCK HOURS
 PER WEEK IN PHYSICAL EDUCATION

School	Clock Hour	Semester Hour Credit	Quarter Hour Credit
A	2	$\frac{1}{2}$	
B	1	1	
C	1		1
D	2	$\frac{1}{2}$	
E	2	$\frac{1}{2}$	
F	2	$\frac{1}{2}$	
G	2	$\frac{1}{2}$	
H	1	0	
I	1	$\frac{1}{2}$	
J	2	$\frac{1}{2}$	
K	2	$\frac{1}{2}$	
L	2	$\frac{1}{2}$	
M	2	$\frac{1}{2}$	
N	2		$\frac{1}{2}$
Total	24	6	$1\frac{1}{2}$

(57.1%) of them reported that their courses were grouped or categorized. Table XV reveals these categories.

In response to the query, "Are students required to take courses in particular categories?", no institution indicated that students were required to take courses in any particular category.

SPECIFIC REQUIREMENTS

Table XVI indicates that six (42.8%) of the fourteen institutions required specific physical education courses for the general student. Volleyball was required by four of the institutions. Tennis, gymnastics, and swimming were required by three. Bowling was required by two institutions. Golf, archery, and badminton were required by one institution each. Eight institutions did not require any specific physical education courses for the general student.

COEDUCATIONAL OFFERINGS

According to Table XVII, of the fourteen colleges and universities involved in the study, eight (51.7%) reported that coeducational courses were not offered, whereas four (28.6%) of the institutions offered, as well as, required these courses. Two (14.3%) offered coeducational courses as electives. The percentage of these coeducational courses in the eight institutions ranged from 75 to 100 percent.

TABLE XV
 DISTRIBUTION OF SCHOOLS ACCORDING TO PHYSICAL
 EDUCATION COURSE CATEGORIES

School	Team Sports	Individual Sports	Recreational Activities
A	x	x	x
B	x	x	
C		(Not Categorized)	
D		(Not Categorized)	
E	x	x	
F		(Not Categorized)	
G		(Not Categorized)	
H	x	x	
I		(Not Categorized)	
J	x	x	x
K	x	x	x
L	x	x	x
M	x	x	x
N		(Not Categorized)	
Total	8	8 6 (Not Categorized)	5

TABLE XVI

DISTRIBUTION OF SCHOOLS ACCORDING TO SPECIFIC
COURSES REQUIRED OF GENERAL STUDENT

School	Tennis	Golf	Gymnastics	Volley- ball	Archery	Swimming	Dance and Rhythms	Bowling	Bad- minton	None
A										x
B										x
C	x	x		x				x		
D				x	x			x	x	
E										x
F	x			x		x	x			
G										x
H			x							
I										x
J			x			x				
K	x		x	x		x				
L										x
M										x
N										x
Total	3	1	3	4	1	3	1	2	1	8

TABLE XVII
 DISTRIBUTION OF SCHOOLS ACCORDING TO PHYSICAL EDUCATION
 COEDUCATIONAL COURSES

School	Are not Offered	Are Offered as Elective	Are Offered and Required	Percentage of Courses That are Coeducational
A	x			0
B	x			0
C		x		80
D			x	90
E	x			0
F			x	100
G	x			0
H		x		75
I	x			0
J			x	80
K			x	100
L	x			0
M	x			0
N	x			0
Total	8	2	4	525

MOST POPULAR COEDUCATIONAL OFFERINGS

Table XVIII reveals that six (42.8%) of the institutions that reported provided some coeducational courses. Bowling was the most prominent of the coeducational courses listed, being mentioned by each of the six institutions. Tennis and archery were offered by five of the fourteen institutions as coeducational courses. Badminton, volleyball, and golf were offered by four institutions; gymnastics by three, swimming by two, and tumbling by one.

Table XIX reveals that three (21.4%) of the institutions reported an increase in the number of coeducational courses during the past five years. Three (21.4%) reported that these courses remained the same. Six (42.8%) reported a decrease in coeducational courses during the same period of time. Two (14.3%) of the institutions stated that the question did not apply to their institution. These institutions were either all male or all female.

The fourteen institutions were asked to list any other significant developments in their physical education programs during the past five years. No institution reported any other developments not listed on the survey instrument.

TABLE XVIII

DISTRIBUTION OF SCHOOLS ACCORDING TO THE MOST POPULAR
COEDUCATIONAL COURSES

School	Bad- minton	Tennis	Volley- ball	Archery	Golf	Bowling	Swimming	Tumbling	Gym- nastics	None
A										x
B										x
C	x	x	x	x	x	x				
D	x		x	x		x				
E										x
F	x	x	x	x	x	x	x	x	x	
G										x
H		x		x	x	x			x	
I										x
J		x		x	x	x	x		x	
K	x	x	x			x				
L										x
M										x
N										x
Total	4	5	4	5	4	6	2	1	3	8

TABLE XIX
 DISTRIBUTION OF SCHOOLS ACCORDING TO THE
 STATUS OF COEDUCATIONAL COURSES
 DURING THE PAST FIVE YEARS

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		
N		x		
Total	3	6	3	2

*The schools listed under this heading are either all female or all male schools.

INDEPENDENT STUDY OPTIONS

Table XX shows that nine (64.3%) of the fourteen institutions provided independent study courses in required physical education. Five (35.7%) reported that they did not offer independent study courses. Three (21.4%) stated that honor courses are offered, while eleven (78.6%) made no provision for honor courses.

INTRAMURALS

Table XXI indicates that each of the fourteen institutions reported having an intramural program and two (14.3%) reported having coeducational activities in intramurals. These activities included tennis, volleyball, and badminton.

EVALUATION

Table XXII points out that thirteen (92.9%) of the fourteen institutions in this study used the letter system of grading in required physical education. This system was consistent with other courses in the thirteen institutions. One (7.1%) reported using the pass-fail grading system in required physical education and the letter grading system in all other areas of the curriculum.

TABLE XX
 DISTRIBUTION OF SCHOOLS ACCORDING TO INDEPENDENT
 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	
N	x		x	
Total	9	5	3	11

TABLE XXI
DISTRIBUTION OF SCHOOLS WITH INTRAMURAL PROGRAMS

School	Intramural Program		Coeducational Activities are Offered		Activities Offered
	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		(Tennis)
H	x			x	
I	x			x	
J	x			x	
K	x			x	
L	x			x	
M	x		x		(Volleyball, Tennis)
N	x			x	
Total	14	0	2	12	

TABLE XXII
DISTRIBUTION OF SCHOOLS ACCORDING TO GRADING SYSTEM USED

School	Letter	Numerical	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	
N	x				x	
Total	13	0	1	0	13	1

CUMULATIVE GRADE POINT AVERAGE

Table XXIII reveals that twelve (85.7%) of the institutions in this study allowed physical education grades to be included in grade point averages. The same institutions also allow these grades to be included in averages for honors. Two (14.3%) of these institutions did not allow physical education grades to count in grade point averages, or in averages for honors.

FINAL EXAMINATIONS

Table XXIV reveals that, among the fourteen institutions submitting returns, thirteen (92.9%) of the institutions in the study administered written final examinations in the required physical education classes; one (7.1%) stated that written examinations are administered in some courses. Approximately 20 percent of these required courses administered written final examinations. Six (42.9%) administered skill or performance tests; seven (50%) of the institutions reported that performance tests are administered in some cases and one (7.1%) did not administer performance tests in any of the required courses. The percentage of these courses ranged from 20 to 75 percent.

Each institution was asked, "What percentage of a specific group of factors contributed to the final grade in

TABLE XXIII

DISTRIBUTION OF SCHOOLS CONCERNING GRADES AND THEIR
INFLUENCE ON GRADE POINT AVERAGES AND HONORS

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	
N		x		x
Total	12	2	12	2

TABLE XXIV

DISTRIBUTION OF SCHOOLS ACCORDING TO EXAMINATIONS ADMINISTERED

School	Final Written Examinations			Physical Performance Evaluation		
	Administered in All Courses	Administered in Some Courses	Not Administered	Administered in All Courses	Administered in Some Courses	Not Administered
A	x				x 50%	
B	x			x		
C	x				x 50%	
D	x				x 75%	
E	x			x		
F	x			x		
G	x				x 25%	
H	x					x
I		x 20%			x 20%	
J	x				x 50%	
K	x				x 75%	
L	x			x		
M	x			x		
N	x			x		
Total	13	1		6	7	1

the activity courses?" The list of answers did not vary. The following criteria were used: (1) proficiency or skill in the activity, (2) fitness, (3) knowledge, (4) improvement, (5) personal qualities, (6) attitude, (7) others (were specified), and (8) impossible to generalize for all instructors. All institutions involved in the study indicated that it was impossible to generalize for all instructors.

Provisions for student evaluation of physical education courses and physical education teachers was found to be nonexistent in the fourteen institutions of this study.

RECENT DEVELOPMENTS

According to Table XXV, seven (50%) of the fourteen institutions in this study reported that course requirements in physical education during the past five years have been constant, four (28.6%) reported an increase in course requirements and three (21.4%) reported a decrease in course requirements. No institution reported that a requirement had been established or eliminated in the time period designated.

FACILITIES

Table XXVI indicated that nine (64.3%) of the institutions stated that, in proportion to enrollment,

TABLE XXV
 DISTRIBUTION OF SCHOOLS ACCORDING TO COURSE REQUIREMENTS
 DURING THE PAST FIVE YEARS

School	Course Requirements in Physical Education Have Been:				
	Increased	Decreased	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		
N			x		
Total	4	3	7	0	0

TABLE XXVI
 DISTRIBUTION OF SCHOOLS ACCORDING TO PHYSICAL
 EDUCATION FACILITIES IN PROPORTION TO
 ENROLLMENT DURING THE PAST
 FIVE YEARS

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		
N			x
Total	5	0	9

facilities for physical education during the past five years remained the same. Five (25.7%) indicated that, during the same period, facilities in proportion to enrollment have increased. No institution reported a decrease in facilities during the past five years.

INSTRUCTIONAL STAFF

Table XXVII shows that six (42.8%) of the institutions indicated that the instructional staff for physical education had remained the same during the past five years, whereas, four (28.6%) reported a decrease for the same period of time. The remaining four (28.6%) of the institutions reported an increase.

NUMBER OF ACTIVITIES OFFERED

Table XXVIII reveals that twelve (85.7%) of the institutions indicated an increase in physical education activities during the past five years. The most prevalent increases were shown in the following activities: (1) recreational activities, (2) adapted activities, (3) fitness and weight related activities, and (4) lifetime sports.

Table XXIX shows that nine (64.3%) of the institutions reported a decrease in the number of physical education activities during the past five years. The activities which appeared to have decreased most were team

TABLE XXVII

DISTRIBUTION OF SCHOOLS ACCORDING TO PHYSICAL EDUCATION
INSTRUCTIONAL STAFF IN PROPORTION TO THE
INSTITUTIONAL ENROLLMENT DURING THE
PAST FIVE YEARS

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	
N			x
Total	4	4	6

TABLE XXVIII

DISTRIBUTION OF SCHOOLS ACCORDING TO THE INCREASE IN PHYSICAL
EDUCATION ACTIVITIES DURING THE PAST FIVE YEARS

School	Aquatics	Gym- nastics	Recreation	Team Sports	Adapted	Rhythm	Fit- ness	Lifetime Sports	Other	Total
A			x		x		x	x		4
B										0
C			x		x		x	x		4
D										0
E	x	x	x		x	x	x	x		7
F					x	x		x		3
G	x				x	x		x		4
H	x	x	x				x	x		5
I			x	x			x	x		4
J			x	x		x		x		4
K	x	x	x		x		x	x		6
L								x		1
M		x	x			x	x	x		5
N			x		x	x		x		4
Total	4	4	9	2	7	6	7	12		51

TABLE XXIX

DISTRIBUTION OF SCHOOLS ACCORDING TO THE DECREASE IN PHYSICAL
EDUCATION ACTIVITIES DURING THE PAST FIVE YEARS

School	Aquatics	Gym- nastics	Recreation	Team Sports	Adapted	Rhythm	Fit- ness	Lifetime Sports	Other	Total
A										0
B			x		x	x	x	x		5
C		x		x						2
D										0
E				x						1
F				x						1
G										0
H				x						1
I	x									1
J		x		x		x				3
K				x						1
L				x						1
M										0
N										0
Total	1	2	1	7	1	2	1	1	0	16

sports. Seven (50%) of the institutions indicated a decrease in these activities. Other activities that were decreased by more than one institution were gymnastics and dance, both decreased in two (14.3%) of the institutions.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to provide a description of the general education program requirements in physical education for selected private, predominantly black, four-year colleges and universities in Tennessee, Alabama, and Georgia.

Fourteen of the original fifteen colleges and universities agreed to participate in the investigation. One institution upon the request of its chairperson was excluded from the study.

The visitation-interview technique along with a questionnaire was used to obtain the data. These visitation-interviews were carried on exclusively with department chairpersons who also completed the questionnaire. The instrument used in the study was a modification of an instrument used by Dr. Joseph B. Oxendine in a similar study in 1972.

Analyses of data resulted in a number of tables which described the general education requirements in

physical education for the selected private, predominantly black, four-year colleges and universities in Tennessee, Alabama, and Georgia.

CONCLUSIONS

Based upon the findings of this study, the following conclusions appeared warranted:

1. Male physical education faculty members outnumber female physical education faculty members almost two to one, even though female students outnumber male students slightly.
2. Physical education courses were offered and required by all institutions included in the study.
3. Students were excused from required physical education for a variety of reasons, the most prevalent of these being medical reasons.
4. The trend for the number of years a student must take physical education before graduation was toward one year.
5. Ten of the fourteen colleges did not allow the student to take competency or proficiency examinations in lieu of the required physical education course.
6. Credit toward graduation was given by all fourteen schools for required physical education courses.

7. Eight of the fourteen institutions did not require any specific physical education courses to meet the requirement of general education.

8. Coeducational courses were not offered in eight of the fourteen institutions. The remaining six institutions offered coeducational courses, with one of the six requiring them.

9. Nine of the fourteen institutions provided independent study courses in required physical education, only three provided honor courses.

10. Thirteen of the fourteen institutions used the letter grading system, which was consistent with that used in other portions of the school curriculum.

11. Each of the fourteen institutions provided intramural programs for the students; only two provided coeducational activities in intramurals.

12. Twelve of the fourteen institutions allowed required physical education grades to be included in the students' grade point averages. These same twelve schools also allowed the physical education grades to be counted for honors.

13. Thirteen of the fourteen institutions administered written final examinations in all required physical education classes. Only six administered skill or physical final examinations in all required physical education classes.

14. All fourteen institutions indicated that it was impossible to determine for all instructors what factors and the percentages of these factors contributed to the final grade in required physical education courses.

15. Seven of the fourteen institutions indicated course requirements in physical education have remained constant during the past five years.

16. In proportion to the enrollment, facilities for physical education have remained the same during the past five years for nine of the fourteen institutions. Five schools indicated an increase in facilities.

17. In proportion to the enrollment in the fourteen institutions, instructional staffs for physical education during the past five years have remained the same in six; decreased in four; and increased in four.

18. During the past five years, lifetime sports activities have shown an increase in twelve of the fourteen schools, recreational activities an increase in nine of the fourteen institutions, and fitness and weight related activities an increase in eight of the fourteen institutions.

19. Team sports was the only activity which showed a great measure of decrease among the fourteen institutions during the past five years. Seven of these institutions indicated a decrease in this activity.

RECOMMENDATIONS

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

1. A larger sample of predominantly black, private, four-year colleges and universities should be utilized to broaden the scope of any future investigation.
2. A comparison of similar predominantly white, private, four-year colleges and universities with those in the study could prove very beneficial in future studies.
3. Some form of evaluation instrument should be used in order to determine the value of the physical education programs of schools in future studies.

APPENDIXES

APPENDIX A

LETTER TO DR. JOSEPH B. OXENDINE

September 10, 1974

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

Dear Dr. Oxendine:

I am conducting a study on required physical education programs and I am interested in the instrument which was used in your 1971-72 study. Will you please send me a copy of the instrument?

If I am able to use the instrument in my study, it may become necessary to modify it. I would like permission to modify the instrument if the need arises.

Sincerely yours,

/s/

Willie G. Shaw

APPENDIX B

RETURN LETTER FROM DR. JOSEPH B. OXENDINE

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION
PHILADELPHIA, PENNSYLVANIA 19122

Department of Health,
Physical Education and
Recreation

September 30, 1974

Mr. Willie Shaw
P.O. Box 7164
M.T.S.U.
Murfreesboro, Tennessee
37130

Dear Mr. Shaw:

Dr. Oxendine asked me to send you the enclosed copy of the survey questionnaire you requested. You have his permission to any portion, or all, of the questionnaire. Good luck in your study.

Sincerely,

/s/

Donna Deutsch

DD/dm
Enclosure

APPENDIX C

COVER LETTER FROM DR. A. H. SOLOMON

November, 1974

Dean of Academics
Lane College
Jackson, Tennessee 38301

Dear Sir:

A Research Project to determine the status of Physical Education in Selected Black Colleges and Universities has been undertaken by one of our candidates for the Doctor of Arts Degree. Your institution is one of those chosen for the study. I am seeking permission for this student to visit your campus and interview someone in the Department of Health, Physical Education, and Recreation. If permission is granted, he will inform you of the exact date and time he wishes to make the visitation.

Our investigation will take approximately ninety minutes. This one visit to your school will complete your part in the study. It is extremely important for all of the schools that were selected to participate in this study so that accurate information can be obtained.

Our candidate is Mr. Willie G. Shaw, basketball coach at Lane College, Jackson, Tennessee.

Thank you for your cooperation in this most important project.

Enclosed is a stamped self-addressed post card on which you may return your answer. Please reply by November 11, 1974.

Very truly yours,

/s/

A. H. Solomon, Chairman
Department Health,
Physical Education,
Recreation, and Safety

AHS:mc

Enclosure

APPENDIX D
RETURN POST CARD

RETURN POST CARD

I approve of our participation. _____

I do not approve of our participation. _____

Signed: _____

Date: _____

APPENDIX E
SURVEY INSTRUMENT

QUESTIONNAIRE

A Description of General Education Program Requirements in Physical Education for Selected Private, Predominantly Black, Four-year Colleges and Universities in Tennessee, Alabama, and Georgia.

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

- | | |
|----------------|----------------|
| 1. 0 - 500 | 4. 2000 - 3000 |
| 2. 500 - 1000 | 5. 3000 - 5000 |
| 3. 1000 - 2000 | |

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 number) |

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 number) |

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

male _____ female _____

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

male _____ female _____

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

male _____ female _____

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

male _____ female _____

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

Yes _____ No _____

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

Yes _____ No _____
If yes, 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 do courses carry: 0 _____,
 $\frac{1}{2}$ _____, 1 _____, 2 _____, 3 _____, 4 _____,
 5 _____, 6 _____ hours credit (specify quarter
 or semester hours)

- B. For graduation, physical education is:
1. Required of all students _____
 2. Not required of any student _____
 3. Required of those in certain departments or colleges _____

Please estimate the percentage of students included in the requirement.

- C. Where no general physical education requirement exists:

1. The requirement was dropped _____ year/s 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. Others (specify) _____

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

- F. Where required, students are allowed to take proficiency or competency tests in lieu of taking a course. Yes _____ 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 of _____ years before graduation (use fractions where appropriate).

- H. Class time in physical education per week typically amounts to _____ minutes (including time of dressing and showering). This time is distributed into _____ periods of _____ minutes each.

I. The number of absences per course without penalty to the student:

1. Is standard for 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 allocated 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. Yes _____ 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 (i.e., team sports, recreational activities, etc.)?
Yes _____ No _____

If yes, please list the categories:

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

- B. Are students required to take courses in particular categories?
Yes _____ No _____

If yes, please indicate required categories with reference to the numbers in the previous questions.

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

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

- D. Coeducation courses:

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

- E. Does the program provide for independent study courses in physical education? Yes _____ No _____
- F. Does the program provide honor courses for the better students? Yes _____ No _____

G. Is there an intramural program? Yes _____ No _____

H. If yes, are there coeducational activities included? Yes _____

List the coeducational intramural activities offered

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. Yes _____ No _____

If no, how does it differ from others? _____

B. Grades in physical education:

1. Count in grade point averages.
Yes _____ No _____
2. Are included in the averages of those graduating with honors. Yes _____ 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 _____

F. Provisions for student evaluation of the course and the instructor are:

1. General departmental policy _____
2. Up to the option of the instructor _____
3. Nonexistent _____

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

1. The individual instructor _____
2. The department chairman _____
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 _____ | 3. Constant _____ |
| 2. Decreased _____ | 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 _____

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:

F. The following types of activities have decreased during the past five years:

1. Team sports _____
2. Aquatics _____
3. Gymnastics _____
4. Rhythms _____
5. Recreational activities _____
6. Adapted or Corrective _____
7. Fitness and/or weight control _____
8. Lifetime sports _____
9. Other (specify) _____

Some specific courses which have been dropped include:

G. During the past five years the proportion of coeducational classes has:

1. Remained about the same _____
2. Increased _____
3. Decreased _____

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

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