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IN TENNESSEE**

Kampee Suriyasasin

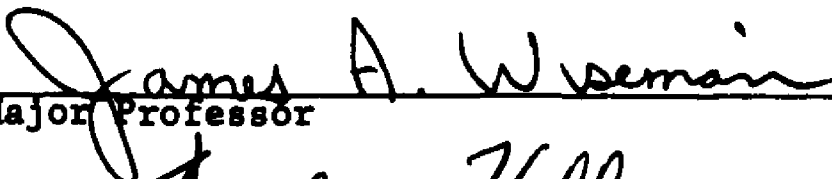
**A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts**

May, 1977

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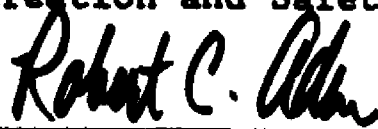
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ABSTRACT

AN EVALUATION OF THE UNDERGRADUATE PROFESSIONAL PREPARATION PROGRAMS IN PHYSICAL EDUCATION IN SELECTED COEDUCATIONAL INSTITUTIONS IN TENNESSEE

by Kampee Suriyasasin

The purpose of this study was to evaluate the undergraduate professional health, physical education and recreation programs in selected coeducational institutions in Tennessee. The instrument used was A Score Card for Evaluating Undergraduate Professional Programs in Physical Education.¹ Written permission to use the instrument in this study was obtained from both Dr. Karl Bookwalter and Dr. Robert Dollgener. The score card consisted of the following ten areas: (1) General Institutional and Departmental Practices, (2) Staff Standards, (3) Curriculum Policies and Practices, (4) The Teaching Act, (5) Service Program and Extended Curriculum, (6) Student Services, (7) Library-Audio-Visual, (8) Supplies and Equipment,

¹Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (4th ed.; Bloomington, Indiana: n.p., 1976), pp. 1-35.

(9) Indoor Facilities, and (10) Outdoor Facilities. Under each area is a list of sub-areas and under each sub-area specific items are listed. Point values are assigned to each area, sub-area, and item. The item scores in the evaluative instrument were added to obtain the area scores, the sub-area scores were added to obtain the area scores, and then the area scores were added to obtain each total institutional score.

The basic step in this study consisted of the application of the score card to each institution. Approval was given by each department chairman for the researcher to visit his campus. Interviews were conducted with the department chairmen and personal observation was made of existing facilities. Interviews were also conducted with library personnel, admissions directors, housing officers, deans of students, and placement directors. Before visiting the institutions, a research of related literature was conducted.

The raw total scores and raw area scores of each institution were changed to national percentile equivalents and placed in rank order to reveal their relationship to the national mean.

Percents of attainment were computed for sub-areas, areas, and the total institutional scores. Areas and sub-areas were ranked based on percents of attainment. A sub-area analysis, using percents of attainment, was made to

determine the need for program improvements for each institution.

The mean of the total scores attained by the seven selected Tennessee institutions was 683.3 from a possible 1,000 points. The mean percent of attainment for the institutions was 68.3 percent, which was 1.5 percent above the national mean.

Recommendations for program improvement for each institution were made on the basis of the score card sub-areas which had a percent of attainment below 50.0 percent. Recommendations were also made by the researcher regarding the evaluative instrument used, the institutions surveyed, and suggestions for future studies in this area.

DEDICATION

This dissertation is dedicated to my mother and father, without whose love and guidance my education would not have been possible.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	viii
LIST OF APPENDIXES	x
 Chapter	
1. INTRODUCTION	1
STATEMENT OF THE PROBLEM	3
PURPOSES OF STUDY	4
DELIMITATIONS OF THE STUDY	4
DEFINITIONS OF TERMS	5
QUESTIONS TO BE ANSWERED	7
2. REVIEW OF RELATED LITERATURE	9
STUDIES IN UNDERGRADUATE PHYSICAL EDUCATION PROFESSIONAL PREPARATION	13
3. METHODS AND PROCEDURES	34
SELECTING THE SAMPLE INSTITUTIONS	34
SELECTING THE SCORE CARD	35
REQUESTS FOR APPROVAL OF CAMPUS VISITS	35
REQUESTS FOR PERMISSION TO USE THE BOOKWALTER-DOLLGENER SCORE CARD	36
ADMINISTERING THE SCORE CARD	36
ANALYSIS OF DATA	38

Chapter	Page
4. ANALYSIS OF DATA	40
AREA SCORE ANALYSIS	46
SUMMARY	71
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	72
SUMMARY	72
CONCLUSIONS	73
RECOMMENDATIONS FOR PROGRAM IMPROVEMENTS	75
Recommendations for Institution A	75
Recommendations for Institution B	79
Recommendations for Institution C	81
Recommendations for Institution D	83
Recommendations for Institution E	86
Recommendations for Institution F	89
Recommendations for Institution G	93
RECOMMENDATIONS BY RESEARCHER	96
Recommendations for Institutions	96
Recommendations for Score Card	99
APPENDIXES	105
BIBLIOGRAPHY	182

LIST OF TABLES

Table	Page
1. Raw Score, Percentage Attainment, and National Percentile Equivalent of Total Scores for Selected Universities of Tennessee by Means of the Bookwalter-Dollgener Score Card in 1976	45
2. A Comparison of Total Score Percent of Attainment Means Between Selected Tennessee Universities and National Means	46
3. Rank Order of Area Score Means for Selected Tennessee Institutions as Determined by Percent of Attainment and Compared to National Percentiles from the Bookwalter-Dollgener Score Card, 1976	47
4. Area Scores of Selected Tennessee Institutions as Measured by the Bookwalter-Dollgener Score Card for Area I, General Institutional and Departmental Practices, 1976	49
5. Area Scores of Selected Tennessee Institutions as Measured by the Bookwalter-Dollgener Score Card for Area II, Staff Standards, 1976	50
6. Area Scores of Selected Tennessee Institutions as Measured by the Bookwalter-Dollgener Score Card for Area III, Curriculum Policies and Practices, 1976	52
7. Area Scores of Selected Tennessee Institutions as Measured by the Bookwalter-Dollgener Score Card for Area IV, The Teaching Act, 1976	53

Table	Page
8. Area Scores of Selected Tennessee Institutions as Measured by the Bookwalter-Dollgener Score Card for Area V, Service Programs and Extended Curriculum, 1976	55
9. Area Scores of Selected Tennessee Institutions as Measured by the Bookwalter-Dollgener Score Card for Area VI, Student Services, 1976	56
10. Area Scores of Selected Tennessee Institutions as Measured by the Bookwalter-Dollgener Score Card for Area VII, Library and Audio-Visual Aids, 1976	58
11. Area Scores of Selected Tennessee Institutions as Measured by the Bookwalter-Dollgener Score Card for Area VIII, Supplies and Equipment, 1976	60
12. Area Scores of Selected Tennessee Institutions as Measured by the Bookwalter-Dollgener Score Card for Area IX, Indoor Facilities, 1976	61
13. Area Scores of Selected Tennessee Institutions as Measured by the Bookwalter-Dollgener Score Card for Area X, Outdoor Facilities, 1976	63
 In the Appendix	
14. Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area I, General Institutional and Departmental Practices	118
15. Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area II, Staff Standards	119

Table	Page
16. Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area III, Curriculum Policies and Practices	120
17. Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area IV, The Teaching Act	121
18. Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area V, Service Program and Extended Curriculum	122
19. Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area VI, Student Services	123
20. Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area VII, Library, Audio-Visual Aids	124
21. Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area VIII, Supplies and Equipment	125
22. Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area IX, Indoor Facilities	126
23. Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area X, Outdoor Facilities	127

LIST OF FIGURES

Figure	Page
1. Profile for Institution A showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education	64
2. Profile for Institution B showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education	65
3. Profile for Institution C showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education	66
4. Profile for Institution D showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education	67
5. Profile for Institution E showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education	68
6. Profile for Institution F showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education	69

Figure

Page

7.	Profile for Institution G showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education	70
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LIST OF APPENDIXES

Appendix	Page
A. Recording Form	106
B. Letters of Permission to Use Bookwalter-Dollgener Score Card	112
C. Sub-area Analysis	117
D. <u>A Score Card for Evaluating Undergraduate Professional Programs in Physical Education</u>	128

Chapter 1

INTRODUCTION

Physical education is a very vital and important part of the education process. Through a well directed physical education program, students develop skill for the worthy use of leisure time, engage in activity that is conducive to healthful living, develop socially, and contribute to their physical and mental health. It is the responsibility of the institution to prepare the prospective physical education teachers effectively so that they may perform their duties in this field with utmost proficiency.

Physical education is a field which can only be successful if there are quality programs of professional preparation. Consider the highly respected professions of engineering, law, and medicine. These professions gained their high prestige through carefully prepared and strictly organized standards of professional preparation and experience.

Institutional accreditation has been one means by which efforts have been made to upgrade teacher education in physical education. It has been realized in recent years, however, that accreditation has not solved the problem

completely. Because of this, attempts to improve the quality of professional preparation in health, physical education and recreation have been made by means of self-evaluation and self-improvement.

Quality-trained teachers are fundamental if physical education programs in our schools are to be successful. Physical education programs are developed according to the needs of the children they serve. An effective teacher is necessary to carry out the program. The teacher education institution should prepare its future physical education teachers by providing good staff, facilities, and courses in this field of study.

Presently there seems to be no established procedure for evaluating the quality of the undergraduate professional preparation programs in state institutions of Tennessee. A study is needed to find the existing status of professional preparation, to make recommendations for improvement on the basis of accepted standards, and to encourage periodic evaluation by the institutions. It seems logical that some uniform basis of evaluation is necessary since all college graduates in the state of Tennessee are applying for the same positions.

So far, no previous study has been made which includes the majority of the state coeducational institutions of Tennessee. Some related studies have been

made in the state by Reece of Indiana University¹ and Scott of Middle Tennessee State University.²

This proposed study consisted of survey-type information by seven selected coeducational institutions in Tennessee. It regarded both the strengths and weaknesses of the various institutions. The study should help the administrator of each institution to discover ways of improving the program of professional preparation in health, physical education, and recreation in his institution.

STATEMENT OF THE PROBLEM

This study was designed to evaluate and analyze the undergraduate professional preparation programs in physical education in seven selected coeducational institutions in Tennessee. In order to complete this undertaking, four sub-problems were established as follow: (1) the selection of the institutions to be included in the sample; (2) selection of the evaluative instrument; (3) the application of the evaluative instrument from which to obtain the necessary

¹Alfred Marion Reece, "A Critical Evaluation of Undergraduate Professional Preparation in Physical Education in Selected Coeducational Institutions in Kentucky, Tennessee, and West Virginia" (unpublished Doctoral dissertation, Indiana University, 1969).

²Nancy Charlene Scott, "An Evaluation of the Undergraduate Professional Program in Physical Education at Middle Tennessee State University" (unpublished Doctoral dissertation, Middle Tennessee State University, 1973).

data; and (4) the organization, analysis, and interpretation of the obtained data in order to determine the status of the institution.

PURPOSES OF STUDY

The purposes of this study were:

1. To determine the status of undergraduate professional preparation programs in physical education in selected coeducational institutions in Tennessee.
2. To compare the results of each institution to the national norms in order to find their status.
3. To use the findings as a basis for making recommendations to the institutions for the improvement of their professional preparation programs in those areas showing weaknesses.

DELIMITATIONS OF THE STUDY

This study is limited to the undergraduate physical education professional preparation programs in seven selected coeducational institutions in Tennessee. They are Austin Peay State University in Clarksville, East Tennessee State University in Johnson City, Middle Tennessee State University in Murfreesboro, University of Tennessee at Chattanooga in Chattanooga, University of Tennessee at Martin in Martin, Tennessee State University in Nashville, and Tennessee Technological University in Cookeville.

DEFINITIONS OF TERMS

An area of physical education professional preparation. This is one of the ten major components of the professional physical education program as established by the Bookwalter-Dollgener score card.³

NCATE. The National Council for Accreditation of Teacher Education is a nonprofit, autonomous, voluntary accrediting body devoted completely to the evaluation and accreditation of teacher education programs. It is recognized by the National Commission on Accrediting as the only national accrediting body for the field of teacher education, which includes the preparation of teachers for all grades and subjects at the elementary and secondary school levels and the preparation of school service personnel for these levels.⁴

National percentile equivalent. The percentile score from national norms which relates to the raw score

³Michael W. Livingston, "An Evaluation and Analysis of the Undergraduate Professional Preparation Programs in Physical Education for Men in State Colleges and Universities in Alabama" (unpublished Doctoral dissertation, University of Alabama, 1967), p. 12.

⁴Statement of Purposes, Policies, and Procedures (Washington, D.C.: National Council for Accreditation of Teacher Education, October, 1960), p. 1.

derived by the institution in one of the ten score card areas of the total institutional score.⁵

Percent of attainment. The percent of the total number of points which possibly could be obtained for the total score card in an area, sub-area, or an item on the score card. These scores are derived by dividing the obtained score by the total number of points possible and multiplying the result by 100.⁶

An item of professional programs in physical education. This is one of the minor components of the areas and their sub-areas in the score card such as Item 1 under Sub-area B which states, "All departments or schools cooperate for courses and leadership."⁷

A sub-area of professional programs in physical education. This is one of the subordinate second order component parts of the areas of the score card such as General Policies under Area I, General Institutional and Departmental Practices.⁸

⁵William Marshall McClain, "An Evaluation and Analysis of the Undergraduate Professional Preparation Programs in Physical Education for Men in the Colleges and Universities of North Carolina" (unpublished Doctoral dissertation, University of Alabama, 1971), p. 11.

⁶McClain, p. 11.

⁷Livingston, p. 12.

⁸Livingston, p. 12.

Percent of attainment mean. ". . . the average of any group of percentage attainment scores."⁹

QUESTIONS TO BE ANSWERED

The following questions were to be answered as a result of this study:

1. How did the mean total evaluative score for the selected Tennessee institutions compare with the mean total score for institutions included in the national study by Bookwalter and Dollgener?¹⁰

2. (A) Which area had the highest national percentile equivalent for each of the seven selected institutions? Which area had the lowest? (B) Which area ranked first in percent of attainment for each of the seven selected institutions? Which area ranked last? (C) How many of the areas of the total number of institutions had area percents of attainment of 50.0 or above? How many had area percents of attainment below 50.0 percent?

3. (A) Which sub-area ranked first in percent of attainment for the seven selected institutions? Which sub-area ranked last? (B) How many of the sub-areas of the

⁹McClain, p. 11.

¹⁰Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (4th ed.; Bloomington, Indiana: n.p., 1976), pp. 1-37.

total number of institutions had sub-area percents of attainment of 50.0 or above? How many had sub-area percents of attainment below 50.0 percent? (C) Which of the score card sub-areas had 100.0 percent of attainment and for which institutions?

4. What recommendations could be made for each institution as a result of this study?

Chapter 2

REVIEW OF RELATED LITERATURE

There is much literature available in the area of teacher education in physical education. The problem of the professional qualifications of physical education teachers has existed throughout the history of physical education. The first resolution which called for a committee to study this problem of professional qualifications was introduced by Walter Truslow at a meeting of the Association for the Advancement of Physical Education (AAPE) in 1885. One year later a minimum standard curriculum was established for all normal schools having physical education programs.¹

Since this first effort by Dr. Truslow, professional physical educators have continued to strive toward high standards in professional preparation in physical education. In 1913, Charles H. Judd, University of Chicago, encouraged

¹H. L. Berridge, "Accreditations of Professional Educators in Physical Education," Fifty-first Annual Proceedings, College Physical Education Association, 1948, p. 45.

the appointment of a permanent Committee on Standards for the Training of Physical Education.²

The Department of School Health and Physical Education of the National Education Association held a meeting in Los Angeles, California, on July 1, 1931. At this meeting a resolution was approved to appoint a national committee to formulate a set of standards to be used in the evaluation of institutions professing to prepare physical education teachers. Dr. N. P. Neilson, then Chief of the Division of Health and Physical Education, California State Department of Education, was appointed as chairman of the committee.³

It was the consensus that professional education of health and physical education teachers was then in an experimental and flexible state of development. Many institutions in the United States were claiming to prepare health and physical education teachers for the elementary and secondary schools. Their ability to prepare these

²Charles H. Judd, "Report of the Committee on Resolutions Concerning the Kind and Extent of Facilities of Courses Needed to Meet the Demands of the Country for Well-Trained Physical Educators," American Physical Education Review, XIX, No. 1 (January, 1914), 98.

³N. P. Neilson, "National Study of Professional Education in Health and Physical Education; National Committee Report on Standards," American Physical Education Association, Research Quarterly, VI (December, 1935), 48-68.

teachers varied greatly. The great variety of names, numbers, and contents of course offerings made it extremely difficult for officials to evaluate the programs justly. The committee was discontinued in 1938 for unknown reasons.⁴

The National Conference on Undergraduate Professional Preparation in Health, Physical Education, and Recreation attempted to improve undergraduate professional preparation in physical education in May, 1948. This conference came together for a period of ten days. During this period they worked both in small and large groups on the problems of course selection, competencies which should be met by prospective teachers of physical education, competencies needed by professors in the professional preparation program, and desirable outcomes and practices to be promoted by the professional physical education program. The results of this conference became a foundation for all basic research dealing with professional preparation.⁵

In April, 1951, the Committee for the Improvement of Professional Preparation in Health Education, Physical Education and Recreation was created with Dr. Carl L. Nordly

⁴Neilson, pp. 48-68.

⁵Carl L. Nordly, "The Evaluation and Accreditation of Institutions Engaged in Professional Preparation in Health Education, Physical Education and Recreation," Proceedings, The College Physical Education Association, 1952, pp. 42-47.

as chairman. The purpose of this committee was to formulate criteria which could be used by the American Association of Colleges for Teacher Education in the Accreditation of Institutions which offer professional preparation programs in health education, physical education and recreation. The committee completed the set of criteria in 1952.⁶

The criteria was revised in 1957 because of the vast number of ideas that came about after 1952. This revision resulted in the Evaluation Standards and Guides in Health Education, Physical Education and Recreation. This was an important paper which served as a guide to institutions of higher education for evaluating their professional preparation programs in health education, physical education and recreation. At the time, this appeared to be the best evaluative instrument for determining the effectiveness of professional preparation programs in physical education.⁷

The preceding pages have given a brief description of the beginnings of physical education professional preparation programs. The remainder of the chapter will deal with studies which have been conducted and evaluation instruments which have been developed in the area of undergraduate physical education professional preparation programs.

⁶Nordly, pp. 42-47.

⁷Nordly, pp. 42-47.

STUDIES IN UNDERGRADUATE PHYSICAL EDUCATION
PROFESSIONAL PREPARATION

In 1932, Brownell conducted a study of the status of professional preparation of teachers in physical education. He pointed out the lack of uniformity in procedure or outcomes illustrated by methods used to select students; number of semester or quarter hours required for the major; type of curricula offered; opportunities for practice teaching; equipment available; training of persons giving the courses; and bases for accrediting departments.⁸

Rogers also considered this problem when he did a study entitled "Methods of Improving the Professional Preparation of Teachers." He believed that there were many ways in which the professional preparation of teachers of health, physical education and recreation could be improved. He advocated continuous inventory; the realization that the supply is greater than the demand; that many institutions are not prepared to give physical education majors; that in some states there are too many trying to fill this field, some equipped and others not so well equipped. He listed four national groups interested in the problem of upgrading the professional preparation of teachers:

⁸C. L. Brownell, "Present Status of Professional Preparation of Teachers in Physical Education," American Physical Education Association, Research Quarterly, III (May, 1932), 107-117.

1. The Society of Directors of Physical Education in Colleges.
2. The State Director of Physical and Health Education.
3. The American Physical Education Association.
4. The National Education Association through its Department of School Health and Physical Education.⁹

Cottrell prepared a study on standards for selecting persons to be trained in health and physical education. This study was an attempt to expand the work of one of the sub-committees of the National Committee on standards. Cottrell believed that professional preparation of teachers of health and physical education could be improved by concentrating on selecting well qualified students. He suggested the following qualities as being essential to effective teaching: moral character; engaging personality; interest in physical education; graduation from an approved high school or equivalent; freedom from organic or functional defects; superior motor capacity; better than average motor skill; relatively high native intelligence--relatively high scholarship; and superior social ability. To evaluate the qualities, Cottrell devised a special

⁹J. E. Rogers, "Methods of Improving the Professional Preparation of Teachers," Research Quarterly, III, No. 2 (May, 1932), 123-125.

questionnaire form on selection standards for collecting data. The questionnaire was derived by creating standards suggested from these sources: interviews with two hundred members of the profession; institutional catalogs; authorities; and one hundred fifty teacher agencies' application blanks. The questionnaire was divided into three parts: I. standards proposed by the sub-committee; II. institutional information; and III. forty-nine important suggestions proposed as standards of selection. Cottrell listed the following standards for selection of prospective physical education teachers:

1. Admissions

- A. Graduation from accredited high school.
- B. Rank in upper two-thirds of class.
- C. IQ of one hundred or more.
- D. Required health examination.
- E. Satisfactory oral and written command of English.
- F. Satisfactory skill in motor activities.
- G. Confidential character report.

2. Administrative

- A. Complete records on file of all students in training program.

B. Names and copies of all tests filed by institution.

C. Admission records open to inspection.¹⁰

An early score card in the area of facilities was introduced by Evendon, Strayer, and Englehardt in 1938. They recommended standards for the following factors in evaluating facilities:

1. Site.
2. Buildings.
3. Service systems.
4. Instruction rooms.
5. General units.
6. Supplementary standards.¹¹

In 1946, Blesh published the results of his doctoral dissertation which was concerned with evaluative criteria in physical education. He followed three steps. First, an analysis of the teacher certification requirements for each of the forty-eight states was made. These requirements were divided into those concerning (1) the general academic field, (2) the foundation sciences, (3) professional education, and (4) the technical field of health and

¹⁰Elmer B. Cottrell, "Standards for the Selection of Persons to Be Trained for Placement in Health and Physical Education," Research Quarterly, IX (May, 1938), 63-72.

¹¹E. S. Evendon, G. D. Strayer, and N. L. Englehardt, Standards for College Buildings (New York: Bureau of Publication, Teachers College, Columbia University, 1938), p. 226.

physical education. This was done by sending a questionnaire to each of the states, asking for specific requirements in these fields.¹²

Secondly, seventy-five schools offering major programs in teacher education in physical education were chosen, their catalogs from 1935-1940 were carefully read, and the requirements of each in the above fields were analyzed. Selection of the schools was based on geographical distribution that would cover the majority of the states, a selection of the schools that appeared on the approved list published in 1944 by the American Association of Health, Physical Education and Recreation, and a selection only of the schools that appeared on the filled-in questionnaire of each state.¹³

The third step followed by Blesh was to obtain the opinion of experts in the field of health and physical education as to basic courses of study for teacher education in health and physical education. Nine men, considered as leaders in this field, were asked to recommend a list of other leaders. These lists were divided at random into groups A and B. Group A consisted of the lists of five men and Group B of four men. In the final selection, only those

¹²T. Erwin Blesh, "Evaluative Criteria in Physical Education," Research Quarterly, XVII (May, 1946), 114-126.

¹³Blesh, pp. 114-126.

leaders were chosen whose names were submitted by at least one member of each of these groups. This gave a list of 35 experts in the field to whom the questionnaire concerning the basic courses of study for teacher education in health and physical education was sent.¹⁴

From the responses of his questionnaires, Blesh enumerated the following factors as criteria for course standards:

1. The prospective teacher should have at least four years of college preparation and hold a bachelor's degree.

2. A minimum of one hundred twenty semester hours should be required for bachelor's degree.

3. The total curriculum percentage in general education area should range from 21 percent to 25 percent.

4. The total curriculum percentage allotted to foundation sciences should range from 18 percent to 22 percent.

5. The total curriculum percentage allotted to professional education should range from 15 percent to 17 percent.

6. The total curriculum percentage allotted to health and physical education course work should range from 33 percent to 40 percent.

¹⁴Blesh, pp. 114-126.

7. The general education area should include courses in humanities, that is, English composition, English literature, modern languages, philosophy, and courses in the social sciences.

8. The area of foundation sciences should include courses in human physiology, human anatomy, general psychology, and general chemistry, biology, or zoology.

9. The area of professional education should include student teaching, educational psychology, methodology, and courses dealing with the history of education.

10. The health and physical education area should include specific courses in problems of interpretation and objectives, classification and testing, the physical education program, leadership, and administration.¹⁵

Mary Buice devised a self-evaluating scale to reveal the effectiveness of the undergraduate professional preparation programs for men and women physical education majors and minors. It was prepared as a result of the National Conference on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation.¹⁶

¹⁵Blesh, pp. 114-126.

¹⁶Mary Buice, "A Scale for Evaluating the Undergraduate Professional Program in Physical Education" (unpublished Doctoral dissertation, University of Texas, 1943).

The basic outline of the scale was :

1. A statement of competence.
2. A series of statements of selected conditions which contribute to the achievement of competency above.
3. A five-point rating scale by which the evaluation may be objective.

The five points on the rating scale were:

1. Inadequate
2. Fair
3. Moderate
4. Adequate
5. Excellent.

The rating scale had three major divisions:

1. Background for all teachers in general education and professional education.
2. Professional preparation in physical education which included:
 - A. Orientation, guidance, and evaluation.
 - B. Science basic to understanding children and youth.
 - C. Program planning.
 - D. Activity skills and methods.
 - E. Administrative phase.
 - F. Health education and recreation.
 - G. Guided laboratory and field experiences.
3. Administrative considerations related to physical education:
 - A. Policies for professional students.
 - B. Faculty for professional students.
 - C. Selection and guidance of professional students.
 - D. Facilities, equipment, and resources for professional students.¹⁷

Townes used a check list to study professional preparation in selected Negro colleges in 1950. The check list covered the following areas:

¹⁷Buice, pp. 1-42.

1. General institutional practices.
2. Criteria for student selection.
3. Criteria for course requirements.
4. Staff selection.
5. Library facilities.
6. Status of facilities.

Townes discovered that, in general, the colleges had unsatisfactory facilities, faculties, and professional preparation courses in physical education.¹⁸

In 1961, Schwich evaluated the teacher education program in health and physical education at Concordia Teachers College, Seward, Nebraska. The purpose was to improve the programs in Lutheran elementary schools.¹⁹

Schwich analyzed literature in search of lists of health and physical education functions of teachers. Five lists were discovered, compared, and synthesized into one list containing one hundred thirty-six functions which were included in a check list that was used to obtain data. Graduates of Concordia gave their opinions concerning (1) the desirability of the check list items as teacher functions, (2) the use or applicability of the functions in their programs, and (3) a rating of their performance in the functions. Faculty members at Concordia responded

¹⁸T. E. Townes, "A Study of Professional Education in Negro Colleges" (unpublished Doctoral dissertation, Indiana University, 1950).

¹⁹Luther C. Schwich, "An Evaluation of a Teacher Education Program in Health and Physical Education" (unpublished Doctoral dissertation, University of Utah, 1961).

concerning the desirability of the functions and their applicability to courses at Concordia.²⁰

Schwich found that elementary school teachers and college faculty members agreed on the desirability of the functions. They disagreed slightly as to the desirability of particular functions. Neither group judged the functions as highly when rating applicability as when rating desirability.²¹

Goodwin developed a procedural pattern for evaluating teacher training in physical education in the institutions of higher education in Canada in 1962. His questionnaire revealed the graduates' opinions regarding the needs for a program in the areas of curriculum, space and facilities, staff, and student personnel relations. An evaluative instrument was constructed and administered at the University of Alberta. At the same time, a questionnaire was constructed to evaluate the competence of the teacher graduates from the program. The two evaluations were compared and contrasted. Goodwin obtained the following results from his study:

1. A close relationship was noted between the rating of preparation for professional physical education on the one hand, and the rating on character and personal development and cooperation with administration and community on the other.

²⁰Schwich, pp. 1-175.

²¹Schwich, pp. 1-175.

2. Little relationship seemed to exist between the scores on facilities and equipment at the university and the rating of teacher competency.

3. The rating of the section on staff in the evaluating instrument was low.

4. The section on the student personnel program had the lowest recorded by the evaluating instrument.

5. The overall results of the evaluation indicated that teacher education in physical education at the University of Alberta was very good.²²

In 1963, Lucke developed an instrument for evaluating the professional preparation program in health and physical education at Lenoir Rhyne College. A survey was made of all male health and physical education major graduates who received their degrees in the decade 1950-60 who had attended another institution of higher education no more than one semester or two quarters, and who were employed by a school system. Three hundred thirty-seven behaviors considered to be necessary to the health and physical educator in obtaining top effectiveness on the job were identified and submitted to a group of judges or experts for selecting the most important ones. Lucke tabulated thirty-five usable questionnaires and found that the professional preparation program in health and physical education at Lenoir Rhyne College appeared to be effective in preparing the student to show the following behaviors:

1. Providing sound programs.
2. Demonstrating authentically and effectively.

²²Luther Goodwin, "An Evaluation of Teacher Education in the Physical Education Degree Program at the University of Alberta" (unpublished Doctoral dissertation, University of Washington, 1962).

3. Emphasizing proper ideals.
4. Safeguarding the health of students.
5. Conveying to the students a clear understanding of their growth and health problems.
6. Making functional schedules.
7. Adapting learning experiences to various levels of maturity and understanding.
8. Supplementing the basic textbook.
9. Recognizing practices in the school day that affect the health of students.
10. Providing the best environment possible for every child.
11. Planning and conducting experiences with concern for boys and girls as individuals.
12. Pursuing aims and objectives that are in accord with those of education.

The program appeared to be ineffective in adequately preparing the student for the following behaviors:

1. Employing measures of fitness.
2. Evaluating students in terms of objectives sought.
3. Making athletics fit into the general school program.
4. Giving careful attention to the physical condition of players at the time of each contest.
5. Establishing and distributing written policies.
6. Making summary reports for the year.
7. Keeping the school staff informed about health problems.
8. Interpreting the health program to others.
9. Using time allotted for health only for health.
10. Using evaluative devices related to health.
11. Planning and conducting surveys of the school environment.
12. Maintaining an adequate personal library.
13. Using facts from biological, physical, and social sciences as a basis for formulating principles.
14. Controlling class size.
15. Formulating departmental policies.²³

²³Edward James Lucke, "An Evaluation of the Professional Preparation Program in Health and Physical Education at Lenoir Rhyne College" (unpublished Doctoral dissertation, George Peabody College for Teachers, 1963).

Ottinger evaluated the Auburn University program of physical education professional preparation by using the personal interview method. He concluded that:

1. Auburn University tried to help students attain seven competencies comprised of seventy-five skills, knowledges, and abilities.
2. Staff members felt the program to be more effective than did the graduates.
3. The program was more effective in preparing graduates to teach team sports and individual sports than it was in preparing them to teach gymnastics, aquatics, rhythms, or combatives.
4. It was more effective in basketball, baseball, and track than in football.
5. It was ineffective in teaching how physical education contributes to the goals of general education.
6. It was ineffective in preparing graduates to perform many technical tasks involved in administering school physical education and athletic programs.²⁴

Jones evaluated the physical education program for men in selected colleges and universities in Colorado using the Neilson-Comer-Griffin score card published by N. P. Neilson in 1965. In order to have sufficient data to statistically appraise the score card, Jones combined the results of two other studies completed using the same instrument with the results obtained by his investigation. The highest possible score for the evaluated institution was 5,000 points. The appraisal of the score card revealed that the average attainment by the sixteen institutions was 75

²⁴Richard Estes Ottinger, "An Evaluation of the Auburn University Program of Professional Preparation in Physical Education, 1955-1961" (unpublished Doctoral dissertation, Auburn University, 1963).

percent. Jones suggested a revised version of the score card on the basis of item analysis to determine the difficulty rating and discriminatory power of the items in the original score card. The revised version contained twenty-eight items and a possible score of 3,600 points. Jones concluded that the professional preparation of physical education instructors by the Colorado colleges and universities was above average.²⁵

Adams believed in the necessity for continued evaluation of professional preparation programs to make sure the best possible teachers are filtered into the school systems. Periodic evaluations will show the worth of any revisions made in the program and will determine areas which need further study for change. The test of any preparation program is the degree to which it meets the needs of the students. To effectively evaluate a program's worth, appraisal by the graduates is necessary.²⁶

Livingston evaluated the undergraduate physical education professional preparation programs in institutions

²⁵James Richard Jones, "An Evaluation of the Physical Education Program for Men in Selected Colleges and Universities and an Appraisal of the Score Card Employed" (unpublished Doctoral dissertation, Colorado State College, 1967).

²⁶John Richard Adams, "A Study of the Effectiveness of a Professional Preparation Program in Physical Education" (unpublished Doctoral dissertation, University of Michigan, 1967).

in Alabama by using the revised version of the Bookwalter-Dollgener score card. He found that:

1. On the average, institutions with university status came closest to meeting score card standards.

2. Enrollment had a significant effect upon scoring and the larger schools generally scored higher.

3. Library-Audio-Visual ranked first in area percent of attainment.

4. Indoor Facilities ranked last in area percent of attainment.

5. Area X, Outdoor Facilities, was the best single indicator of a good program--significant at the .05 level.²⁷

Price evaluated professional preparation programs in physical education in coeducational institutions in Missouri using the Bookwalter-Dollgener score card as the evaluative instrument. She classified eighteen colleges and universities as to state-supported and private institutions, enrollment and type, and institutions with different stated purposes. Price came to these conclusions after her study: Institutions with teachers' college status scored highest in percent of attainment for all institutions. Area IV, The

²⁷William Michael Livingston, "An Evaluation and Analysis of Undergraduate Professional Preparation in Physical Education for Men in State Colleges and Universities in Alabama" (unpublished Doctoral dissertation, University of Alabama, 1967).

Teaching Act, ranked highest in percent of attainment for the state; Area IX, Indoor Facilities, ranked lowest. The best single indicator of a good program was Area II, Staff Standards.²⁸

Dollgener made a critical appraisal of fifteen colleges and universities in Indiana in a study evaluating the first edition of the Bookwalter score card. This instrument contained 355 items. He found that large, state-supported institutions came closest to meeting the score card standards. Area IV, The Teaching Act, ranked first in percent of attainment with 78.2; Area IX, Indoor Facilities, ranked last with 62.0. Area II, Staff Standards, seemed to be the best single indicator of a quality professional program with a correlation of .941 to the total score.²⁹

The third edition of the Bookwalter-Dollgener score card was published in 1967. The only noticeable change was the addition of a percentile rating card which contained national results for both total institutional scores and area scores.³⁰

²⁸Marjorie Ann Price, "An Evaluation of the Undergraduate Professional Preparation Programs in Physical Education in Missouri Colleges and Universities" (unpublished Doctoral dissertation, University of Missouri, 1968).

²⁹Robert J. Dollgener, "A Critical Appraisal of a Selected Score Card for Evaluation of the Undergraduate Professional Programs in Physical Education" (unpublished Doctoral dissertation, Indiana University, 1965).

³⁰Dollgener, pp. 9-10.

The following is a list of the purposes of the Bookwalter-Dollgener score card which justify the need for this type of study.

1. To provide a single source for essential standards for such undergraduate professional programs.
2. To provide a valid and objective means for evaluating the status of the programs at institutions.
3. To provide a guide as to priority aspects in need of improvement in such programs.
4. To provide a basis for the comparison of selected institutions or types of institutions with regard to their programs.
5. To provide a basis for the comparison of selected aspects of programs in selected institutions.
6. To provide specific items of standards as a basis for immediate improvement of programs.
7. To promote the improvement of professional physical education programs locally, in states, or nationally.
8. To permit the establishment of useful norms for programs and major aspects thereof.³¹

In his conclusions, Dollgener stated that the score card used in his study was a valid, reliable, and objective instrument for measuring programs of professional preparation in physical education.³²

Reece used the third edition of the Bookwalter-Dollgener score card in his study of the undergraduate professional preparation programs in twenty-six institutions in Kentucky, Tennessee, and West Virginia. His study showed that Area IV, The Teaching Act, had the highest mean

³¹Dollgener, p. 11.

³²Dollgener, p. 210.

attainment with 78.3 percent; Area IX, Indoor Facilities, had the lowest with 53.8 percent; Area VIII, Supplies and Equipment, had the highest correlation of .879 with the total score. Reece concluded that public supported institutions with enrollments over ten thousand and accredited by NCATE most nearly met the standards of the score card used.³³

McClain evaluated the undergraduate professional preparation program in physical education for men in sixteen colleges and universities of Virginia using the third edition of the Bookwalter-Dollgener score card. He found that Area VII, Library-Audio-Visual, had the highest mean percent of attainment with 76.6 percent, and Area IX, Indoor Facilities, had the lowest with 58.0 percent. The institutions were found to rank slightly above average when compared to national norms.³⁴

Scott evaluated the status of the undergraduate professional program in physical education at Middle Tennessee State University using the third edition of the

³³Alfred Marion Reece, Jr., "A Critical Evaluation of Undergraduate Professional Preparation in Physical Education in Selected Coeducational Institutions in Kentucky, Tennessee, and West Virginia" (unpublished Doctoral dissertation, Indiana University, 1969).

³⁴William Marshall McClain, "An Evaluation and Analysis of the Undergraduate Professional Preparation Programs in Physical Education for Men in the Colleges and Universities of North Carolina" (unpublished Doctoral dissertation, University of Alabama, 1971).

Bookwalter-Dollgener score card. The total institutional score was 674.5 from a possible 1,000 points. The percent of attainment for the total institutional score was 67.4 percent of attainment which was 1.3 percent above the national mean. Area VII, Library-Audio-Visual, had the highest national percentile level. The lowest was Area IV, The Teaching Act. Area VII, Library-Audio-Visual, ranked first in percent of attainment. The lowest percent of attainment was Area VI, Student Services.³⁵

An instrument constructed by the Northwest District of the AAHPER in Boise, Idaho, is divided into five areas. The areas, except for Area I, are divided into divisions. The title of the areas and divisions are:

- Area I General Institutional Standards
- Area II Physical Education Undergraduate
 Curriculum Standards
- Division I General Education
- Division II Professional Physical Education
- Division III Professional Education
- Division IV Guidance and Counseling
- Division V Placement and Follow-up

³⁵Nancy Charlene Scott, "An Evaluation of the Undergraduate Professional Program in Physical Education at Middle Tennessee State University" (unpublished Doctoral dissertation, Middle Tennessee State University, 1973).

Area IV Facilities, Equipment, and Library

Division I Number of Staff

Division II Qualification of Faculty

Division III Teacher Load

Division IV Professional Status.³⁶

The various areas are rated according to a ten point progressive scale. An example of the scale is as follows:

N Does not apply and is not to be used in determining score.

O Item is missing but needed and must be included in computing the score.

1-2 All or nearly all aspects unsatisfactory.

3-4 More aspects unsatisfactory than satisfactory.

5-6 More aspects satisfactory than unsatisfactory.

7-8 Most aspects satisfactory.

9-10 Nearly all or all aspects satisfactory.³⁷

Usually changes do not happen accidentally.

Instead, they are anticipated, planned for, and meant to happen for the purpose of making some improvement.

Therefore, any appraisal of the status of an institution, even if periodic, has at length been considered the accepted

³⁶William Bert Baker, "An Evaluation of Undergraduate Professional Preparation in Physical Education for Men in Seven State-supported Institutions of Higher Learning in Arkansas" (unpublished Doctoral dissertation, University of Arkansas, 1962), p. 35.

³⁷Baker, p. 35.

practice in all the professions. Any attempt to improve a situation that is not based on good evaluation procedures is only guesswork.³⁸

³⁸Dollgener, p. 33.

Chapter 3

METHODS AND PROCEDURES

SELECTING THE SAMPLE INSTITUTIONS

The seven Tennessee coeducational institutions selected for this study were chosen because the institutions are of comparable size. The seven selected institutions are public institutions and represent the whole geographical area of Tennessee--east, west, and middle. Each institution was assigned a letter ranging from A to G. Throughout the analysis, each institution was referred to by its assigned letter.

Information concerning the score card used, the seven selected Tennessee institutions, and related data from this study are located in the Special Collections Room of Todd Library at Middle Tennessee State University.

The seven institutions evaluated were each sent a copy of the results of the evaluation and the recommendations made according to the score card results. The institutions were also provided with a profile chart showing the percentile rank for area scores recorded in an application of the Bookwalter-Dollgener Score Card. The chart showed a profile of average area scores for the seven

institutions as well as a profile of area scores for that particular institution.

SELECTING THE SCORE CARD

The Bookwalter-Dollgener score card was selected as the evaluative instrument for this study for the following reasons:

1. This instrument was developed as the result of much study and research by two outstanding experts in the field of health, physical education and recreation.
2. This instrument has been used in several studies of undergraduate physical education professional preparation programs.
3. The instrument is limited to the undergraduate program of professional physical education and can be readily applied to coeducational programs.
4. This instrument is the only one whose standards appeared to have been established by documentation from the literature.

REQUESTS FOR APPROVAL OF CAMPUS VISITS

Requests for approval of three campus visits were made at a Tennessee Association of Health, Physical Education and Recreation meeting on October 10, 1976, at Henry Horton State Park. Requests for the remaining campus visits were made by telephone the following week. The

researcher explained the purpose of his study and requested cooperation in making an evaluation of the program of professional preparation in physical education at their institutions. The Department chairman of each institution granted permission.

REQUESTS FOR PERMISSION TO USE THE BOOKWALTER-DOLLGENER SCORE CARD

The researcher wrote to Dr. Karl Bookwalter and Dr. Robert Dollgener asking permission to use their score card in this study. A follow-up visit was also made to Dr. Bookwalter in Bloomington, Indiana. He granted permission to use the score card and also provided the researcher with material and helpful suggestions about administering the score card and developing the study. Dr. Dollgener also gave approval for use of the score card along with the offer to assist in any way he could. Letters of permission from both Dr. Bookwalter and Dr. Dollgener are found in Appendix B.

ADMINISTERING THE SCORE CARD

The researcher made personal visits to each institution after permission was granted by the physical education department heads to administer the score card. After arriving at an institution, the researcher first contacted the physical education department chairman to

begin for all interviews. Appointments were made as soon as possible with personnel who might otherwise be involved in off-campus duties. After interviews with the physical education department head, the library personnel were contacted with reference to library policies and practices. Observation of this area involved checking the stacks, reading rooms, reference room, and card catalogues. Other administrative personnel were then interviewed such as the admissions director, housing officer, dean of students, and placement director to complete the evaluation. All administrative personnel offered full cooperation and desire to help in the evaluation.

At each university the results of observations of conditions, policies, practices, and facilities were evaluated and then placed on the score card. Each person interviewed was given a copy of the score card for his or her convenience. Scores were then recorded in the evaluator's copy of the score card. The summation of the ten area scores became the institution's total score. This was entered on the Evaluation Summary of the score card.¹ The percent of possible attainment was also included for each area. The scores were then placed on the recording form which is shown in Appendix A. The physical education

¹Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (4th ed.; Bloomington, Indiana: n.p., 1976), pp. iii-iv.

administrators were advised that results of the evaluation would be sent to them at the completion of the study.

ANALYSIS OF DATA

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

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

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

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

An item analysis using percents of attainment was made to determine what, if any, recommendations for

improvement may be made. Recommendations were made only for those items which had a percent of attainment below the 50.0 percent arithmetical mean.

Chapter 4

ANALYSIS OF DATA

The undergraduate professional programs in physical education in each institution were analyzed on the basis of their total scores and area scores.

Area scores were derived by adding sub-area scores under each general area and a total score for each institution was derived by adding the area scores.

The mean of the total scores for the Tennessee institutions were computed and compared to the mean of the total scores for colleges and universities throughout the United States as compiled to date by Dr. Karl W. Bookwalter.¹

Percents of attainment for total scores and area scores were computed by dividing the score attained by each school by the possible score and multiplying the result by 100.

Total scores and their percents of attainment were placed in rank order for comparison with national means.

¹Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (4th ed.; Bloomington, Indiana: n.p., 1976), pp. 1-37.

Raw score means for each of the ten areas in the score card were calculated for the Tennessee institutions as a group, placed in rank order on the basis of mean percents of attainment and compared to national norms.

Raw scores compiled in each of the ten areas by the Tennessee institutions were compared by placing them in rank order based on percents of attainment. Raw scores were also compared with national norms.

The ten area scores for each institution were placed in rank order based upon percent of attainment, and recommendations for improvements of programs were derived from an observation of these rankings and an analysis of item scores in each area.

A percent of attainment score and rank was derived for each score card sub-area for the Tennessee universities to reflect the existing status of the group of institutions. This information is entered as Appendix C.

The range of total scores attained by the seven Tennessee universities was 80 points. The lowest total score attained of the 1,000 possible points was 643 and the highest total score attained was 723. The percent of attainment range was 8.0 percent. The percent of attainment score for the lowest score of the seven institutions was 64.3 percent and for the highest score was 72.3 percent.

University B compiled the highest number of possible points for a total score of 723 and the highest percent of

attainment for total scores with 72.3 percent. The raw score of 723 placed University B at the 76th percentile when related to national norms. The percent of attainment for University B was achieved by the institution attaining a percentage between 61.7 percent and 86.3 percent for the ten areas of the score card. The institution's highest percents of attainment scores were for Area VIII, Supplies and Equipment (86.3); Area VII, Library-Audio-Visual (85.6); and Area V, Service Program and Extended Curriculum (83.3).

University F ranked last among the seven selected institutions. The institution compiled 643 total points from the 1,000 points possible for a percent of attainment of 64.3 percent.

An observation of the institutions as compared to the national norms shows 42.9 percent of the selected institutions to be below the 50th percentile nationally; 57.1 percent of the programs were above the 50th percentile nationally.

The mean of the total scores attained by the seven selected Tennessee institutions was 683.3. The mean of the total scores for the Tennessee institutions was 14.7 points above the total score mean of 668.6 for 196 institutions from 27 states included in the national study conducted by Bookwalter.² Four selected Tennessee institutions were

²Bookwalter and Dollgener, pp. 1-37.

above the national average and three fell below the national average.

For the seven selected institutions, fourteen of the forty score card sub-areas had 100.0 percent of attainment. Institution A scored 100.0 percent of attainment in Area IB, General Institutional and Departmental Practices, Professional Affiliations and Accreditation (Table 14). Institution B scored 100.0 percent of attainment in Area IB, General Institutional and Departmental Practices, Professional Affiliations and Accreditation (Table 14); Area IIB, Staff Standards, Qualifications in Their Major Field (Table 15); Area IIC, Staff Standards, Experience (Table 15); and Area XD, Outdoor Facilities, Intercollegiate Athletic Facilities (Table 23). Institution C scored 100.0 percent of attainment in Area IVA, The Teaching Act, Personality of the Instructors (Table 17); Area IB, General Institutional and Departmental Practices, Professional Affiliations and Accreditation (Table 14); and Area IIIC, Curriculum Policies and Practices, General Professional Education (Table 16). Institution D scored 100.0 percent of attainment in Area IB, General Institutional and Departmental Practices, Professional Affiliations and Accreditation (Table 14); and in Area IIID, Curriculum Policies and Practices, Special Professional Theory (Table 16). Institution E scored 100.0 percent of attainment in Area IB, General Institutional and Departmental Practices,

Affiliations and Accrediment (Table 14); and in Area IIB, Staff Standards, Qualifications in Their Major Field (Table 15). Institution F scored 100.0 percent of attainment in Area IB, General Institutional and Departmental Practices, Professional Affiliations and Accrediment (Table 14); and in Area IIID, Curriculum Policies and Practices, Special Professional Theory (Table 16). Institution G scored 100.0 percent of attainment in Area IB, General Institutional and Departmental Practices, Professional Affiliations and Accrediment (Table 14); and in Area IXB, Indoor Facilities, Administrative (Table 22).

Raw score, percentage attainment, and national percentile equivalent of total scores for selected universities of Tennessee are shown in Table 1.

The percent of attainment mean for the seven selected institutions was 68.3 percent which was 1.5 percent above the national mean. The percent of attainment score is shown for the institutions in Table 2.

The selected universities had the highest mean percents of attainment scores in Area VII, Library-Audio-Visual, with 80.3 percent; Area VIII, Supplies and Equipment, with 75.5 percent; and Area V, Service Program and Extended Curriculum, with 75.4 percent.

Low mean percent of attainment scores for the seven selected institutions were in Area VI, Student Services,

Table 1

Raw Score, Percentage Attainment, and National
Percentile Equivalent of Total Scores for
Selected Universities of Tennessee by
Means of the Bookwalter-Dollgener
Score Card in 1976

Institution	Rank Order	Raw Score	Percent of Attainment ^a	National Percentile Equivalent ^b
B	1	723	72.3	76
D	2	715	71.5	72
G	3	692	69.2	62
E	4	684	68.4	57
A	5	666	66.6	49
C	6	660	66.0	47
F	7	643	64.3	41

^aPercent of attainment is derived by dividing the total number of points possible which is 1,000 on the Bookwalter-Dollgener score card into the total number of points scored by the institution and multiplying the result by 100.

^bNational Percentile Equivalent is the point on the scale of national norms which an institution's raw score total places the institution in relation to standards (norms) developed with nation-wide data.

Table 2

A Comparison of Total Score Percent of
Attainment Means Between Selected
Tennessee Universities and
National Means

Institutions	N	Average Percent of Attainment National Comparison
Universities	7	68.3
<u>National Average</u>		<u>66.8</u>
Mean Difference		1.5

with 53.2 percent; and in Area II, Staff Standards, with 64.6 percent.

AREA SCORE ANALYSIS

In order to show the relative strength of each of the ten areas of the score card by the selected Tennessee institutions as a group, mean area scores were placed in rank order according to percents of attainment. The mean area scores were also compared to national norms for each area to reveal the position of the selected Tennessee institution on a national basis. The average percent of attainment ranged from 53.3 percent for Area VI, Student Services, to 80.3 percent for Area VII, Library-Audio-Visual, a difference of 27.0 percent. These data are shown in Table 3.

Table 3

Rank Order of Area Score Means for Selected
Tennessee Institutions as Determined by
Percent of Attainment and Compared to
National Percentiles from the
Bookwalter-Dollgener
Score Card, 1976

Area	Rank	Possible Score	Raw Score Mean	Mean Percent of Attainment ^a	National Percentile Equivalent ^b
VII	1	90	72.3	80.3	60
VIII	2	80	60.4	75.5	58
V	3	90	67.9	75.4	74
III	4	130	97.6	75.1	83
IV	5	90	60.4	67.1	21
I	6.5	80	52.4	65.5	36
IX	6.5	110	72.0	65.5	74
X	8	90	58.9	65.4	60
II	9	120	77.6	64.7	50
VI	10	120	63.9	53.3	20

^aMean percent of attainment is derived by dividing the obtained score by the possible score and multiplying the result by 100.

^bNational Percentile Equivalent is the point on the scale of national norms which an institution's raw score total places the institution in relation to standards (norms) developed with nation-wide data.

Area scores by percents of attainment for Area I, General Institutional and Departmental Practices, are shown in Table 4. The relationship of each selected institution's raw scores to national norms is also shown in Table 4. The mean percents of attainment of selected Tennessee institutions for Area I was 65.5 percent.

Area I included General Policies, Professional Affiliations and Accreditation, Admissions, and General Departmental Practices. University F ranked first among the selected Tennessee institutions with a percent of attainment score of 72.5 percent. Its raw score of 58 placed University F at the 66th percentile nationally. University A ranked last with a percent of attainment score of 60.0 percent and its raw score of 48 was at the 20th percentile nationally.

Area scores by percents of attainment for Area II, Staff Standards, are shown in Table 5. The relationship of each selected institution's raw scores to national norms is also shown in Table 5. The mean percent of attainment of selected Tennessee institutions for Area II was 77.6 percent.

Area II included Number, Qualifications in Their Major Field, Experience, Teaching Load, and Professional Status. Universities B and D ranked first among the selected Tennessee institutions with a percent of attainment

Table 4

Area Scores of Selected Tennessee Institutions as Measured by
the Bookwalter-Dollgener Score Card for Area I, General
Institutional and Departmental Practices, 1976

Institution	Rank	*Raw Score	Percent of Attainment	National Percentile Equivalent for Raw Score
F	1	58	72.5	66
D	2	56	70.0	52
B	3	55	68.8	46
Mean Attainment		52.4	65.5	35
E	4	51	63.8	30
G	5	50	62.5	26
C	6	49	61.3	24
A	7	48	60.0	20

*80 points possible for Area I

Table 5

Area Scores of Selected Tennessee Institutions as Measured by
the Bookwalter-Dollgener Score Card for Area II,
Staff Standards, 1976

Institution	Rank	*Raw Score	Percent of Attainment	National Percentile Equivalent for Raw Score
B	1.5	88	73.3	78
D	1.5	88	73.3	78
E	3	80	66.7	58
Mean Attainment		77.6	64.6	50
A	4.5	75	62.5	42
C	4.5	75	62.5	42
F	6	70	58.3	20
G	7	67	55.9	25

*120 points possible for Area II

score of 73.3 percent. Their raw scores of 88 placed Universities B and D at the 78th percentile nationally. University G ranked last with a percent of attainment score of 55.9 percent and its raw score of 67 was at the 25th percentile nationally.

Area scores by percents of attainment for Area III, Curriculum Policies and Practices, are shown in Table 6. The relationship of each selected institution's raw scores to national norms is also shown in this table. The mean percent of attainment of selected Tennessee institutions for Area III was 75.1 percent.

Area III included General Education, Foundation Sciences, General Professional Education, Special Professional Theory, and Special Professional Techniques. University C ranked first among the selected Tennessee institutions with a percent of attainment score of 86.2 percent. Its raw score of 112 placed University C at the 98th percentile nationally. University D ranked last with a percent of attainment score of 66.9 percent and its raw score of 87 was at the 50th percentile nationally.

Area scores by percents of attainment for Area IV, The Teaching Act, are shown in Table 7. The relationship of each selected institution's raw scores to national norms is also shown in this table. The mean percent of attainment of selected Tennessee institutions for Area IV was 67.1 percent.

Table 6

Area Scores of Selected Tennessee Institutions as Measured by
the Bookwalter-Dollgener Score Card for Area III,
Curriculum Policies and Practices, 1976

Institution	Rank	*Raw Score	Percent of Attainment	National Percentile Equivalent for Raw Score
C	1	112	86.2	98
A	2	103	79.2	92
F	3	98	75.4	84
Mean Attainment		97.6	75.1	83
B	4	97	74.6	82
E	5	95	73.1	76
G	6	91	70.0	62
D	7	87	66.9	50

*130 points possible for Area III

Table 7

Area Scores of Selected Tennessee Institutions as Measured by
the Bookwalter-Dollgener Score Card for Area IV,
The Teaching Act, 1976

Institution	Rank	*Raw Score	Percent of Attainment	National Percentile Equivalent for Raw Score
A	1.5	65	72.2	30
C	1.5	65	72.2	30
F	3	63	70.0	26
B	4	62	68.9	24
Mean Attainment		60.4	67.1	21
E	5	58	64.4	16
G	6	56	62.2	12
D	7	54	60.0	10

*90 points possible for Area IV

Area IV included Personality of the Instructors, Planning, Teaching Techniques, and Evaluation. University A ranked first among the selected Tennessee institutions with a percent of attainment score of 72.2 percent. Its raw score of 65 placed University A at the 30th percentile nationally. University D ranked last with a percent of attainment score of 60 percent and its raw score of 54 was at the 10th percentile nationally.

Area scores by percents of attainment for Area V, Service Program and Extended Curriculum, are shown in Table 8. The relationship of each selected institution's raw scores to national norms is also shown in this table. The mean percent of attainment of selected Tennessee institutions for Area V was 75.4 percent.

Area V included Service Program, Intramural Program, Intercollegiate Athletics, and Recreational Activities. University B ranked first among the selected Tennessee institutions with a percent of attainment score of 83.3 percent. Its raw score of 75 placed University B at the 94th percentile nationally. University G ranked last with a percent of attainment score of 67.8 percent and its raw score of 61 was at the 46th percentile nationally.

Area scores by percents of attainment for Area VI, Student Services, are shown in Table 9. The relationship of each selected institution's raw scores to national norms is also shown in this table. The mean percent of attainment

Table 8

Area Scores of Selected Tennessee Institutions as Measured by
the Bookwalter-Dollgener Score Card for Area V,
Service Programs and Extended
Curriculum, 1976

Institution	Rank	*Raw Score	Percent of Attainment	National Percentile Equivalent for Raw Score
B	1	75	83.3	94
A	2	72	80.0	88
D	3	69	76.7	78
Mean Attainment		67.9	75.4	74
E	4	67	74.4	70
C	5	66	73.3	66
F	6	65	72.2	60
G	7	61	67.8	46

*90 points possible for Area V

Table 9

Area Scores of Selected Tennessee Institutions as Measured by
the Bookwalter-Dollgener Score Card for Area VI,
Student Services, 1976

Institution	Rank	*Raw Score	Percent of Attainment	National Percentile Equivalent for Raw Score
B	1	74	61.7	46
G	2	66	55.0	24
C	3	64	53.3	20
Mean Attainment		63.9	53.2	20
D	4	63	52.5	18
A	5	62	51.7	16
E	6	60	50.0	14
F	7	58	48.3	11

*120 points possible for Area VI

of selected Tennessee institutions for Area VI was 53.2 percent.

Area VI included Recruitment, Selection, Guidance and Counseling, Health Services, Housing for Students, Placement, and Follow-up and In-service Education. University B ranked first among the selected Tennessee institutions with a percent of attainment score of 61.7 percent. Its raw score of 74 placed University B at the 46th percentile nationally. University F ranked last with a percent of attainment score of 48.3 percent and its raw score of 58 was at the 11th percentile nationally.

Area scores by percents of attainment for Area VII, Library-Audio-Visual, are shown in Table 10. The relationship of each selected institution's raw scores to national norms is also shown in this table. The mean percent of attainment of selected Tennessee institutions for Area VII was 80.3 percent.

Area VII included General Features, Library Services, and Books and Pamphlets; Audio-Visual Aids included General Features, Instructional Materials, and Equipment and Facilities.

University D ranked first among the selected Tennessee institutions with a percent of attainment score of 86.7 percent. Its raw score of 78 placed University D at the 82nd percentile nationally. University C ranked last

Table 10

Area Scores of Selected Tennessee Institutions as Measured by
the Bookwalter-Dollgener Score Card for Area VII,
Library and Audio-Visual Aids, 1976

Institution	Rank	*Raw Score	Percent of Attainment	National Percentile Equivalent for Raw Score
D	1	78	86.7	82
B	2	77	85.6	78
G	3	75	83.3	72
E	4	74	82.2	66
A	5	73	81.1	62
Mean Attainment		72.3	80.3	59
F	6	71	78.9	54
C	7	58	64.4	16

*90 points possible for Area VII

last with a percent of attainment score of 64.4 percent and its raw score of 58 was at the 16th percentile nationally.

Area scores by percents of attainment for Area VIII, Supplies and Equipment, are shown in Table 11. The relationship of each selected institution's raw scores to national norms is also shown in this table. The mean percent of attainment of selected Tennessee institutions for Area VIII was 75.5 percent.

Area VIII included General Practice, Supplies, and Equipment. University D ranked first among the selected Tennessee institutions with a percent of attainment score of 88.8 percent. Its raw score of 71 placed University D at the 88th percentile nationally. University E ranked last with a percent of attainment score of 65 percent and its raw score of 52 was at the 36th percentile nationally.

Area scores by percents of attainment for Area IX, Indoor Facilities, are shown in Table 12. The relationship of each selected institution's raw scores to national norms is also shown in this table. The mean percent of attainment of selected Tennessee institutions for Area IX was 65.5 percent.

Area IX included General Features, Administrative and Instructional-Recreational, and Service. University C ranked first among the selected Tennessee institutions with a percent of attainment score of 91.8 percent. Its raw score of 101 placed University G at the 99th percentile

Table 11

Area Scores of Selected Tennessee Institutions as Measured by
the Bookwalter-Dollgener Score Card for Area VIII,
Supplies and Equipment, 1976

Institution	Rank	*Raw Score	Percent of Attainment	National Percentile Equivalent for Raw Score
D	1	71	88.8	88
B	2	69	86.3	84
A	3	62	77.5	62
Mean Attainment		60.4	75.5	56
G	4	58	72.5	50
F	5	56	70.0	46
C	6	55	68.8	44
E	7	52	65.0	36

*80 points possible for Area VIII

Table 12

Area Scores of Selected Tennessee Institutions as Measured by
the Bookwalter-Dollgener Score Card for Area IX,
Indoor Facilities, 1976

Institution	Rank	*Raw Score	Percent of Attainment	National Percentile Equivalent for Raw Score
G	1	101	91.8	99
E	2	85	77.3	90
D	3	80	72.7	84
Mean Attainment		72	65.5	74
B	4	69	62.7	67
A	5	59	53.6	50
F	6	56	50.9	42
C	7	54	49.1	38

*110 points possible for Area IX

nationally. University C ranked last with a percent of attainment score of 49.1 percent and its raw score of 54 was at the 38th percentile nationally.

Area scores by percents of attainment for Area X, Outdoor Facilities, are shown in Table 13. The relationship of each selected institution's raw scores to national norms is also shown in this table. The mean percent of attainment of selected Tennessee institutions for Area X was 65.4 percent.

Area X included General Features, Facilities for Service and Professional Technique Courses, Intramural Facilities, and Intercollegiate Athletic Facilities. University D ranked first among the selected Tennessee institutions with a percent of attainment score of 76.7 percent. Its raw score of 69 placed University D at the 84th percentile nationally. University A ranked last with a percent of attainment score of 52.2.

Table 13

Area Scores of Selected Tennessee Institutions as Measured by
the Bookwalter-Dollgener Score Card for Area X,
Outdoor Facilities, 1976

Institution	Rank	*Raw Score	Percent of Attainment	National Percentile Equivalent for Raw Score
D	1	69	76.7	84
G	2	67	74.4	80
E	3.5	62	68.9	66
C	3.5	62	68.9	66
Mean Attainment		58.9	65.4	60
B	5	57	63.3	54
F	6	48	53.3	30
A	7	47	52.2	26

*90 points possible for Area X

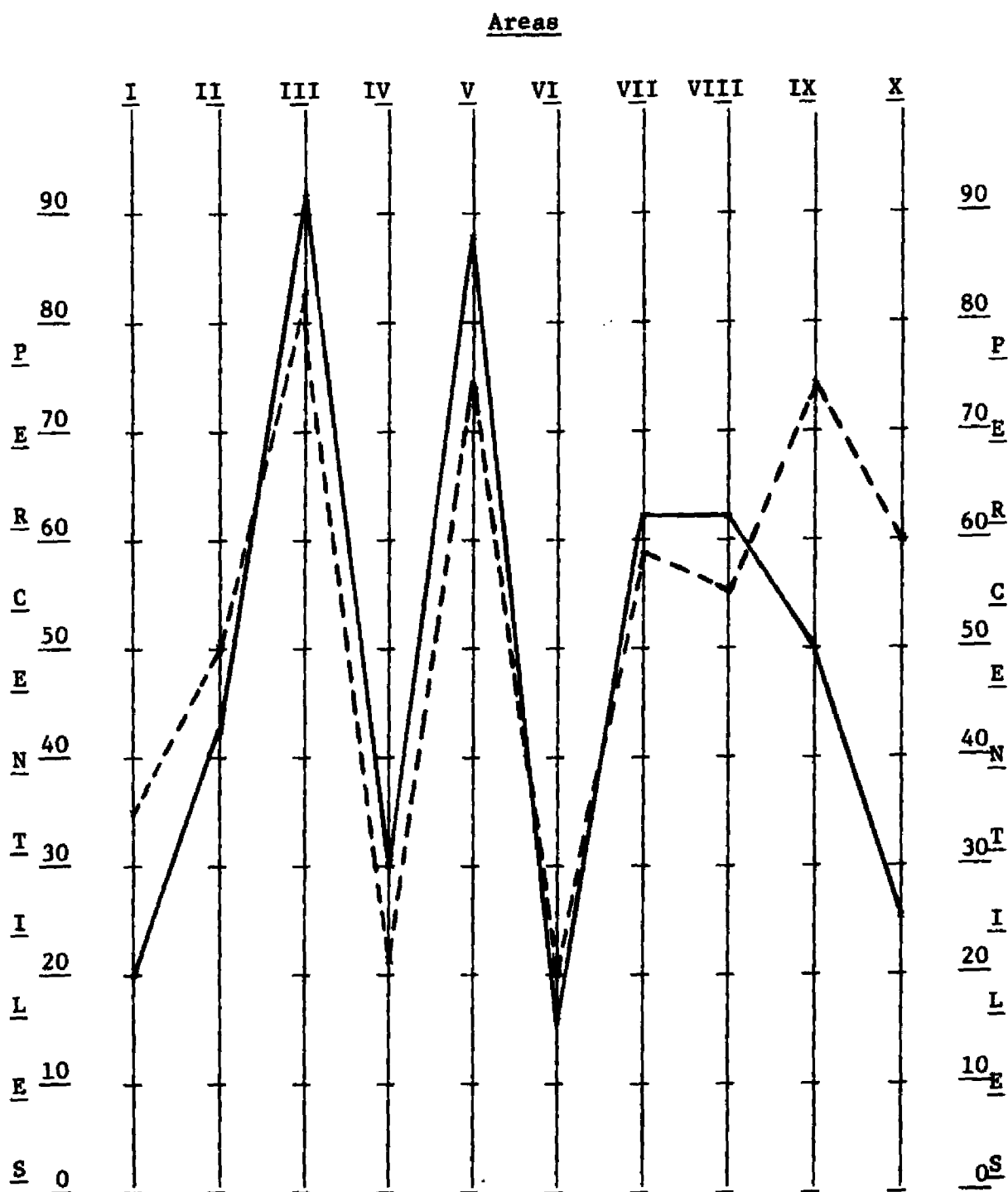


Figure 1. Profile for Institution A showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education. (Dotted line is a profile of average area scores for the seven institutions in the sample; the straight line is a profile of area scores for this particular institution.)

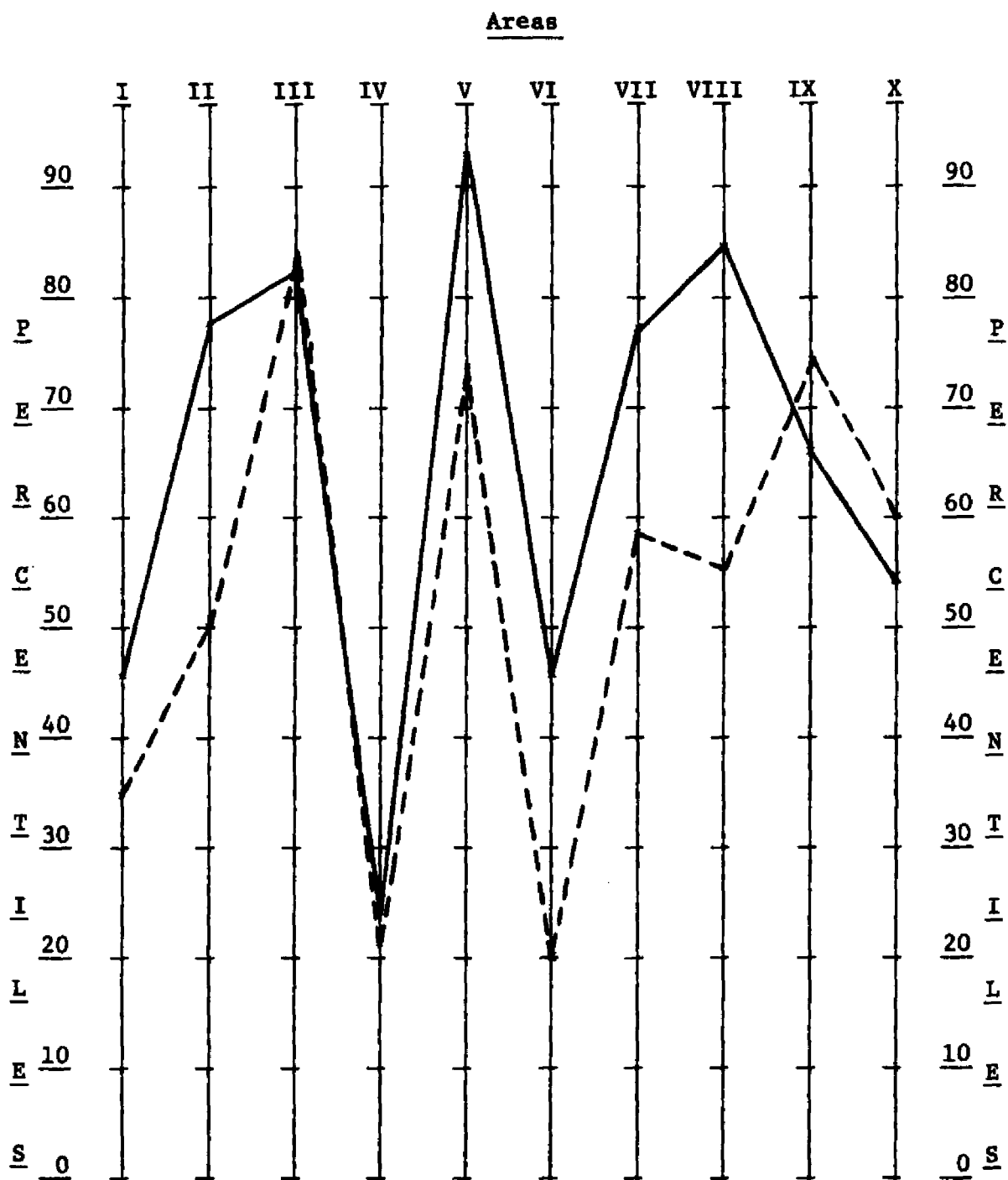


Figure 2. Profile for Institution B showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education. (Dotted line is a profile of average area scores for the seven institutions in the sample; the straight line is a profile of area scores for this particular institution.)

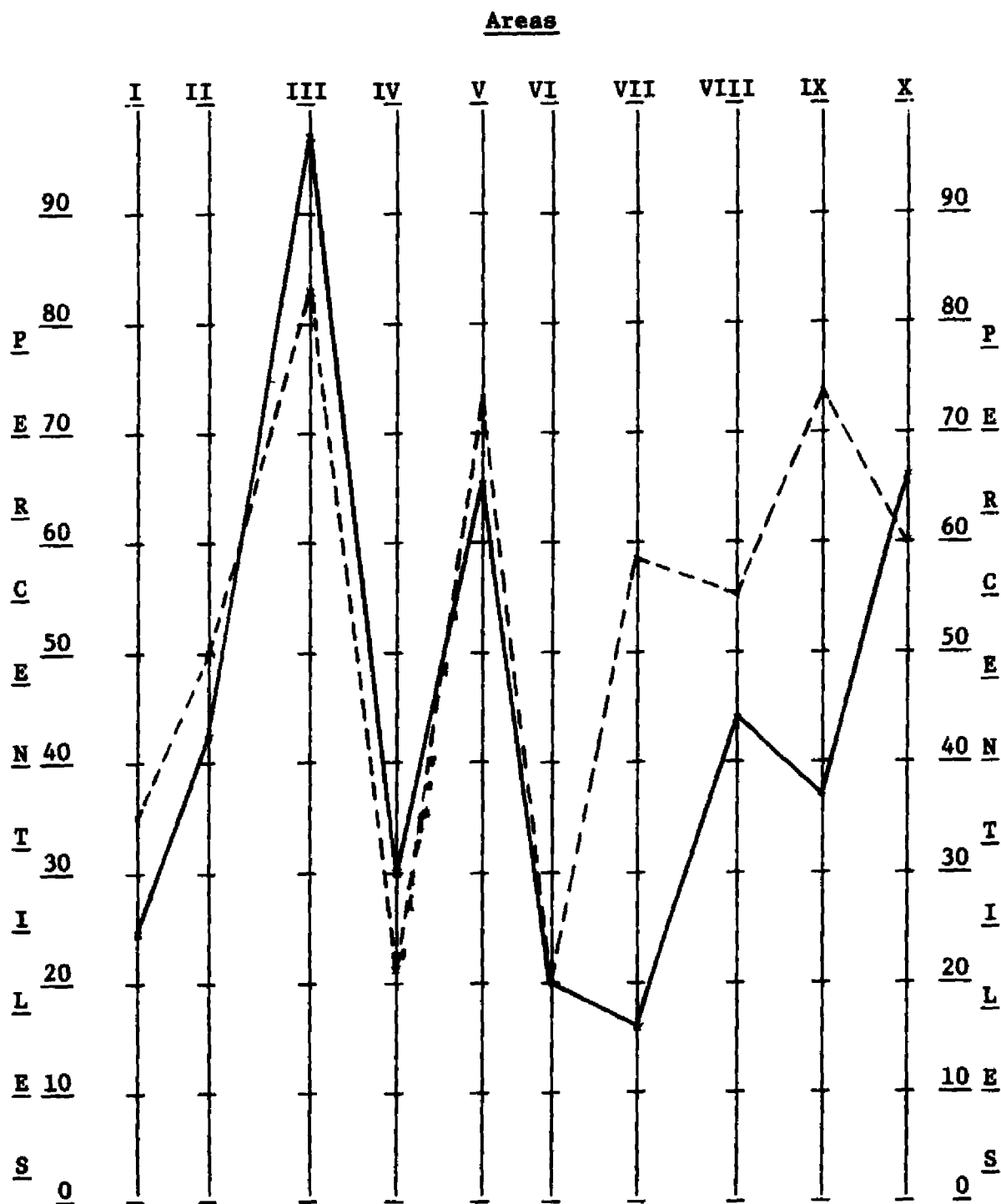


Figure 3. Profile for Institution C showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education. (Dotted line is a profile of average area scores for the seven institutions in the sample; the straight line is a profile of area scores for this particular institution.)

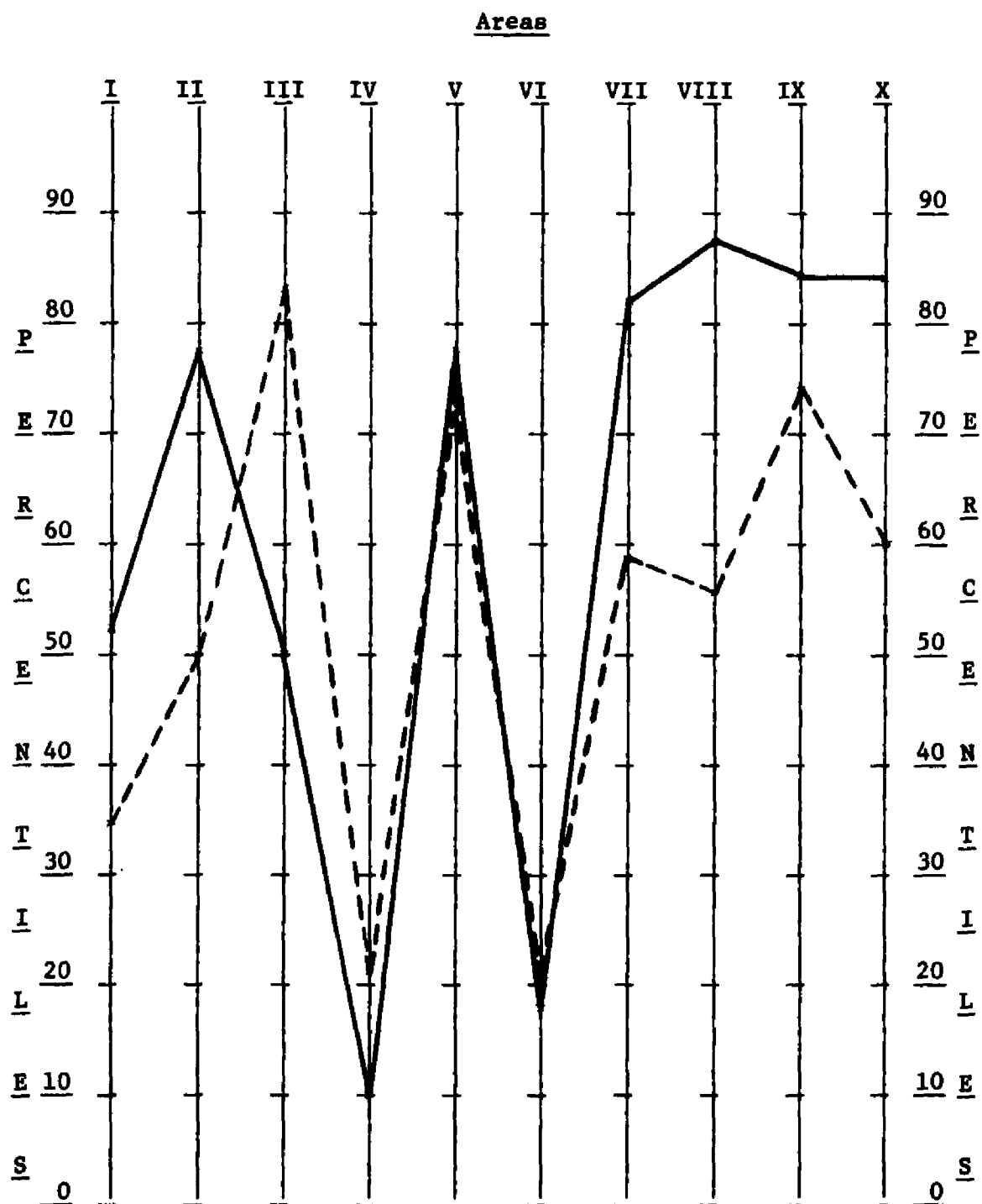


Figure 4. Profile for Institution D showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education. (Dotted line is a profile of average area scores for the seven institutions in the sample; the straight line is a profile of area scores for this particular institution.)

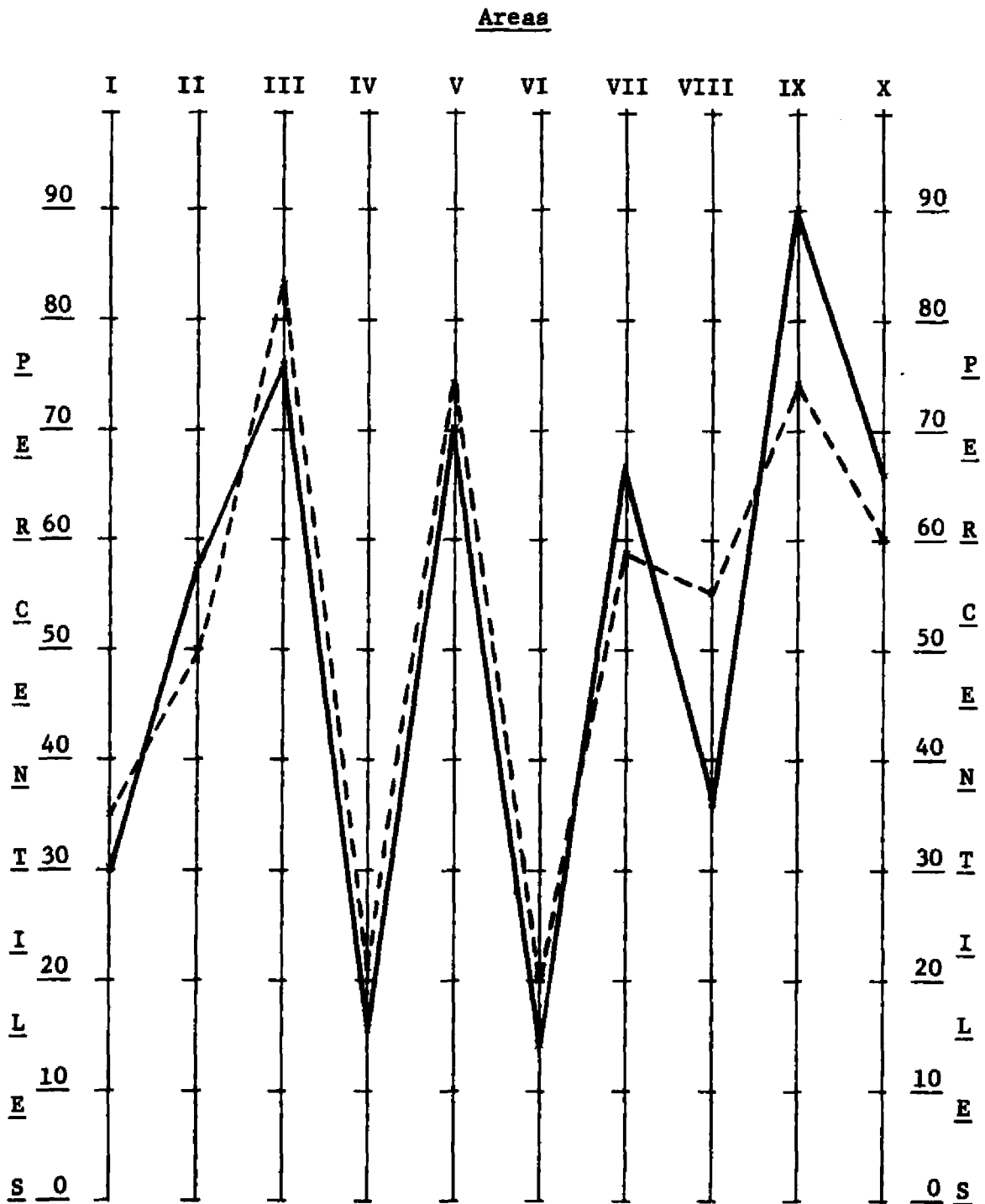


Figure 5. Profile for Institution E showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education. (Dotted line is a profile of average area scores for the seven institutions in the sample; the straight line is a profile of area scores for this particular institution.)

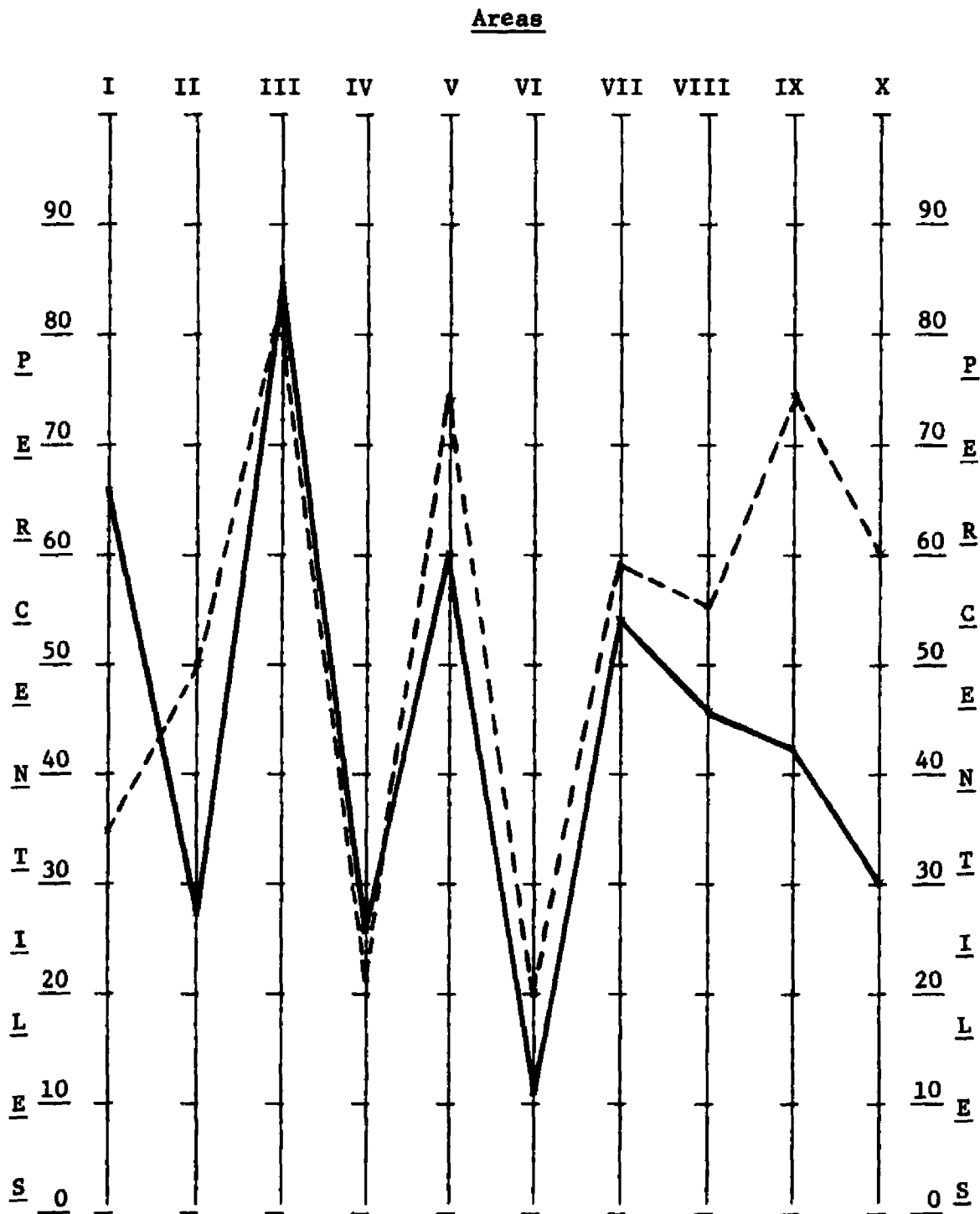


Figure 6. Profile for Institution F showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education. (Dotted line is a profile of average area scores for the seven institutions in the sample; the straight line is a profile of area scores for this particular institution.)

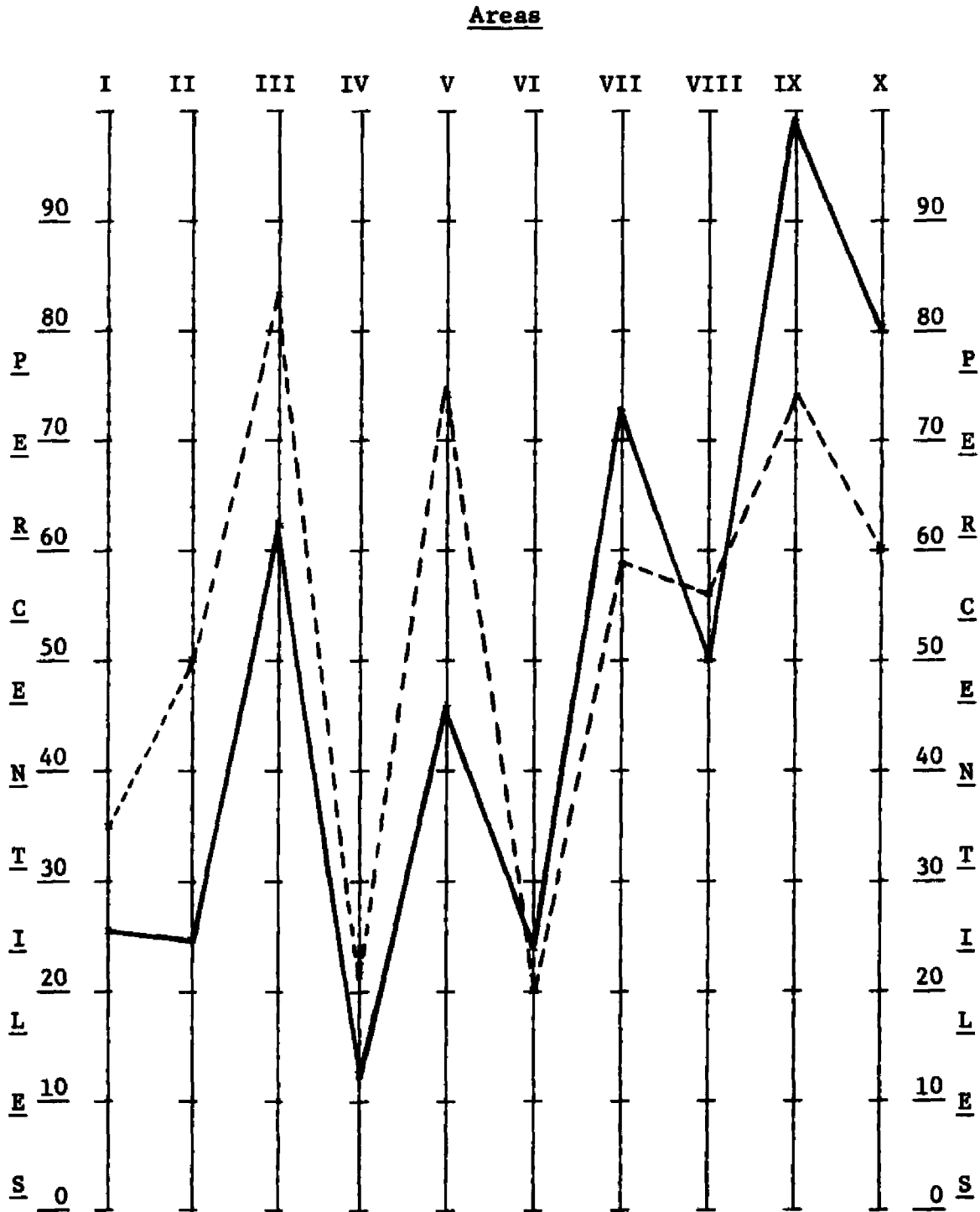


Figure 7. Profile for Institution G showing the Percentile Rank for Area Scores Recorded in an Application of the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Programs in Physical Education. (Dotted line is a profile of average area scores for the seven institutions in the sample; the straight line is a profile of area scores for this particular institution.)

SUMMARY

The mean total score for the seven selected institutions was 683.3 from a possible 1,000 points. The mean percent of attainment for the total institutional scores was 68.3 percent, which was 1.5 percent above the national mean.

Area III, Curriculum Policies and Practices, had the highest national percentile equivalent for the seven selected institutions. The area with the lowest national percentile equivalent was Area VI, Student Services. Area VII, Library-Audio-Visual, ranked first in percent of attainment and Area VI, Student Services, had the lowest percent of attainment.

Sub-area IB, Professional Affiliations and Accreditation, ranked first in percent of attainment. The sub-area with the lowest percent of attainment was Sub-area IC, Admission Policies. An average of thirty-four of the sub-areas of the score card per institution had percents of attainment of 50.0 or above. An average six score card sub-areas per institution had a percent of attainment below 50.0 percent.

Recommendations for program improvement for each institution were made on the basis of the score card sub-areas which had a percent of attainment below 50.0 percent.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to evaluate the status of the undergraduate professional preparation in seven selected coeducational institutions in Tennessee. The Bookwalter-Dollgener Score Card (4th ed., 1976) was chosen as the evaluative instrument.

Permission was obtained from Dr. Karl Bookwalter and Dr. Robert Dollgener to use their score card in this study. Approval of campus visits was obtained from the department heads of the seven selected institutions. These were obtained through three personal contacts and four telephone contacts. The fundamental step in this study was the application of the score card to each institution. This was accomplished through personal interviews with the department chairmen and through actual observation by the researcher.

The item scores in the evaluative instrument were added to obtain the sub-area scores, the sub-area scores were added to obtain the area scores, and then the area scores were added to obtain each total institutional score.

The raw total scores and raw area scores were changed to national percentile equivalents. The area national percentile equivalents were placed in rank order to reveal their relationship to the national mean.

Percents of attainment were computed for sub-areas, areas, and the total institutional scores. Areas and sub-areas were ranked based on percents of attainment. Area scores were compared to national percents of attainment. A sub-area analysis, using percents of attainment, was made to determine the need for program improvements for each institution.

The total score mean of 683.3 for the selected Tennessee institutions was compared with the total score mean of 668.0 for institutions included in the national study by Bookwalter. This comparison showed the selected Tennessee institutions to have scored an average of 15.3 points higher on the basis of total scores than the institutions in the national study.

CONCLUSIONS

The following conclusions are made based on the findings of this study:

1. The total score mean for the selected Tennessee institutions was slightly higher than the raw total score national mean.

2. The percent of attainment for the total score mean for the selected Tennessee institutions was slightly higher than the national mean percent of attainment.

3. Area III, Curriculum Policies and Practices, had the highest national percentile equivalent for the seven selected institutions.

4. Area VI, Student Services, had the lowest national percentile equivalent.

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

6. Area VI, Student Services, had the lowest percent of attainment.

7. Five of the seven selected institutions had a percent of attainment of 50.0 percent or higher in each of the ten score card areas.

8. Sub-area IB, Professional Affiliations and Accreditation, ranked first in percent of attainment for the seven institutions.

9. Sub-area IC, Admission Policies, ranked last in percent of attainment for the seven institutions.

10. An average of thirty-four of the forty score card sub-areas of each institution had percents of attainment of 50.0 or higher.

11. An average of six of the forty score card sub-areas fell below 50.0 percent of attainment.

12. For the seven institutions, fourteen of the forty score card sub-areas, an average of two for each institution, had 100.0 percent of attainment.

RECOMMENDATIONS FOR PROGRAM IMPROVEMENTS

The following recommendations for program improvements were made on the basis of standards established in the Bookwalter-Dollgener Score Card (4th ed., 1976). Recommendations are made only for score card sub-areas which had a percent of attainment below 50.0 percent.

Recommendations for Institution A

Institution A scored a total of 666 points from a possible 1,000 points. The institution ranked fifth of the seven institutions evaluated.

Area I, General Institutional and Departmental Practices, Sub-area C, Admissions. The institution received 22.7 percent of attainment in this sub-area.

1. The institution should provide forms for the physician to complete after the student has had his health examination. This will result in more uniform procedure. Students should be examined by the school physician.

2. The use of the student's intelligence quotient or class standing should be considered for admission.

3. Consideration should be given to requiring students to pass an oral and/or written English examination for admission.

Area III, Curriculum Policies and Practices,

Sub-area A, General Education. The institution scored 39.9 percent of attainment in this sub-area.

1. Consideration should be given to strengthening the general education requirements. This includes non-professional liberal arts courses and courses in the humanities.

2. Additional course work in written and oral communication should be required.

3. Adequate hours for an outside minor should be provided in the general education requirements.

Area VI, Student Services, Sub-area B, Health

Services. The institution scored 33.3 percent of attainment in this sub-area.

1. The health center should be expanded in order to provide more adequate service.

2. More complete, up-to-date health records should be kept of each student throughout his college life.

3. A full-time physician should be provided for every 500 to 1,000 students enrolled.

4. Additional infirmary beds should be purchased so there are at least six or more beds for every 1,000 students.

5. Consideration should be given to employing one full-time nurse along with adequate attendants for every 500 students enrolled.

6. A remedial testing program for blood, hearing, and vision should be made available for students.

Area VI, Student Services, Sub-area C, Housing for Students. The institution scored 35.7 percent of attainment in this sub-area.

1. For off-campus housing standards of lighting, heating, ventilation, safety, toilets, bathing, and number to room should be published and enforced.

2. The institution should provide for annual inspections and approvals of off-campus housing.

3. The institution should provide separate housing for married students with flexible rent costs according to the students' needs.

Area IX, Indoor Facilities, Sub-area B, Administrative. The institution scored 47.8 percent of attainment in this sub-area.

1. Secreterial space and duplicating facilities should be more conveniently located in order to service the department more efficiently.

2. The equipment drying room should be located adjacent to the dressing rooms.

Area IX, Indoor Facilities, Sub-area C,

Instructional-Recreational. The institution scored 42.9 percent of attainment in this sub-area.

1. More adequately lighted and heated gymnasias and teaching stations are needed for intramurals and athletics.

2. An adapted-remedial physical education room is needed for those students with physical handicaps. This room should be on the ground floor and accessible to locker, shower, and pool.

3. An additional instructional-recreational swimming pool is needed and should be located close to showers.

Area X, Outdoor Facilities, Sub-area B, Facilities for Service and Professional Technique Courses. The institution scored 44.4 percent of attainment in this sub-area.

1. Archery and riflery ranges are hazardous areas which should be banked as well as fenced for safety and control.

2. Men's and women's departments each should have freedom in administering class schedules and be equally provided with areas.

3. Organizations, such as band and military, should have more adequate outdoor areas so as not to interfere with physical education class needs.

Area X, Outdoor Facilities, Sub-area D,
Intercollegiate Athletic Facilities. This institution scored 45.5 percent of attainment in this sub-area.

1. A standard quarter-mile track should be provided with proper fencing, drainage, and maintenance. At least six lanes should be provided with a 220 straightaway.

2. The stadium should have broadcasting facilities and adequate locker, shower, storage, and toilet facilities for both teams.

Recommendations for
Institution B

Institution B scored a total of 723 points from a possible 1,000 points. The institution ranked first of the seven institutions evaluated.

Area I, General Institutional and Departmental
Practices, Sub-area C, Admissions. The institution scored 40.9 percent of attainment in this sub-area.

1. The institution should consider use of the student's intelligence quotient or class standing for admission purposes.

2. Consideration should be given to requiring students to pass an oral and/or written English examination.

Area II, Staff Standards, Sub-area D, Teaching Load.
The institution scored 46.2 percent of attainment in this sub-area.

1. Student teaching supervisors should have more equitable student and duty assignments. There should be no more than five student teachers per supervisor.

Area III, Curriculum Policies and Practices, Sub-area A, General Education. The institution scored 42.9 percent of attainment in this sub-area.

1. Consideration should be given to strengthening the general education requirements. This includes non-professional liberal arts courses and courses in the humanities.

2. Adequate hours for an outside minor should be provided in the general education requirements.

Area VI, Student Services, Sub-area E, Follow-up and In-service Education. The institution scored 46.7 percent of attainment in this sub-area.

1. Advisory services should be provided for both beginning teachers and high school students who may be interested. They should be actively encouraged to utilize these services.

2. Along with personal visits, advisory services should use the procedures of observations, conferences, rating scales, and correspondence.

3. One or more faculty members should devote a major portion of their time to follow-up.

4. Experimenting with new methods of teaching should be encouraged and guided during faculty visitation. Supervisory aid in methods should also be provided.

Area X, Outdoor Facilities, Sub-area C, Intramural Facilities. The institution scored 38.9 percent of attainment in this sub-area.

1. Popular major sport areas should be adequately lighted for late afternoon activity, and seating should be provided.

2. Golf facilities should be available at a nominal fee for intramurals for men and women.

Recommendations for
Institution C

Institution C scored a total of 660 points from a possible 1,000 points. The institution ranked sixth of the seven institutions evaluated.

Area I, General Institutional and Departmental Practices, Sub-area C, Admissions. The institution received 31.8 percent of attainment in this sub-area.

1. The use of the student's intelligence quotient or class standing should be considered for admission.

2. Consideration should be given to requiring students to pass an oral and/or written English examination for admission.

Area I, General Institutional and Departmental Practices, Sub-area D, General Departmental Practices. The

institution received 45.5 percent of attainment in this sub-area.

1. The unqualified should be eliminated from the professional physical education curriculum by entrance examinations, plus general health and faculty rating.

2. A departmental committee should be appointed with the task of giving continuous consideration to curriculum needs.

Area VI, Student Services, Sub-area B, Health Services. The institution received 33.3 percent of attainment in this sub-area.

1. The institution should have a working agreement with the local hospital to handle emergencies for treatment as well as hospitalization.

2. The center should maintain regular office and visiting hours and emergency service, plus after-hours emergency service.

3. Consideration should be given to employing a full-time physician for every 500 to 1,000 students enrolled.

4. Additional infirmary beds should be purchased so there are at least six or more beds for every 1,000 students.

5. A remedial testing program such as blood, hearing, or vision should be available for students.

Area IX, Indoor Facilities, Sub-area C,

Instructional-Recreational. The institution received 35.7 percent of attainment from this sub-area.

1. Additional teaching stations should be provided for intramural activities and athletics.

2. Additional official handball and squash courts are needed. One court should be available for every 200 students.

3. One special activity or combative room should be available in 40' x 65' x 16' minimum size.

4. An adapted-remedial physical education room is needed for those students with physical handicaps. This room should be on the ground floor and accessible to locker, shower, and pool.

5. An additional instructional-recreational swimming pool is needed and should be located close to showers.

Recommendations for
Institution D

Institution D scored a total of 715 points from a possible 1,000 points. The institution ranked second of the seven institutions evaluated.

Area I, General Institutional and Departmental Practices, Sub-area C, Admissions. The institution scored 31.8 percent of attainment in this sub-area.

1. The institution should provide forms for the physician to complete after the student has had his health examination. This will result in more uniform procedure. The examination should be performed by a school physician.

2. Use of the student's intelligence quotient or class standing should be considered for admission.

3. Consideration should be given to requiring students to pass an oral and/or written English examination for admission.

Area III, Curriculum Policies and Practices,

Sub-area A, General Education. The institution scored 17.9 percent of attainment in this sub-area.

1. Consideration should be given to strengthening the general education requirements. This would include more hours devoted to professional liberal arts courses and humanities courses.

2. Additional course work in written and oral communication should be required.

3. Additional courses in the social sciences and the humanities should be required.

4. The physical science and mathematics requirements should be strengthened.

5. Adequate hours for an outside minor should be provided in the general education requirements.

Area VI, Student Services, Sub-area B, Health Services. The institution scored 33.3 percent of attainment in this sub-area.

1. The health center should be expanded in order to provide more adequate service.
2. Consideration should be given to employing a full-time physician for every 500 to 1,000 students enrolled.
3. Additional infirmary beds should be purchased so there are at least six or more infirmary beds for every 1,000 students.
4. The institution should consider employing a part- or full-time dietitian so an appropriate diet can be prepared for student patients.
5. One full-time nurse along with adequate attendants should be employed for every 500 students enrolled.
6. A remedial testing program for blood, hearing, and vision should be made available for students.

Area VI, Student Services, Sub-area E, Follow-up and In-service Education. The institution scored 43.3 percent of attainment in this sub-area.

1. Advisory services should be provided for both beginning teachers and high school students who may be interested. They should be actively encouraged to use these services.

2. Advisory services should use not only personal visits but also observations, conferences, rating scales, and correspondence.

3. The institution should employ one or more faculty members to devote a major portion of their time to follow-up.

4. In-service education is a teacher counseling service which is requested and should be conducted by a specialist in the area.

5. The in-service education findings should be entered on the graduate cumulative records.

Recommendations for Institution E

Institution E scored a total of 684 points from a possible 1,000 points. The institution ranked fourth of the seven institutions evaluated.

Area I, General Institutional and Departmental Practices, Sub-area C, Admissions. The institution scored 31.8 percent of attainment in this sub-area.

1. Use of the student's intelligence quotient or class standing should be considered for admission.

2. Consideration should be given to requiring students to pass an oral and/or written English examination for admission.

Area III, Curriculum Policies and Practices,

Sub-area A, General Education. The institution scored 39.3 percent of attainment in this sub-area.

1. Consideration should be given to strengthening the general education requirements. This would include more hours devoted to professional liberal arts courses and humanities courses.

2. Additional courses in the social sciences and the humanities should be required. The physical science and mathematics requirements should also be strengthened.

3. Adequate hours should be provided for an outside minor in the general education requirements.

Area VI, Student Services, Sub-area A, Recruitment, Selection, Guidance and Counseling. The institution scored 45.0 percent of attainment in this sub-area.

1. Provision should be made for visitations on the campus by interested students as a method of recruitment.

2. Additional student major clubs should be encouraged which would orient and professionalize the student.

3. Provision should be made for personal counseling through both divisional or departmental counselors and professional counseling services.

4. Students should hold at least three conferences with their advisors each semester so the student may have as

little difficulty as possible with his scheduling of courses.

5. There should be more participation of the students with the staff in the diagnostic interpretation of standardized tests and class evaluations.

Area VI, Student Services, Sub-area B, Health Services. The institution scored 38.9 percent of attainment in this sub-area.

1. The institution should have a working agreement with the local hospital to handle emergencies for treatment and for hospitalization.

2. Consideration should be given to employing a full-time physician for every 500 to 1,000 students enrolled.

3. Additional infirmary beds should be purchased so there are at least six or more infirmary beds for every 1,000 students.

4. One full-time nurse along with adequate attendants should be employed for every 500 students enrolled.

5. A remedial testing program such as blood, hearing, or vision should be available for students.

6. A general comprehensive insurance plan should be provided which offers protection to all students and staff, including athletes.

Area VI, Student Services, Sub-area E, Follow-up and In-service Education. The institution scored 40.0 percent of attainment in this sub-area.

1. Advisory services should use not only personal visits but also observations, conferences, rating scales, and correspondence.

2. The institution should employ one or more faculty members to devote a major portion of their time to follow-up.

3. Experimenting with new methods of teaching should be encouraged and guided during faculty visitation. There should be supervisory cooperation and aid in methods.

Recommendations for
Institution F

Institution F scored a total of 643 points from a possible 1,000 points. The institution ranked seventh of the seven institutions evaluated.

Area I, General Institutional and Departmental Practices, Sub-area C, Admissions. The institution scored 31.8 percent of attainment in this sub-area.

1. Use of the student's intelligence quotient or class standing should be considered for admission.

2. Consideration should be given to requiring students to pass an oral and/or written English examination for admission.

Area II, Staff Standards, Sub-area D, Teaching Load.

The institution scored 46.2 percent of attainment in this sub-area.

1. Administrative, academic advising, personal counseling, research, assigned non-instructional, and committee duties should be considered in determining teaching load.

2. The teacher load for each instructor should be lowered in order to permit adequate preparation and teaching.

3. Student teaching supervisors should be responsible for no more than five student teachers per semester or quarter.

Area III, Curriculum Policies and Practices,

Sub-area A, General Education. The institution scored 42.9 percent of attainment in this sub-area.

1. Additional course work in written and oral communication should be required.

2. Additional courses in the social sciences and the humanities should be required. The physical science and mathematics requirements should also be strengthened.

Area VI, Student Services, Sub-area B, Health

Services. The institution scored 27.8 percent of attainment in this sub-area.

1. More complete up-to-date health records should be kept of each student throughout his college life.

2. The institution should have a working agreement with the local hospital to not only handle emergency treatment but also provide for hospitalization.

3. Consideration should be given to employing a full-time physician for every 500 to 1,000 students enrolled.

4. Additional infirmary beds should be purchased so there are at least six or more infirmary beds for every 1,000 students.

5. The institution should consider employing a part- or full-time dietitian so an appropriate diet can be prepared for student patients.

6. One full-time nurse along with adequate attendants should be employed for every 500 students enrolled.

7. A remedial testing program for blood, hearing, and vision should be made available for students.

Area VI, Student Services, Sub-area C, Housing for Students. The institution scored 35.7 percent of attainment in this sub-area.

1. The institution should provide separate housing for married students with flexible rent costs according to the students' needs.

2. Cost of all housing should be moderate, but offer a range to suit individual needs.

Area VI, Student Services, Sub-area E, Follow-up and In-service Education. The institution scored 46.7 percent of attainment in this sub-area.

1. Advisory services should use not only the procedure of personal visits but also observations, conferences, rating scales, and correspondence.

2. The institution should employ one or more faculty members to devote a major portion of their time to follow-up.

Area IX, Indoor Facilities, Sub-area C, Instructional-Recreational. The institution scored 42.9 percent of attainment in this sub-area.

1. More adequate teaching stations need to be added for both the men's and women's departments for intramurals and athletics.

2. Additional handball and squash courts are needed. There should be one court for every 200 students.

3. An adapted-remedial physical education room should be conveniently located with respect to service facilities. The room should be accessible to locker, shower, pool, and ground floor.

4. An additional instructional-recreational swimming pool is needed. It should be on the ground floor and properly located with respect to showers.

Area X, Outdoor Facilities, Sub-area B, Facilities for Service and Professional Technique Courses. The institution scored 40.7 percent of attainment in this sub-area.

1. More space should be provided for large area games such as hockey, soccer, softball, touch football, and volleyball.

2. Archery and riflery ranges are hazardous areas which should be banked as well as fenced for safety and control.

3. Men's and women's departments should each have freedom in administering their class schedules and be equally provided with areas.

Recommendations for
Institution G

Institution G scored a total of 692 points from a possible 1,000 points. The institution ranked third of the seven institutions evaluated.

Area I, General Institutional and Departmental Practices, Sub-area C, Admissions. The institution scored 31.8 percent of attainment in this sub-area.

1. The use of the student's intelligence quotient or class standing should be considered for admission.

2. Consideration should be given to requiring students to pass an oral and/or written English examination for admission.

Area II, Staff Standards, Sub-area C, Experience.

The institution scored 40.0 percent of attainment in this sub-area.

1. Methods teachers should be required to have had a minimum of three to five years teaching experience in the public schools in the area of their methods courses.
2. The institution should require a planned program of in-service training for the staff. Extension work and regular department meetings should be encouraged.

Area II, Staff Standards, Sub-area E, Professional Status. The institution scored 36.4 percent of attainment in this sub-area.

1. Staff members should be encouraged to attend, hold office, and otherwise contribute to the meetings and conventions of their organizations.
2. The institution should encourage staff members to participate in community agencies and enterprises.
3. Staff members should be encouraged to participate regularly in publications and research.
4. Within the department, staff members should be given salaries, ranks, and tenures equitable to their training, experience, and service.

Area III, Curriculum Policies and Practices, Sub-area C, General Professional Education. The institution scored 45.5 percent of attainment in this sub-area.

1. Education and psychology courses should be extended to reach nineteen to twenty-three hours for graduation and certification.

2. Student teaching or field work should be increased to allow from seven to nine hours of full-time participation in the school program, and should extend over at least an eight-week period.

Area VI, Student Services, Sub-area B, Health Services. The institution scored 44.4 percent of attainment in this sub-area.

1. More complete, up-to-date health records should be kept of each student throughout his college life.

2. The institution should have a working agreement with a local hospital to not only handle emergency treatment but also provide hospitalization.

3. Consideration should be given to employing one full-time nurse along with adequate attendants for every 500 students enrolled.

4. A remedial testing program such as blood, hearing, or vision should be available for students.

5. The health center should cooperate with service and adapted-restricted program for students by prescription and approval of activities.

RECOMMENDATIONS BY RESEARCHER

Recommendations for Institutions

1. Each institution should appoint a committee for the purpose of evaluating the undergraduate professional programs in health, physical education and recreation. If possible, representatives from each of the selected institutions should form one single advisory committee for the purpose of choosing or adapting a single instrument for evaluating their undergraduate professional preparation programs. Useful norms for programs should be established.

2. The institutions should designate a meeting time for the advisory committee selected to get together and discuss improvements that have been made in their programs and areas that still need consideration. The committee should meet at least three times a year.

3. Steps toward improving professional preparation programs in physical education may be so expansive that several smaller committees would be needed in order to effectively make improvements. For example, one group would be devoted to the job of improving curriculum policies and practices. These smaller committees would funnel their information and suggestions to the main advisory committee.

4. Institutions should consider organizing a group whose function would be to research and provide organized up-to-date material on the most recent changes in the field

of physical education. Education does not stand still, it is an on-going process which professional preparation programs must keep up with if they are to graduate quality teachers.

5. The status of the professional preparation program in each institution should be evaluated periodically in order to determine their strengths and weaknesses and promote continuous improvement. Certain standards should be uniform for all institutions. For example, admissions policies should be consistent from one institution to another. Qualifications of staff members is another aspect which should be consistent.

6. The institutions should determine beforehand the priority aspects to be considered foremost when steps are taken for improvement of their programs.

7. The institutions should compare themselves with each other in regard to their professional preparation programs and be open to suggestions from each other for improvement.

8. Each institution should not only work continuously toward improvement of their own professional physical education program but also toward state-wide and national improvement.

9. Consideration should be given to starting a state-wide project on improvement of physical education preparation programs in teacher-training institutions. An

outstanding specialist in this area may be called in to head the project and organize its follow-through.

10. Institutions should consider the idea of making entrance into their physical education programs more strict. In most institutions a student only needs a 2.25 quality point average in order to do his student teaching. An average of 2.50 would be better. Allowing students to graduate and teach with a low grade average results in an oversupply of teachers for the number of positions available.

11. Institutions should consider extending the four-year undergraduate professional preparation program to five years with more emphasis placed on the student teaching experience.

12. Institutions should consider devoting more time to follow-up on those students who have graduated and are currently teaching. Continuous contact with these former students might result in many helpful suggestions for program needs and changes.

13. The area of physical education is a unique field of study which requires not only high mental capabilities but also good physical qualities. Institutions should consider the prospective student physically as well as mentally. A student in physical education who is preparing to teach should be in good physical condition and have better than average physical skills.

14. Each institution should follow a program of continuous self-evaluation in order to establish and maintain the best possible professional preparation program in physical education.

15. Each institution should provide a copy of the results of this study to all staff members concerned. The staff members should study the evaluative instrument carefully and decide whether it is a suitable measure for periodic evaluation of their institution. If they feel that it is suitable, then they should work together to attempt to carry out the recommendations.

16. A follow-up study using the Bookwalter-Dollgener Score Card should be conducted in five years to show the improvement in the quality of professional preparation programs which might have come about due to the implementation of the recommendations of the first study.

Recommendations for Score Card

1. The score card used in this study should be revised and made more concise. Some items may be combined and some may even be deleted.

2. Area I, General Institutional and Departmental Practices, Sub-area C, Admissions, item one states, "The students must have character references, present a record of graduation from an accredited high school for admission, and

pass entrance examination." The part about entrance examination needs clarification. The type of entrance examination referred to should be stated.

3. Item number three under Area I, General Institutional and Departmental Practices, Sub-area C, Admissions, states, "Students' intelligence quotient must meet a given standard." This item could be omitted from the score card. None of the institutions surveyed observed this standard. Research shows that a student's intelligence quotient score does not necessarily determine his potential.

4. The six items under Area II, Staff Standards, Sub-area D, Teaching, could possibly be condensed into three items. Also, Area IV, The Teaching Act, Sub-area C, Teaching Techniques, lists ten items. These ten items could be condensed into five. A thorough critical analysis might show other areas which could be reworded in order to make the score card more compact.

5. Area II, Indoor Facilities, Sub-area D, Service, item number eight states, "Towel rooms with attendants, in or adjacent to each locker room, provide a clean towel for each student at each class period." Consideration should be given to this item because none of the institutions met this requirement fully.

6. A disadvantage to this type of score card evaluation is that its results rest mainly in the view of the researcher and the department chairman interviewed.

A good example of this is in Area IV, The Teaching Act, Sub-area A, Personality of the Instructors. The items under this sub-area are scored according to the opinion of the department chairman.

7. Some of the standards in the score card are set unusually high such as those under Area VI, Student Services, Sub-area B, Health Services. Item number five states, "A full-time physician is provided for every 500 to 1,000 students." This would mean that a school with an enrollment of 10,000 students should have at least ten full-time physicians. It would cost a considerable amount of money to provide an institution with this many physicians. The same is true with item number eight which states, "One full-time nurse and adequate attendants are employed for every 500 students enrolled. This would mean employing at least twenty full-time nurses for an enrollment of 10,000 students.

8. Area VII, Library and Audio-Visual Aids, Sub-area A, The Library, item one, General Features, sub-item g, states, "The library is approved by some national or regional accrediting agency." This statement should either be reworded or omitted from the score card because there are no accrediting agencies specifically for academic libraries.

9. Under Sub-area four, Periodicals and Annuals, there are 25 periodicals listed which should be found in the library. This list should be reviewed to make sure no

obsolete titles are listed. For example, sub-item 17, Recreation magazine is now titled Parks and Recreation. Sub-item number nine, The Journal of Health-Physical Education-Recreation is now The Journal of Physical Education-Recreation. Also, other magazines may need to be included in the list. Since soccer is becoming a popular sport in various institutions, a magazine on soccer should be added to the list of periodicals.

10. Area IX, Indoor Facilities, Sub-area C, Instructional-Recreational, item number three states, "Adequate number of official handball and squash courts." Squash does not seem to be a popular sport in Tennessee. Therefore, this item may be revised to suit the types of institutions in this state.

11. Consideration should be given to item number seven under Area IX, Indoor Facilities, Sub-area C, Instructional-Recreational which states, "An adapted-remedial physical education room conveniently located with respect to service facilities." The handicapped student should, to every possible extent, be able to use the regular physical education facilities and participate with other students in the physical education classes.

12. This score card was originally developed before the passage of Title IX. A revision of the score card should provide separate areas for women.

13. Area X, Outdoor Facilities, Sub-area B, Facilities for Service and Professional Technique Courses, item number four states, "An 18 hole golf course with chipping and putting greens is available for class instruction." This statement should be revised and clearly show that agreement may be made with local golf courses to use their facilities for class instruction. Very few institutions have their own golf courses.

14. This score card was designed to represent the whole United States in evaluating undergraduate professional programs in physical education. Certain aspects of programs vary from state to state. Therefore, each state may need to revise and adapt some of the contents of the score card to meet their specific situations.

15. Area X, Outdoor Facilities, Sub-area B, Facilities for Service and Professional Technique Courses, item five states, "Men's and women's departments each have freedom in administering their class schedules and are equitably provided with areas." This statement needs revision because none of the institutions surveyed have a separate men's and women's physical education department. In all the selected institutions men and women shared the facilities. It would not be feasible to form a separate department with separate equal facilities. This would not allow for maximum use of existing facilities.

16. A score card designed to evaluate the graduate professional preparation programs would be a very worthwhile endeavor. The instrument should provide a valid and objective means for determining the status of graduate professional programs.

17. A score card should also be designed to evaluate the professional preparation programs in the junior colleges in the state. Those students who begin their professional preparation in a junior college and then transfer to a four-year institution to complete their education need a uniform measure of evaluation for their programs.

18. A complete critical appraisal of the Bookwalter-Dollgener Score Card would be a worthwhile project for an authoritative researcher in order to carefully study those aspects of the instrument which may be revised, simplified and updated.

APPENDIXES

APPENDIX A
RECORDING FORM

RECORDING FORM

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

Institution _____ _____ Address: _____ _____ Professional Physical Education is administered in this institution as follows: _____ _____ Administrator(s) and Title(s) _____ _____ _____ Persons interviewed: _____ _____ _____ _____ _____ Date _____	Institution Enrollment: I - 0 - 999 _____ II - 1000 - 4999 _____ III - 5000 - 9999 _____ IV - 10000 - 19999 _____ V - 20000 - up _____ Type Program: A - Has College of P.E. _____ B - Has University Status _____ C - Teachers College chiefly _____ D - Liberal Arts College _____ Type of Support: 1. Public _____ 2. Private _____ Other Professional Physical Education data: 1. Undergraduate enrollment Men _____, Women _____, Total _____ 2. Graduate Enrollment Men _____, Women _____, Total _____ 3. Accreditation: State Department _____ Regional Agency _____ National Agency _____ 4. Other: _____ _____ _____ _____ Evaluator(s): _____ _____
Total Score _____ 1,000	

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

Recording Form

<p>I.</p> <p>A. General Policies</p> <p>1. 3____</p> <p>2. 3____</p> <p>3. 3____</p> <p>4. 4____ 24____</p> <p>5. 4____</p> <p>6. 4____</p> <p>7. 3____</p> <p>B. Professional</p> <p>1. 5____</p> <p>2. 4____ 12____</p> <p>3. 3____</p> <p>C. Admissions</p> <p>1. 5____</p> <p>2. 6____</p> <p>3. 6____ 22____</p> <p>4. 5____</p> <p>D. Gen. Dept.</p> <p>1. 3____</p> <p>2. 4____</p> <p>3. 5____ 22____</p> <p>4. 5____</p> <p>5. 5____</p> <p>Total 80_____</p>	<p>II.</p> <p>A. Number</p> <p>1. 4____</p> <p>2. 4____</p> <p>3. 7____</p> <p>4. 5____ 30____</p> <p>5. 5____</p> <p>6. 5____</p> <p>B. Qualifications</p> <p>1. 5____</p> <p>2. 5____</p> <p>3. 4____ 22____</p> <p>4. 4____</p> <p>5. 4____</p> <p>C. Experience</p> <p>1. 4____</p> <p>2. 4____</p> <p>3. 4____ 20____</p> <p>4. 4____</p> <p>5. 4____</p> <p>D. Teaching Load</p> <p>1. 4____</p> <p>2. 4____</p> <p>3. 5____ 26____</p> <p>4. 4____</p> <p>5. 4____</p> <p>6. 5____</p> <p>E. Prof. Status</p> <p>1. 3____</p> <p>2. 3____</p> <p>3. 3____</p> <p>4. 4____ 22____</p> <p>5. 3____</p> <p>6. 3____</p> <p>7. 3____</p> <p>Total 120_____</p>	<p>III.</p> <p>A. General Edu.</p> <p>1. 6____</p> <p>2. 4____</p> <p>3. 4____</p> <p>4. 4____ 28____</p> <p>5. 4____</p> <p>6. 6____</p> <p>B. Foundation Sci.</p> <p>1. 6____</p> <p>2. 3____</p> <p>3. 3____ 18____</p> <p>4. 3____</p> <p>5. 3____</p> <p>C. General Prof.</p> <p>1. 6____</p> <p>2. 6____ 22____</p> <p>3. 10____</p> <p>D. Spec. Prof. Theory</p> <p>1. 6____</p> <p>2. 4____ 30____</p> <p>3. 20____</p> <p>E. Spec. Prof. Tech.</p> <p>1. 6____</p> <p>2. 2____</p> <p>3. 6____ 32____</p> <p>4. 6____</p> <p>5. 6____</p> <p>6. 6____</p> <p>Total 130_____</p>
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IV.

A. Personality		
1.	3	
2.	4	
3.	3	
4.	4	20
5.	3	
6.	3	
B. Planning		
1.	5	
2.	3	
3.	3	18
4.	2	
5.	2	
6.	3	
C. Techniques		
1.	4	
2.	3	
3.	4	
4.	2	35
5.	5	
6.	3	
7.	3	
8.	4	
9.	3	
10.	4	
D. Evaluation		
1.	3	
2.	3	
3.	2	
4.	2	17
5.	2	
6.	3	
7.	2	
Total 90		

V.

A. Serv. Prog.		
1.	2	
2.	2	
3.	3	
4.	3	
5.	3	
6.	2	
7.	2	30
8.	3	
9.	2	
10.	2	
11.	2	
12.	2	
13.	2	
B. Intramural Prog.		
1.	2	
2.	3	
3.	2	
4.	3	
5.	2	
6.	3	26
7.	2	
8.	3	
9.	2	
10.	2	
11.	2	
C. Intercollegiate Ath.		
1.	3	
2.	3	
3.	2	
4.	2	20
5.	2	
6.	2	
7.	3	
8.	3	
D. Rec. Activities		
1.	3	
2.	2	
3.	2	
4.	3	14
5.	2	
6.	2	
Total 90		

VI.

A. Recruitment		
1.	3	
2.	3	
3.	3	
4.	3	20
5.	3	
6.	3	
7.	2	
B. Health Services		
1.	6	
2.	3	
3.	3	
4.	2	
5.	4	36
6.	4	
7.	2	
8.	3	
9.	3	
10.	2	
11.	4	
C. Housing		
1.	3	
2.	2	
3.	3	14
4.	3	
5.	3	
D. Placement		
1.	3	
2.	3	
3.	3	
4.	2	
5.	2	20
6.	2	
7.	3	
8.	2	
E. Follow-up		
1.	3	
2.	3	
3.	2	
4.	3	
5.	3	30
6.	5	
7.	2	
8.	3	
9.	4	
10.	2	
Total 120		

VII.

- A. Library
1. General Features
 - a. 1
 - b. 3
 - c. 2
 - d. 3 15
 - e. 1
 - f. 2
 - g. 2
 - h. 1
 2. Library Services
 - a. 2
 - b. 2
 - c. 2 8
 - d. 2
 3. Books-Pamphlets
 - a. 3
 - b. 2
 - c. 2 17
 - d. 2
 - e. 8
 4. Periodicals
 - a. 2
 - b. 12 14
- B. Audio-Visual Aids
1. General Features
 - a. 2
 - b. 2
 - c. 2 10
 - d. 2
 - e. 2
 2. Instructional
 - a. 2
 - b. 2
 - c. 2 10
 - d. 2
 - e. 2
 3. Equipment, etc.
 - a. 3
 - b. 2
 - c. 3
 - d. 2 16
 - e. 2
 - f. 3
 - g. 1
- Total 90

VIII.

- A. General Practice
1. 2
 2. 2
 3. 2
 4. 2 13
 5. 2
 6. 1
 7. 2
- B. Supplies
1. Sports
 - a. 1
 - b. 2
 - c. 1
 - d. 2
 - e. 1
 - f. 3
 - g. 1 21
 - h. 3
 - i. 1
 - j. 1
 - k. 2
 - l. 1
 - m. 1
 - n. 1
 2. Rhythm
 - a. 1
 - b. 2 4
 - c. 1
 3. Gymnastic
 - a. 1 4
 - b. 3
- Total 42
- C. Equipment
1. Heavy Equipment
 - a. 3
 - b. 2
 - c. 2
 - d. 2
 - e. 2
 - f. 1
 - g. 1
 - h. 1 23
 - i. 1
 - j. 1
 - k. 1
 - l. 1
 - m. 2
 - n. 1
 - o. 1
 - p. 1
 2. Rhythm
 - a. 2
 - b. 1 3
 3. Measurement-Res.
 - a. 1
 - b. 2
 - c. 2
 - d. 1
 - e. 1 12
 - f. 1
 - g. 1
 - h. 1
 - i. 1
 - j. 1
- Total 38
- Total 80

IX.

A. General Features

1. 5
2. 4 13
3. 4

B. Administrative

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

C. Instructional

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

D. Service

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

Total 110

X.

A. General Features

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

B. Service

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

C. Intramural

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

D. Intercollegiate

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

Total 90

Total Score 1000

APPENDIX B

**LETTERS OF PERMISSION TO USE
BOOKWALTER-DOLLGENER
SCORE CARD**

Kampee Suriyasin
Box 3956, MTSU
Murfreesboro, TN 37132

Dr. Karl W. Bookwalter
Department of Health, Physical Education
and Recreation
Indiana University
Bloomington, Indiana

Dear Dr. Bookwalter:

I am a Doctor of Arts candidate at Middle Tennessee State University in Murfreesboro, Tennessee, and am presently writing my dissertation on "A Study of the Undergraduate Professional Preparation Programs in Selected Coeducational Institutions in Tennessee." I would like to ask your permission to use the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Preparation Programs in Physical Education to determine the direction of the institutions' programs. A letter has also been sent to Dr. Dollgener for his permission.

Dr. Bookwalter, any suggestions you may have for me as I prepare this dissertation will be most helpful and appreciated. I look forward to hearing from you soon.

Sincerely,

/s/

Kampee Suriyasin

Kampee Suriyasin
Box 3956, MTSU
Murfreesboro, TN 37132

Dr. Robert J. Dollgener, Chairman
Division of Health, Physical
Education and Recreation
Glenville State College
Glenville, West Virginia

Dear Dr. Dollgener:

I am a Doctor of Arts candidate at Middle Tennessee State University in Murfreesboro, Tennessee, and am presently writing my dissertation on "A Study of the Undergraduate Professional Preparation Programs in Selected Coeducational Institutions in Tennessee." I would like to ask your permission to use the Bookwalter-Dollgener Score Card for Evaluating Undergraduate Professional Preparation Programs in Physical Education to determine the direction of the institutions' programs. A letter has also been sent to Dr. Bookwalter for his permission.

Any suggestions you may have for me as I prepare this dissertation will be greatly appreciated. I look forward to hearing from you soon.

Sincerely,

/s/

Kampee Suriyasin

KARL W. BOOKWALTER
RT. 1
UNIONVILLE, IN 47468

January 8, 1977

Mr. Kampee Suriyasasin
Box 3956, MTSU
Murfreesboro, Tennessee 37130

Dear Mr. Suriyasasin:

This letter gives you permission to employ the Bookwalter-Dollgener Score Card to evaluate institutional undergraduate professional programs of physical education in the State of Tennessee; to include the score card in your dissertation; or to publish parts thereof in your work to the extent necessary. This will also include permission to give copies of the score card to cooperating institutions or to use findings of my study essential to your dissertation.

Sincerely yours,

/s/

Karl W. Bookwalter

GLENVILLE STATE COLLEGE

Glennville, West Virginia, 26351

DIVISION OF HEALTH, PHYSICAL
EDUCATION AND SAFETY

October 14, 1976

Mr. Kampee Suriyasin
Box 3956, MTSU
Murfreesboro, TN 37130

Dear Mr. Suriyasin:

You have my permission to use the Bookwalter-Dollgener Scorecard for Evaluating Undergraduate Professional Programs in Physical Education while working on your Doctoral Dissertation. If you need additional copies they are available through me or Dr. Bookwalter. This material was used in the state of Tennessee in 1973. I am sure the study by Nancy C. Scott would be of assistance to you in your design. The validity of the Scorecard is based upon the objectivity of the evaluation. I strongly recommend conducting a pilot study before attempting to gather information for your dissertation.

I will be most happy to assist you in any way possible. I would appreciate receiving a copy of your proposal when your dissertation is completed. We will then have it on Microfish.

Best of luck to you.

Sincerely

/s/

Dr. Robert J. Dollgener
Chairman, Division-Health, Physical
Education and Safety

RD:se

APPENDIX C
SUB-AREA ANALYSIS

Table 14

Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area I, General Institutional and Departmental Practices

The 4 Sub-areas of Area I	Possible Score	Sub-area Score by Institution							Percents of Attainment	Rank
		A	B	C	D	E	F	G		
A. General Policies	24	18	19	20	22	21	18	21	82.7	2
B. Professional Affiliations and Accreditation	12	12	12	12	12	12	12	12	100.0	1
C. Admissions	22	5	9	7	7	7	7	7	22.3	4
D. General Departmental Practices	22	13	15	10	15	11	13	18	61.7	3

Table 15

Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area II, Staff Standards

The 5 Sub-areas of Area II	Possible Score	Sub-area Score by Institution							Percents of Attainment	Rank
		A	B	C	D	E	F	G		
A. Number	30	16	19	16	20	18	15	22	60.0	3
B. Qualifications in Their Major Field	22	20	22	20	19	22	17	14	87.0	1
C. Experience	20	13	20	12	19	13	13	8	70.0	2
D. Teaching Load	26	13	12	14	15	13	12	15	51.6	5
E. Professional Status	22	13	15	13	15	14	13	8	59.1	4

Table 16

Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area III, Curriculum Policies and Practices

The 5 Sub-areas of Area III	Possible Score	Sub-area Score by Institution							Percents of Attainment	Rank
		A	B	C	D	E	F	G		
A. General Education	28	11	12	22	5	11	12	17	45.9	5
B. Foundation Sciences	18	16	13	13	11	10	12	10	67.5	4
C. General Professional Education	22	18	16	22	16	18	16	10	75.3	3
D. Special Professional Theory	30	28	28	29	30	28	30	28	95.7	1
E. Special Professional Techniques	32	30	28	26	25	20	28	26	81.7	2

Table 17

Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area IV, The Teaching Act

The 4 Sub-areas of Area IV	Possible Score	Sub-area Score by Institution							Percents of Attainment	Rank
		A	B	C	D	E	F	G		
A. Personality of the Instructors	20	15	13	20	12	13	13	13	70.7	3
B. Planning	18	14	14	10	12	13	15	12	71.4	2
C. Teaching Techniques	35	21	21	23	21	21	21	20	60.4	4
D. Evaluation	17	15	14	12	9	11	14	11	86.6	1

Table 18

Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area V, Service Program and Extended Curriculum

The 4 Sub-areas of Area V	Possible Score	Sub-area Score by Institution							Percents of Attainment	Rank
		A	B	C	D	E	F	G		
A. Service Program	30	20	24	22	21	21	24	19	71.9	3
B. Intramural Program	26	23	22	19	21	19	18	16	75.8	2
C. Intercollegiate Athletics	20	18	18	17	18	16	14	15	82.9	1
D. Recreational Activities	14	11	11	8	9	11	9	11	71.4	4

Table 19

Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area VI, Student Services

The 5 Sub-areas of Area VI	Possible Score	Sub-area Score by Institution							Percents of Attainment	Rank
		A	B	C	D	E	F	G		
A. Recruitment, Selection, Guidance and Counseling	20	14	14	15	14	9	14	17	69.3	2
B. Health Services	36	12	23	12	12	14	10	16	39.3	5
C. Housing for Students	14	5	8	7	7	9	5	11	53.1	3
D. Placement	20	14	15	15	17	16	15	10	72.9	1
E. Follow-up and In-service Education	30	17	14	15	13	12	14	12	46.2	4

Table 20

Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area VII, Library, Audio-Visual Aids

The 2 Sub-areas of Area VII	Possible Score	Sub-area Score by Institution							Percents of Attainment	Rank
		A	B	C	D	E	F	G		
A. Library	54	45	47	40	47	46	43	45	82.8	1
B. Audio-Visual Aids	36	28	30	18	31	28	28	30	76.6	2

Table 21

Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area VIII, Supplies and Equipment

The 3 Sub-areas of Area VIII	Possible Score	Sub-area Score by Institution							Percents of Attainment	Rank
		A	B	C	D	E	F	G		
A. General Practices	13	11	12	10	11	10	8	6	74.7	2
B. Supplies	29	24	27	21	27	22	21	24	81.8	1
C. Equipment	38	27	30	24	33	20	27	28	71.1	3

Table 22

Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area IX, Indoor Facilities

The 4 Sub-areas of Area IX	Possible Score	Sub-area Score by Institution							Percents of Attainment	Rank
		A	B	C	D	E	F	G		
A. General Features	13	10	9	7	11	11	7	11	72.5	2
B. Administrative	23	11	17	18	19	22	14	23	77.0	1
C. Institutional-Recreational	42	18	23	15	25	26	18	39	55.8	4
D. Service	32	20	20	14	25	26	17	28	67.0	3

Table 23

Possible Score, Sub-area Scores by Institution, Sub-area Mean Percents of Attainment and Rank for Area X, Outdoor Facilities

The 4 Sub-areas of Area X	Possible Score	Sub-area Score by Institution							Percents of Attainment	Rank
		A	B	C	D	E	F	G		
A. General Features	23	13	14	15	20	15	14	16	66.5	2
B. Facilities for Service and Professional Technique Courses	27	12	14	19	16	13	11	22	56.6	4
C. Intramural Facilities	18	12	7	9	14	15	9	10	60.3	3
D. Intercollegiate Athletic Facilities	22	10	22	19	19	17	14	19	77.9	1

A Score Card for Evaluating Undergraduate
Professional Programs in
Physical Education

(Fourth Edition)

By

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A SCORE CARD FOR EVALUATING UNDERGRADUATE
PROFESSIONAL PROGRAMS IN PHYSICAL EDUCATION

A. Purposes of an Undergraduate Professional Education Score Card for Physical Education

1. To provide a single source for essential standards for such undergraduate professional programs.
2. To provide a valid and objective means for evaluating the status of the programs at institutions.
3. To provide a guide as to priority aspects in need of improvement in such programs.
4. To provide a basis for the comparison of selected institutions or types of institutions with regard to their programs.
5. To provide a basis for the comparison of selected aspects of programs in selected institutions.
6. To provide specific items of standards as a basis for immediate improvement of programs.
7. To promote the improvement of professional physical education programs locally, in states, or nationally.
8. To permit the establishment of useful norms for programs and major aspects thereof.

B. Steps in Developing the Score Card

1. Located pertinent and authoritative sources concerning higher education in general and the undergraduate professional program in physical education in particular.
2. Determined the commonly recognized, unique, but related and complementary major aspects of the program.
3. Determined the subordinate second order parts of the major aspects.
4. Determined the program criteria by which to evaluate the completeness or effectiveness of these minor parts of the score card.
5. Determined the standards of quality or quantity of each criterion necessary for the effectiveness of the respective minor parts of the program.
6. Provided determinable partial steps toward the attainment of each standard.
7. Assigned defensible and useful numerical, weighted value to each major aspect, their sub parts, relevant standards, and to partial compliances with the respective standards.
8. A critical and experimental analysis of the Score Card leading to its revision and simplification.

Undergraduate Professional Education in Physical Education
Evaluation Summary

Score Card Areas and Sub-areas	Points Poss.	Points Earned	Per Cent Attained
I. General Institutional and Departmental Practices, pp. 1-3	80	0	50 100 ! ! !
A. General Policies	24		
B. Professional Affiliations and Accreditation	12		
C. Admissions	22		
D. General Departmental Practices	22		
II. Staff Standards, pp. 4-7	120	0	50 100 ! ! !
A. Number	30		
B. Qualifications in Their Major Field	22		
C. Experience	20		
D. Teaching Load	26		
E. Professional Status	22		
III. Curriculum Policies and Practices, pp. 7-10	130	0	50 100 ! ! !
A. General Education	28		
B. Foundation Sciences	18		
C. General Professional Education	22		
D. Special Professional Theory	30		
E. Special Professional Techniques	32		

Score Card Areas and Sub-areas	Points Poss.	Points Earned	Per Cent Attained
IV. The Teaching Act, pp. 10-13	90	0	50 100 ! ! !
A. Personality of the Instructors	20		
B. Planning	18		
C. Teaching Techniques	35		
D. Evaluation	17		
V. Service Program and Extended Curriculum, pp. 13-17	90	0	50 100 ! ! !
A. Service Program	30		
B. Intramural Program	26		
C. Intercollegiate Athletics	20		
D. Recreational Activities	14		
VI. Student Services, pp. 17-21	120	0	50 100 ! ! !
A. Recruitment, Selection, Guidance, and Counseling	20		
B. Health Services	36		
C. Housing for Students	14		
D. Placement	20		
E. Follow-Up and In-Service Education	30		
VII. Library-Audio-Visual, pp. 22-26	90	0	50 100 ! ! !
A. Library			
1. General Features	15		
2. Library Service	8		

Score Card Areas and Sub-areas	Points Poss.	Points Earned	Per Cent Attained
3. Books and Pamphlets	17		
4. Periodicals and Annuals	14		
B. Audio-Visual Aids			
1. General Features	10		
2. Instructional Materials	10		
3. Equipment and Facilities	16		
VIII. Supplies and Equipment, pp. 26-31	80	0	50 100 ! ! !
A. General Practices	13		
B. Supplies	29		
C. Equipment	38		
IX. Indoor Facilities, pp. 31-34	110	0	50 100 ! ! !
A. General Features	13		
B. Administrative	23		
C. Instructional - Recreational	42		
D. Service	32		
X. Outdoor Facilities, pp. 34-37	90	0	50 100 ! ! !
A. General Features	23		
B. Facilities for Service and Professional Technique Courses	27		
C. Intramural Facilities	18		

Score Card Areas and Sub-areas	Points Poss.	Points Earned	Per Cent Attained		
D. Intercollegiate Athletic Facilities	22				
Total Program Points Earned		_____	0	50	100
			! ! !		

CRITERIA FOR WEIGHTING SCORE

CARD AREAS AND ITEMS

1. Cruciality or indispensability
2. Direct relationship to the program and its purpose
3. Annual cost
4. Original cost
5. Difficulty to obtain or retain
6. Objectivity and/or accuracy of information
7. Number of sub-areas and items
8. Weight or evaluate proportions to the magnitude or number
9. Provide for crediting partial compliance
10. Item discrimination

A Score Card for Evaluating Undergraduate Professional
Programs in Physical Education

		Total Points Possible	<u>1000</u>
I.	General Institutional and Departmental Practices	<u>80</u>	
A.	<u>General Policies</u>	<u>Pts</u>	<u>24</u>
1.	A well formulated statement of institutional aims, objectives, and philosophy is published and readily available. *(7:App.B1; 11:445; 19:17; 25:4) Philosophy (1), Aims and/or Objectives (2), Fully met (3)	3	()
2.	All departments or schools cooperate for courses and leadership. (6:30; 19:17; 22:270) All but 2 or 3 (1), All but 1 (2), All departments involved	3	()
3.	Departments or schools and students are represented in institutional policy making. (16:24; 19:17; 22:263; 25:9) Occasionally (1), Frequently (2), Regularly (3)	3	()
4.	Definite policies on salary, promotion, leaves, and tenure exist and are available. (16:24; 22:261) Salary only (1), Salary and 1 (2), Salary and 2 (3), All available (4)	4	()
5.	A minimum number of credit hours is required for graduation. (7:App. B16; 23:142) 120 to 124 hours (1), 125 to 129 hours (2), 130 semester hours or more (4)	4	()
6.	The institution requires the student to maintain at least a "C" average in all college work. (7:App.B16; 11:442; 20:180) Based on credits passed (2), Based on credits taken (4)	4	()
7.	A minimum of two years (60 hours) is required in residence for the baccalaureate. (1:20) One year (2), Two years (3)	3	()

Sub area points earned

*Refer to the numbered bibliography

<u>B. Professional Affiliations and Accrediment</u>	<u>Pts</u> <u>12</u>
1. Institution is an accredited member of a recognized association of higher educational institutions. State conference, Regional and NCATE. (7:App.B1; 11:442; 16:8; 19:4; 20:180; 22:14,20; 23:141) NCATE (2), plus Regional (4), All (5)	5 ()
2. The institution is approved by the state department of education, for training physical education teachers in public schools. (7:App.B1; 11:442; 20:180; 22:14; 23:141) National (1), National and one (2), All (3)	4 ()

Sub area points earned

<u>C. Admissions</u>	<u>Pts</u> <u>22</u>
1. The student must have character references, present a record of graduation from an accredited high school for admission, and pass entrance examination. (7:App.B8; 11:444; 22:243; 23:141) Character references (1), Plus graduation (2), Plus accredited high school graduation (3), Plus entrance examination (5)	5 ()
2. Student must pass the health examinations. (6:38; 7:App.B8; 9:App.D6; 11:443; 12:453; 19:6; 22:247; 23:141) Family physician (2), Institutional form by family physician (4), By school physician (6)	6 ()
3. Students' intelligence quotient must meet a given standard. (7:App.B8; 11:443; 22:245; 23:141) I.Q. of 100 to 111 (2), of 112 to 115 (4), of 116-up (6), Or, upper 50% of class (2), Upper 33% (4), Upper 20% (6)	6 ()
4. Students must pass an oral or written English examination. (7:App.B9) Oral (1), Written (3), Both (5)	5 ()

Sub area points earned

<u>D. General Departmental Practices</u>	<u>Pts</u> <u>22</u>
1. A statement of objectives for the department is published and available. (1:10,11; 11:444; 20:182) Temporary form (1), Printed form (2), Printed in departmental publication (3)	3 ()
2. Objectives sought include organic, skill, intellectual, and professional development. (11:444; 19:17; 25:2) Intellectual and one other (1), Intellectual and two others (2), All (4)	4 ()
3. Testing of acceptable motor skills and physical fitness required of all students. (7:App.B9; 16:25; 19:6,7; 22:95,204) Professional students, both (1), Plus service program, either (3), Fully met (5)	5 ()
4. The unqualified are eliminated from the professional physical education curriculum. (6:38; 19:6; 25:13) Academic (1), By entrance examinations (3), Plus general health and faculty rating (5)	5 ()
5. A departmental committee gives annual (2), or continuous (5), consideration to curriculum needs. (6:6,7,13)	5 ()
Sub area points earned	—
Area points earned	— —%

II. Staff Standards 120

<u>A. Number</u>	<u>Pts</u> <u>30</u>
1. A full time staff member is assigned as the head of the physical education department or school with his instruction and research limited. (6:34; 11:446; 19:10; 22:276) Half-time administration (1), 20% teaching or research (2), 10% or less to teaching and/or research (4)	4 ()

2. Adequate time is allotted for the administrator of the professional physical education division for constructive leadership. (22:271,272) 4 ()
Half-time administration (1), 30% teaching or research (2), 20% or less to teaching and/or research (4)
3. Adequate number of full time staff members is assigned to the instruction duties of the recommended curriculum for the professional physical education division. (7:App.B4; 16:24; 19:7-8; 22:272; 23:144) Five members (3), 6 to 8 members (5), 9 or more members (7) 7 ()
4. Staff members are adequate to maintain proper class size (not over 35 in a class; special classes in proportion). (9:App.D9; 11:49; 19:8; 22:272; 25:10) 5 ()
Eighty per cent of classes 35 or less (1), 90% of classes 35 or less (3), All classes less than 35 (5)
5. Adequate stenographic and clerical staff are provided to properly expedite correspondence, test construction, reports, mimeographing, and the like. (1:25; 7:App.B39) One secretary to 7 staff (1), 1 to 5 staff (3), 1 to 3 staff (5) 5 ()
6. Adequate maintenance and sanitation personnel are provided at all times. (7:App.B39; 11:63; 12:App.H10; 20:215; 23:146) Fair maintenance (1), Good (3), Excellent (5) 5 ()

Sub area points earned

B. Qualifications in Their Major Field Pts 22

1. The majority of the professional physical education staff holds the doctoral degree. (7:App.B3; 11:42; 19:8, 20:183; 22:271) Twenty-five per cent hold doctorate (1), 33% (3), More than 50% do (5) 5 ()
2. All teachers on the staff hold at least the master's degree. (6:35; 7:App.B3; 9:App.A9; 11:42; 16:24; 19:8; 22:271) Fifty per cent (1), 75% (3), All do (5) 5 ()

3. All of the staff hold a bachelor's degree with major in the field of their instructional duties. (6:35; 7:App.B4; 11:446; 19:8; 20:183) Sixty-six per cent (1), 75% (2), All (4) 4 ()
4. Faculty members, especially those with a baccalaureate or master's degree, are stimulated to systematically advance by graduate study and travel. (6:32; 25:10) One incentive (1), Salary and promotion (2), Salary, promotion, and leaves (4) 4 ()
5. The head of the school or department holds a doctor's degree with a major in this field. (6:34; 7:App.B3; 11:446; 19:10; 20:183; 22:273; 25:10) Master's (1), Directorate or equivalent degree (2), Doctorate (4) 4 ()

Sub area points earned

- C. Experience Pts 20
1. Most of the instructional staff have taught in their field in the secondary and/or elementary level. (11:448; 16:24; 22:273) Thirty-three per cent (1), 50% (2), 75% or more (4) 4 ()
2. Methods teachers have taught at least 2 years in the public schools in the area of their methods courses. (6:35; 11:448; 16:24; 19:9; 20:185; 23:145) Two years (1), 3 to 4 years (2), 5 years or more (4) 4 ()
3. Consultants or supervising teachers have had a minimum of 5 years teaching experience at the level and in subject which they supervise. (6:35; 11:448; 16:24) Three years (1), 4 years (2), 5 years or more (4) 4 ()
4. There is a diversity of institutions in which the faculty members have earned their degrees. (11:42; 22:274) Not over 33% from one institution (1), Not over 20% (2), Not over 10 % from one institution (4) 4 ()

5. A planned program of in-service training for the staff exists. (7:App.B5; 16:24; 25:10) Occasional meetings (1), Regular meetings (2), Extension work encouraged and department meetings (4) 4 ()

Sub area points earned

D. Teaching Load

Pts 26

1. Administrative, academic advising, personal counseling, research, assigned non-instructional, and committee duties are considered in determining teaching load. (1:15,16; 6:32; 22:277; 25:10) Any two of the above duties (1), Any four of the above duties considered (2), All properly balanced (4) 4 ()
2. The teacher load for each instructor is low enough to permit adequate preparation and teaching. (Total 40 hours) (1:15; 19:10; 22:227) Teaching load is average (1), Teaching load plus extracurricular load average (3), Total load is well balanced (4) 4 ()
3. Teacher hours per week do not exceed 15 academic or 20 activity hours per week. (7:App.B7; 9:App.D9; 11:46,449; 20:186) Academic not over 17 hours, or activity over 24 or equivalent combination (1), 16 academic or 22 activity hours or equivalent combination (3), 15 academic or 20 activity hours or equivalent combination (5) 5 ()
4. Not over three hours of academic instruction are assigned any day. (7:App.B7; 9:App.D9; 11:449; 20:186) Five hours daily of any instructor rarely (1), 4 hours maximum (2), 3 hours only (4) 4 ()
5. Extracurricular duties are assigned so as to equalize staff responsibilities. (1:16; 22:278) Fairly good balance (1), Good balance (2), Excellent balance (4) 4 ()

6. Student teaching supervisors have equitable student and duty assignments. (1:23; 19:86; 22:100) Five student teachers per supervisor week (2), 3 student teachers per full time supervisor week (5), (Based upon 3 off-campus visits per student teacher) 5 ()

Sub area points earned

- E. Professional Status Pts 22
1. Staff members are affiliated with their appropriate state and/or national special professional organizations. (1:17; 6:36; 11:447; 19:9; 20:184) Thirty-three per cent belong (1), 50% belong (2), 75% or more belong (3) 3 ()
2. Staff members attend, hold office, and otherwise contribute to the meetings and conventions of their organizations. (1:17; 7:App.B6; 19:9) Thirty-three per cent active (1), 50% active (2), 75% or more active (3) 3 ()
3. Staff members participate in community agencies and enterprises. (6:8,9,23; 19:9; 25:9) Fifty per cent participate (1), 66% participate (2), 80% or more participate (3) 3 ()
4. The professional staff participates regularly in publications and research. (7:App.B6; 19:9) Twenty-five per cent publish (1), 33% publish (2), 50% or more publish (4) 4 ()
5. Department or school full time staff members are given the equitable salaries, ranks, and tenures in keeping with other departments. (1:15; 6:30; 7:App.B3; 19:8; 20:186) Salaries only (1), Salaries and rank (2), All three appropriate (3) 3 ()
6. Within the department, staff members are given salaries, ranks, and tenures equitable to their training, experience 3 ()

and service. (1:15; 6:30; 19:10; 25:10) Equitable to many (1), To most (2), To all (3)

7. General participation in campus activities and committee work is comparable with other departments. (19:9) Fair participation (1), Good or average (2), Excellent (3) 3 ()

Sub area points earned

Area points earned %

III. Curriculum Policies and Practices

130

A. General Education

Pts 28

1. From 50 to 55 semester hours (2), 56 to 61 semester hours (4), or 62 or more semester hours (6), must be devoted to general education, (non professional liberal arts and humanities) for graduation. (16:18) 6 ()
2. Courses in written and oral communication are required totaling at least 6 hours (1), 7 or 8 hours (2), 9 or more semester hours (4). (6:5; 11:111; 22:92) 4 ()
3. Courses are required in the social sciences amounting to 9 hours (1), 10 to 13 hours (2), 14 or more semester hours (4). (11:111; 22:92) 4 ()
4. Courses in the humanities are required amounting to 9 hours (1), 10 to 13 hours (2), 14 or more semester hours (4). (11:111; 22:92) 4 ()
5. Courses in the natural or physical sciences or mathematics are required amounting to 9 hours (1), 10 to 13 hours (2), 14 or more semester hours (4). (Foundation sciences may not meet this requirement). (11:111; 22:92) 4 ()
6. Adequate hours for the outside minor are permitted in the general education requirements. (11:111; 22:92) 4 ()

Eighteen to 20 hours (2), 21 to 29
hours (4), 30 or more semester hours (6)

Sub area points earned

- | <u>B. Foundation Sciences</u> | <u>Pts</u> | <u>18</u> |
|---|------------|-----------|
| 1. From 12 to 20 semester hours are required in the foundation sciences. (6:15,16; 11:113; 19:14; 22:92)
Twelve to 15 hours (2), 16 to 17 hours (4), 18 or more semester hours (6). | 6 | () |
| 2. Anatomy, in the amount of 3 hours (1), 4 to 5 hours (2), or 6 semester hours required or a combination of anatomy and physiology of 6 hours required (3). (11:113,220-221; 19:14; 22:92) | 3 | () |
| 3. Applied anatomy (kinesiology) is required (11:113,220-221; 19:14; 22:92) | 3 | () |
| 4. Physiology in the amount of 3 hours (1), 4 hours (2), or 5 semester hours required (3). (11:113,220-221; 19:14; 22:92) | 3 | () |
| 5. Physiology of exercises is required. (11:113,220-221; 19:14; 22:92) | 3 | () |

Sub area points earned

- | <u>C. General Professional Education</u> | <u>Pts</u> | <u>22</u> |
|--|------------|-----------|
| 1. Education and psychology courses amounting to 18 hours (2), 19 to 23 hours (4), 24 or more semester hours (6), are required for graduation and certification. (6:13; 11:112,217-219; 22:62,92) | 6 | () |
| 2. Student teaching or field work in an amount of 6 to 10 semester hours is required in <u>full time participation</u> in the school program, and extends over at least an eight-week period. (1:22; 11:112; 22:92) Six hours (2), 7 to 9 hours (4), 10 or more semester hours (6) | 6 | () |

3. General professional education in addition includes the following courses:
 *Introduction to Teaching, Philosophy of Education, *Psychology of Learning, 10 ()
 *Principles of Education (secondary or elementary), *Methods of Teaching, Adolescent Psychology, Public Relations, 2 points each. (11:112; 22:92)
 *Must be included or indicated points are subtracted.

Sub area points earned

- | <u>D. Special Professional Theory</u> | <u>Pts</u> <u>30</u> |
|---|----------------------|
| 1. An organized major of at least 40 semester hours is outlined with proper indication of progression and balance. (16:18; 19:14; 22:59,87) Thirty to 35 hours (2), 36 to 39 hours (4), 40 or more semester hours (6) | 6 () |
| 2. Theory courses in physical education amount to 22 hours (1), 23 to 27 hours (2), 28 or more semester hours (4). (6:18; 11:114,221-222; 16:18; 22:92) | 4 () |
| 3. Special professional theory courses include the following: *Introduction to Physical Education (3), History and Principles of Physical Education (3), Curriculum in Physical Education (3), *Measurement and Evaluation in Physical Education (3), *Organization and Administration of Physical Education (3), Community Recreation (3), Adaptive or Remedial Physical Education (3), *First Aid and Safety (2), Officiating in Sports (2), *Theory of Coaching (3). (22:92) *Must be included or indicated points are subtracted. | 20 () |

Sub area points earned

- | <u>E. Special Professional Techniques</u> | <u>Pts</u> <u>32</u> |
|---|----------------------|
| 1. Activity or technique courses include from 14 to 18 semester hours. (6:18-21; 11:115,223-224; 16:18) Fourteen to 15 hours (2), 16 to 17 hours (4), 18 or more semester hours (6) | 6 () |

3. The teachers have a sense of humor, are enthusiastic about their subjects, and enjoy teaching. (6:8; 16:7) 3 ()
 Several exceptions - not over 20% (1), One or 2 exceptions - not over 10% (2), No exceptions (3)
4. The teachers are interested in and understand students and their growth. (6:6,26; 16:7; 22:67,232-233) 4 ()
 Several exceptions - not over 20% (1), One or 2 exceptions - not over 10% (2), No exceptions (4)
5. The speech of the instructors is properly modulated, clear, pleasant, and without mannerisms. (16:7) 3 ()
 Several exceptions - not over 20% (1), One or 2 exceptions - not over 10% (2), No exceptions (3)
6. The personal appearance of teachers is neat and actions are pleasing. (16:7) 3 ()
 Several exceptions - not over 20% (2), No exceptions (3)

Sub area points earned

B. Planning

Pts 18

1. Courses of study, syllabi, or course outlines are used for all classes in the department. (7:App.B27-29; 14:4) 5 ()
 Fifty per cent (1), 66% (3), 75% or more (5)
2. There is evidence that the courses and syllabi are regularly revised and are up to date. (14:4; 16:8) Fifty per cent (1), 75% (2), All (3) 3 ()
3. Where appropriate, courses are organized on the unit basis with purposes, topical outlines, and guiding questions available. (7:App.B27-29) Fifty per cent (1), 75% (2), All (3) 3 ()
4. There is evidence that daily lessons are planned and that teachers are prepared to teach them. (7:App.B29) Some (1), A great dal (2) 2 ()

- | | | |
|----|---|-------|
| 5. | Instruction involves the integration of pertinent related fields. (6:17; 7:App.B27; 16:9) Several courses (1), Organized departmental efforts (2) | 2 () |
| 6. | Classes are regularly met in all instances or capable substitutes assigned. Not over 4 or 5 exceptions annually (1), Not over 2 or 3 exceptions annually (2), No exceptions (3) | 3 () |

Sub area points earned

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|----|--|----------------------|
| C. | <u>Teaching Techniques</u> | <u>Pts</u> <u>35</u> |
| 1. | Assignments are definite, clear, of reasonable length, and purposeful. Acceptable (1), Well done (2), Excellent (4) | 4 () |
| 2. | Teachers are able to explain and clarify difficult or ambiguous aspects of their courses. (16:20) Acceptable (1), Well done (2), Excellent (3) | 3 () |
| 3. | The instruction emphasizes synthesis and interpretation rather than reiteration. Acceptable (1), Well done (2), Excellent (4) | 4 () |
| 4. | Group and individual projects are used which promote creative effort and problem solving. (6:27; 7:App.B28) Occasionally (1), Commonly (2) | 2 () |
| 5. | Adequate scope and appropriate use of such methods as lecture, discussion, panels, projects, resource people, field trips, reading assignments, and testing exist. (6:20,22; 7:App.B28) Acceptable (1), Well done (3), Excellent (5) | 5 () |
| 6. | Discussion, permitting disagreement and defense of positions taken is encouraged. (16:21) Acceptable (1), Well done (2), Excellent (3) | 3 () |
| 7. | There is effective and appropriate use of varied audio-visual aids. (6:20) Acceptable (1), Good (2), Excellent (3) | 3 () |

8. Instructional methods, while geared to the average level, provide for the exceptional students. (6:26; 7:App.B28; 16:19,21) Frequently (1), Usually (2), Always (4) 4 ()
9. Controllable conditions of light, temperature, ventilation, and acoustics are properly maintained. (6:26; 16:22) Several exceptions (1), Usually (2), Always (3) 3 ()
10. Student leadership is developed and utilized, especially in technique courses. (6:20) Acceptable (1), Well done (2), Excellent (4) 4 ()

Sub area points earned

D. Evaluation

Pts 17

1. Self-evaluation and student-evaluation techniques are voluntarily applied by the instructors for their own use. (6:18; 7:App.B28; 16:21) Occasionally (1), Frequently (2), Regularly (3) 3 ()
2. Measurement and evaluation in classes are based on the objectives sought. (7:App.B29; 9:App.D26; 16:21) Acceptable (1), Well done (2), Excellent (3) 3 ()
3. Examinations are given at regular intervals during the courses. (7:App.B29) fifty per cent (1), Few exceptions (2) 2 ()
4. Examinations are enhanced by preview and review and are themselves educational experiences. Acceptable (1), Well done (2) 2 ()
5. There is evidence that care is used in developing and improving examinations. Some (1), Much (2) 2 ()
6. Marking procedures are just, follow sound educational practices, and over a period of time approximate the normally expected distribution. Acceptable (1), Well done (2), Excellent (3) 3 ()

7. The department has a total self-evaluation on an objective basis. 2 ()
 Within last 5 years (1),
 Annually (2)

Sub area points earned

Area points earned %

V. Service Program and Extended Curriculum 90

A. Service Program Pts 30

1. Students are oriented as to the purposes, policies, and opportunities in the program. (25:7,8,31) During orientation week (1), In an orientation course (2) 2 ()
2. Number of years required for service program. (7:App.B31; 11:456; 20:193; 22:288; 25:11,31) One year's requirement for all students (1), Two or more years (2) 2 ()
3. Number of days per week required for service program. (7:App.B31; 11:456; 20:193; 22:288) Two days (1), 3 days (2), 4 or more days (3) 3 ()
4. The course of study is formulated by: students, staff, and director cooperatively participating (3); staff and director (2), teacher constructing his own (1). (7:App.B32; 11:456; 10:193; 22:289; 25:30) 3 ()
5. Activities offer choice of team sports, swimming, individual sports, dance, and gymnastics. (6:31; 7:App.B33; 22:290; 25:7,32) Two or 3 areas (1), 4 areas (2), All 5 (3) 3 ()
6. Opportunities exist for instruction in coeducational activities. (25:8,14,30, 32) Occasional (1), Frequent (2) 2 ()
7. Courses are offered for beginning, intermediate, and advanced levels. (12:291) Two levels (1), e levels (2) 2 ()

8. The program includes adapted physical education for those individuals who are physically handicapped temporarily or permanently. (7:App.B32; 20:195; 22:291; 25:32) Within the class (1), A special class (2), Both (3) 3 ()
9. Written lesson plans are used for the service program. (7:App.B31; 11:456; 20:194; 22:289) Two-thirds or more of the teachers (1), All teachers (2) 2 ()
10. Tests or records used as one basis for credit include: knowledge and understanding, skills, attitudes, fitness, and hygiene. (7:App.B33; 11:457; 20:194; 25:16,33) At least knowledge and skills (1), Plus one more (2) 2 ()
11. a) Athletes are excused from physical education class only during season (1) 2 ()
b) Athletes are not excused from physical education (2). (7:App.B31; 4:456; 20:194; 25:11,31)
12. Being a veteran (under 25), in military, band, or athletics, credit is not substituted for physical education. None allowed. (25:11.12) 2 ()
13. In the program requirement: the credit counts toward graduation (1), plus the grades are used in honor point rating (2). (22:289; 25:12,31) 2 ()

Sub area points earned

B. Intramural Program

Pts 26

1. Intramurals are recognized as part of physical education and are organized as part of that department or division. (7:App.B34; 20:196; 22:291; 25:8,32) Facilities and equipment provided (1), plus under department management (2) 2 ()
2. Intramural athletics are centralized under one man who is a member of the department staff and assigned as director of intramural activities. 3 ()

- (7:App.B34; 20:196) As a sponsor (1),
As a director (3)
3. A widely representative coordinating committee of students and staff helps formulate intramural policies. (25:9,30) Students only (1), Staff also (2) 2 ()
 4. An intramural handbook is regularly published and includes the philosophy, policies, activities, and current records of the program. Mimeographed sheets (1), Printed pamphlet (2), fully met (3) 3 ()
 5. All students are required to undergo the health examination and receive the physician's permit before they are permitted to participate in the program. (6:38; 7:App.B34; 20:196; 25:13,31) By family doctor (1), By school health center (2) 2 ()
 6. Participants in the intramural program include at least: 25 to 49% (1), 50% to 74% (2), 75% or more of the students (3). (7App.B35) 3 ()
 7. Intramural athletics are financed by: a fee system (1), a budget with funds appropriated by the institution for physical education (2). (7:App.B34; 20:196; 25:12,31) 2 ()
 8. Intramural activities are offered in a wide variety of individual, team, and carry-over sports (softball, basketball, touch football, track and field, golf, swimming, tennis, wrestling, and volleyball). (6:31; 7:App. B35; 20:197; 25:8) At least 10 (1), 11-15 (2), 16 or more (3) 3 ()
 9. The program includes the use of professional students as managers or officials (1), both (2). 2 ()
 10. The intramural sports are taught in the service program. (25:8) Half (1), Two-thirds or more (2) 2 ()

11. Intramural officials are trained and paid. One (1), Both (2) 2 ()

Sub area points earned —

C. Intercollegiate Athletics Pts 20

1. All students participating in the program are required to pass a health examination before going into active training. (6:38; 7:App.B38; 20:198; 22:295; 25:13,31) Annual examination (1), Examination before each sport season (3) 3 ()
2. All physical activities including intercollegiate athletics are centered in one department, under one man designated as director of physical education or chairman of the department. (7:App.B2; 20:198; 22:294) The director of athletics is in charge of physical education (1), Chairman of physical education department is the athletic director (2), Director of athletics is subordinate to the chairman of the physical education department (3) 3 ()
3. Athletic coaches are employed on full time basis and render capable assistance in other phases of physical education (such as required service courses, intramurals, and professional courses). (7:App.B36; 20:198; 22:294) Coaches coach full time and teach when possible (1), Hired as teacher and coach with teaching load commensurate with coaching duties (2) 2 ()
4. All athletic monies including gate receipts are considered as school funds, and centralized with the other funds of the institution, with the university or college treasures. (7:App.B36; 20:199; 22:295; 25:12,31) Money pooled in general physical education and athletic budget for use by any part of the program (1), Fully met as above (2) 2 ()

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|----|---|-------|
| 5. | Intercollegiate athletics are financed as far as possible from general funds appropriated for that purpose and from endowments. (7:App.B37; 20:199; 22:295; 25:12,31) Deficits covered by the school (1), Financed from general funds (2) | 2 () |
| 6. | The institution provides the services of a physician for its athletic teams. (20:199; 22:295) Local doctor on call (1), School physician provided (2) | 2 () |
| 7. | The institution provides a professionally prepared trainer. (20:199) Part time trainer (1), Full time trainer (2), Full time trainer with professional preparation (3) | 3 () |
| 8. | The program includes: team sports and a variety of individual and dual sports (carry-over). (20:200; 22:296) Six sports (1), 7 to 9 sports (2), 10 or more sports (3) | 3 () |

Sub area points earned

D. Recreational Activities

Pts 14

- | | | |
|----|--|-------|
| 1. | The institution provides social and physical activities for all students. (22:296; 25:6,31) Limited provision (1), Good provision (2), Excellent (3) | 3 () |
| 2. | The institution provides finances for supporting general extracurricular activities. (22:297) Partially (1), Completely (2) | 2 () |
| 3. | The institution provides cultural student activities on campus as opera, theatre, lectures, music, dance, <u>et cetera</u> . Some variety (1), Much variety (2) | 2 () |
| 4. | The department of physical education provides opportunity for co-recreational activities. (22:290) Two or 3 activities (1), 4 to 6 activities (2), 7 or more (3) | 3 () |

5. The department of physical education provides adapted physical extra-curricular activities for those students who are handicapped. (22:291) Some provision (1), Good provision (2) 2 ()
6. A recreational council including student representatives aids in program planning. Limited representation (1), Broad representation of faculty and students (2) 2 ()

Sub area points earned

Area points earned %

VI. Student Services

120

A. Recruitment, Selection, Guidance, and Counseling

Pts 20

1. Faculty visitation, provision for visitations on the campus by interested students, and alumni references recruit potential professional students. (1:12; 7:App.B11; 16:24; 22:239) One point each 3 ()
2. There are student major clubs which orient and professionalize the students. (6:31; 16:18) General professional (1), Plus special professional (2), Plus for men and/or women (3) 3 ()
3. A complete cumulative record is maintained for every student, and utilized in counseling. (1:13; 7:App.B10; 22:240; 25:14) Maintained (1), Readily available (2), Regularly utilized (3) 3 ()
4. Provision is made for personal counseling through divisional or departmental counselors and professional counseling services. (1:13; 7:App.B10; 16:25; 22:256; 25:13,31) Either one (1), Both (3) 3 ()

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|----|---|-------|
| 5. | There are at least three conferences with advisors each semester. (7:App. B10; 22:254-256) One conference (1), Two (2), 3 or more conferences (3) | 3 () |
| 6. | There is participation of the students with the staff in the diagnostic interpretation of standardized tests and class evaluations. (6:7, 11, 13; 16:25) Students may request (1), Students encouraged to do so (2), Student conferences are set up (3) | 3 () |
| 7. | The institution maintains an employment, scholarship, and student loan program to aid students. (22:374-378) Scholarships and student loan (1), Plus employment (2) | 2 () |

Sub area points earned

B. Health Services

Pts 36

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|----|---|-------|
| 1. | A health center that is <u>adequately</u> equipped, serviced, maintained, and centrally located is available for all students. (7:App.B12; 22:284) Adequate center (required for any points) (3), Equipment (2), Desirable location (1) | 6 () |
| 2. | A complete health record is kept of <u>each</u> student throughout his college <u>life</u> . (7:App.B12; 13:App.H22; 20:227; 22:284) Record kept (1), Plus up-to-date (3) | 3 () |
| 3. | The institution has a working agreement with a local hospital to handle emergencies. (7:App.B13; 22:285) For treatment (1), Plus for hospitalization (3) | 3 () |
| 4. | The center maintains regular office and visiting hours and emergency service. (:App.B13: 20:227) Through the school day (1), Plus after hours emergency service (2) | 2 () |

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|-----|---|-------|
| 5. | A full-time physician is provided for every 500 to 1,000 students enrolled. (6:31; 7:App.B12; 12:App.H2; 20:226; 22:284) Part-time (1), Full-time for 500, one additional for each 2,000 (2), One for every 500 to 1,000 students (4) | 4 () |
| 6. | The health center provides at least 3 infirmary beds for every 1,000 students. (13:App.H26; 20:227) Three beds (1), 4 or 5 beds (2), 6 or more per 1000 (4) | 4 () |
| 7. | Appropriate diet is prepared by a part or full-time dietitian. (20:227) Part time (1), Full time (2) | 2 () |
| 8. | One full-time nurse and adequate attendants are employed for every 500 students enrolled. (20:227; 22:284) Seven hundred fifty-one to 1,000 (1), 501 to 750 (2), 500 or less (3) | 3 () |
| 9. | A remedial testing program such as blood, hearing, or vision is available for students. Adequate for one (1), For 2 (2), For 3 (3) | 3 () |
| 10. | The health center cooperates with service and adapted-restricted program for students by prescription and approval of activities. (22:284; 25:13,31) Approval (1), Prescription (2) | 2 () |
| 11. | A general comprehensive insurance plan is provided to offer protection to all students and staff including athletes. Provided for athletes (1), Plus others for fee (2), Provided for all (4) | 4 () |

Sub area points earned

C. Housing for students

Pts 14

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|----|---|-------|
| 1. | The institution provides healthful and pleasant campus living conditions for students. Meets 75% of demand (1), Meets 90% or demand (2), Meets 100% of demand (3) | 3 () |
|----|---|-------|

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|----|--|-------|
| 2. | For off-campus housing standards of lighting, heating, ventilation, safety, toilets, bathing, and number of room are published and are enforced. Standards published (1), Rigidly enforced (2) | 2 () |
| 3. | Annual inspections and approval of off-campus housing are made. Scheduled inspections (1), Scheduled and unannounced inspections (2), None needed, all on-campus housing (3) | 3 () |
| 4. | Separate housing is provided for married students. Meets 75% of demand (1), Meets 90% of demand (2), Meets 100% of demand (3) | 3 () |
| 5. | Costs of housing <u>are</u> moderate, but offer a range to suit individual needs. All one cost (1), Two choices of cost (2), Three choices of cost (3) | 3 () |

Sub area points earned

D. Placement

Pts 20

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|----|--|-------|
| 1. | There is a central placement office for all graduates and alumni wishing to secure teaching positions and its services are regularly announced. (1:13; 7:App.B13; 20:228; 22:257) Centrally located (1), University wide (1), Supplemented by department(1), one each. | 3 () |
| 2. | The placement director has no other responsibilities on the campus (3), devotes part time to placement (1). (1:13; 7:App.B14; 20:228) | 3 () |
| 3. | An up-to-date personnel record is maintained for each active graduate and student; applicants assist in their preparation. (1:13; 16:9) Upon request (1), Annually for new entrants (2) Plus brought up-to-date (3) | 3 () |

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|----|--|-------|
| 4. | There is cooperation of the local bureau in providing records to state or professional placement agencies. Cooperation for fee (1), Cooperation free (2) | 2 () |
| 5. | The institution surveys to determine the placement opportunities and secures pertinent information about the positions. (16:8) Determines opportunities (1), Plus secures pertinent information (2) | 2 () |
| 6. | Prospective graduates and alumni are informed concerning teaching opportunities, demands, salaries, and policies of the bureau. (7:App.B14; 16:9,34; 20:228; 22:257,258) General distribution (1), Selective distribution (2) | 2 () |
| 7. | The institution assists students in preparation of personnel records, how to apply for position, and proper interview technique and in arranging interviews. (16:9; 10:228) Assists with records (1), Plus instructs on each procedure (2), Plus makes arrangements for interviews (3) | 3 () |
| 8. | Faculty members cooperate in supplying the placement office with pertinent information concerning prospective graduates. (7:App.B15; 20:228; 22:257,258) Satisfactory (1), Excellent Cooperation (2) | 2 () |

Sub area points earned

E. Follow-Up and In-Service Education Pts 30

- | | | |
|----|--|-------|
| 1. | Advisory services are provided beginning teachers and high school students who may be interested. (7:App.B14; 20:229; 22:306) One specifically (1), Both specifically (2), Plus active encouragement to utilize services (3) | 3 () |
| 2. | Services use the procedures of personal visits, observations, conferences, rating scales, and correspondence. (7:App.B15; 20:229; 22:258) Personal visits (1), Plus two or more (2), All are used (3) | 3 () |

3. The findings are shared with the school's faculty. (7:App.B15; 20:229; 22:256) Recorded and available (1), Recorded and discussed with faculty (2) 2 ()
4. One or more faculty members devote a major portion of their time to follow up. One only (1), More than one (3) 3 ()
5. In-service education is a teacher counseling service which is requested and not conducted by administrative personnel. By person or department concerned (1), By specialist in the area (3) 3 ()
6. The institution helps provide direction to the in-service education of the graduate through visitation, extension work, institutes, clinics, workshops, and others. Extension (2), Extension and workshops (3), Plus others (5) 5 ()
7. The institution helps students and graduates to understand that professional preparation does not cease with the degree. (22:305) Some recommendation for continued education (1), School endorses graduate schools and conducts in-service follow-up (2) 2 ()
8. Some forms of public service, reading, committee work, research, travel, and foreign study are some important methods to be suggested during faculty visitation. (22:305,313) Reading and committee work (1), Plus 2 or 3 (2), Plus 4 or more (3) 3 ()
9. Experimenting with new methods of teaching is encouraged and guided during faculty visitation. (22:312) General recommendation made (1), Action research in teaching (2), Supervisory cooperation and aid in methods (4) 4 ()
10. The in-service education findings are entered on the graduate cumulative records. (22:326) Entered on separate 2 ()

record (1), Entered on cumulative
record (2)

Sub area points earned

Area points earned %

VII. Library and Audio-Visual Aids 90

A. <u>The Library</u>	<u>Pts</u>	<u>54</u>
1. <u>General Features</u>	<u>Pts</u>	<u>15</u>
a. The general library is centrally located. (7:145; 11:289; 20:99)	1	()
b. A departmental library is readily available and properly serviced. Instructors make personal books available (1), Library available (2), Fully met (3)	3	()
c. The school budget and the department budget for library are adequate and fully utilized. (3:14; 7:145; 20:99) Not fully utilized (1), Fully met (2)	2	()
d. The faculty aids in the selection of library materials and are informed of recent acquisitions. (3:11; 7:145; 20:99) One person made responsible for selection of books for the area (1), A responsible person with help of the department chooses books and materials in field and recommends supplementary material (2), Fully met (3)	3	()
e. Space for library cubicles, work tables, open shelves, and files is adequate and properly lighted, heated, and ventilated. (3:8,9; 7:145)	1	()
f. Library facilities, organization, and staffing for ordering, circulation, reference, binding, and cataloging are adequate. (3:16,17) Limited library staff (1), Fully met (2)	2	()

- g. The library is approved by some national or regional accrediting agency. (3:8; 20:99) Regional (1), National (2) 2 ()
- h. The general professional (education) and special professional (departmental) library materials are readily accessible. 1 ()

Sub area points earned

2. Library Services Pts 8

- a. Instruction is provided on the use of the library. (7:145; 20:99) Some instruction (1), A course (2) 2 ()
- b. Inter-library loan, copying service, microcards or microfilms, and pamphlet packaging are provided. (3:13) Subtract .5 point for each item missing. 2 ()
- c. Library staff members are helpful to students and staff. Cooperation given when available (1), Cooperation and help freely and readily available (2) 2 ()
- d. Locating, checking out, and returning of books are speedily done. Unwarranted delay in some of the above functions (1), Fully met (2) 2 ()

Sub area points earned

3. Books, and Pamphlets Pts 17

- a. The total number of volumes exceeds: 75,000 to 100,000 (1), 100,000 to 200,000 (2), over 200,000 (3). (3:9; 7:145; 11:289; 20:99) 3 ()
- b. Books in professional education and in special professional education are adequate in number, kind, and recency. (3:10; 20:99) One area only (1), Both professional and special professional (2) 2 ()

- c. A variety of courses of study and high school texts are available and are grouped. 2 ()
- d. All aspects of the professional library include the most recent references. Occasional check on recency (1), Continuous check to insure inclusion of newer references (2) 2 ()
- e. The breadth of selection of library volumes includes from y to 10 (1/4 points each) to 11 or more (1/2 points each) texts in each of the following areas: (7:146; 11:289; 29:99) 8 ()
- 1) Anatomy, physiology, and kinesiology ()
 - 2) Curriculum in physical education (all school levels) ()
 - 3) First aid, adapted physical education, and athletic injuries ()
 - 4) History, principles, and introduction to physical education ()
 - 5) School, community, and individual hygiene ()
 - 6) Organization, administration, methods, and supervision of physical education ()
 - 7) Organization and officiating of intramural and interschool sports ()
 - 8) Safety and driver training ()
 - 9) Measurement and evaluation and elementary statistics ()
 - 10) Baseball, basketball, football, and track and field ()
 - 11) Simple rhythms, folk, modern, and square dance ()
 - 12) Archery, badminton, table tennis, softball, volleyball, and other recreational games ()
 - 13) Group games, contests, and relays ()
 - 14) Conditioning (calisthenics), marching tactics ()
 - 15) Stunts, tumbling, and apparatus ()
 - 16) Aquatics (swimming, diving, and boating) ()

Sub area points earned

4.	<u>Periodicals and Annuals</u>	<u>Pts</u>	<u>14</u>
a.	Current issues are available on call and are bound annually into volumes. Available on reserve (1), Available and bound (2)	2	()
b.	The breadth of coverage is such as to include at least the following periodicals: (.5 points each) (7:146; 11:463; 20:99)	12	()
	1) American Recreation Society Bulletin		()
	2) American Journal of Public Health		()
	3) Athletic Journal		()
	4) Beach and Pool		()
	5) Boys' Life		()
	6) Camping		()
	7) Dance Magazine		()
	8) The First Aider		()
	9) The Journal of Health-Physical Education-Recreation		()
	10) Journal of Physical Education		()
	11) Journal of School Health		()
	12) Outdoor Life		()
	13) Parks and Recreation		()
	14) Physical Educator		()
	15) Physical Education Digest		()
	16) Physical Therapy		()
	17) Recreation		()
	18) Research Quarterly		()
	19) Safety Education		()
	20) Scholastic Coach		()
	21) Scouting		()
	22) Sports Illustrated		()
	23) Today's Health		()
	24) Youth Leaders' Digest		()
	25) Others, such as Quest		()

Sub area points earned

B.	<u>Audio-Visual Aids</u>	<u>Pts</u>	<u>36</u>
1.	<u>General Features</u>	<u>Pts</u>	<u>10</u>
a.	The audio-visual budget is adequate for equipment, service, and materials. (7:145) Budget separate but under another department (1), Departmental budget (2)	2	()

- b. There is a departmental staff member in charge. Staff member is director as an additional duty (1), Full time director (2) 2 ()
- c. There is adequate staff for ordering, projection or use, shipping, and maintenance. Done by staff as additional duty (1), Fully met (2) 2 ()
- d. Audio-visual service for classroom instruction is without charge. Minimum charge on department budget (1), In department with service and no charge (2) 2 ()
- e. Instruction is offered in the production and use of audio-visual aids. Clinic or unit of course (1), Course (2) 2 ()

Sub area points earned

2. Instructional Materials Pts 10
- a. Slides, films, and filmstrips in physical education are adequate in number and recency. (21:320) Materials must be ordered from outside (1), School has own supply of materials (2) 2 ()
- b. Slides, films, and filmstrips in sports, rhythmic, and gymnastics are adequate in variety, number, and recency. (21:320) Some available (1), Adequate and recent (2) 2 ()
- c. Adequate charts, models, and graphics are readily available. Some available (1), Adequate and recent (2) 2 ()
- d. Tape and/or wire recordings are adequate. (21:320) Some available (1), Adequate (2) 2 ()

- e. Records for dances and games are adequate in variety, number, and recency. Some available (1), Adequate (2) 2 ()

Sub area points earned

3. Equipment and Facilities Pts 16

- a. Classrooms are equipped for use of audio-visual aids. (21:320) One audio-visual room (1), Classrooms equipped (3) 3 ()
- b. Quiet rooms are available for preview or use of records and wire and/or tape recordings. One room only (1), More than one room (2) 2 ()
- c. A public address system is available and free or at a nominal cost for school activities. Portable system available (1), School has build-in system (2), Both available (3) 3 ()
- d. Wire or tape recorders are available for instructional use. (21:320) Some (1), Adequate (2) 2 ()
- e. Rooms with proper lighting, conditioning, and fire safety are adequate for ordering, repair, and storage of films. Special storage closet (1), Fully met (2) 2 ()
- f. Sound projectors (16mm.), film-strips, 2" x 2" slide projectors, and opaque and overhead projectors are available in adequate numbers. (4:34) Subtract .5 point for each item missing. 3 ()
- g. Portable screens 60" x 72" or larger are available in adequate numbers. 1 ()

Sub area points earned

Area points earned %

VIII. Supplies and Equipment

80A. General PracticePts 13

1. The equipment and supplies budget for the professional, intramural, inter-collegiate and recreation programs is adequate. Provides for basic needs only (1), Sufficient for all programs with extra for emergencies (2) 2 ()
2. A central purchasing agent serves all programs but the number and quality of equipment and supplies are determined by the department concerned. Central purchasing or business agent (1), Fully met with strict adherence to department specifications for equipment (2) 2 ()
3. Regular and seasonal inspections and inventories of equipment for safety, condition, and number are made. Occasional check (1), Fully met (2) 2 ()
4. A check-out service provides for recreational use of equipment by students and faculty. Students only (1), Both (2) 2 ()
5. Maintenance personnel are assigned to care for, issue, and repair equipment and supplies. Done by instructional staff (1), Fully met (2) 2 ()
6. Towels and liquid (or individual) soap are provided for each participant each day. 1 ()
7. Drinking fountains and cuspidors are provided at all appropriate activity areas. (21:326) Some (1), Quite adequate (2) 2 ()

Sub area points earned B. Supplies291. Sports SuppliesPts 21

- a. Aerial darts, paddles, and nets are adequate for instruction of an entire class. 1 ()

- b. Archery bows, arrows, quivers, and targets are provided in numbers assuring not over four at a target. (4:11; 5:27) Five or more to target (1), Less than 5 at a target (2) 2 ()
- c. Badminton birds, nets, and rackets are adequate for instruction of an entire class. (4:11) 1 ()
- d. Baseballs, gloves, bats, and bases are adequate for an entire class in professional instruction, for intramurals and athletics. (4:12) Athletics only (1), Fully met (2) 2 ()
- e. Basketballs are adequate in number for all instructional uses including practice, and for intramurals and athletics. (4:13) 1 ()
- f. Class instruction in bowling is possible with adequate lanes and a reasonable variety of weights of balls. Lockers are available for gear. (4:14) Lanes available (1), School lanes (2), Fully met (3) 3 ()
- g. Footballs are adequate in number for varsity, intramural program, and for service and professional techniques classes. (4:16) 1 ()
- h. Golf classes are provided so that golf balls and five kinds of clubs are adequate in number for class instruction. (4:17) Clubs or balls only (1), Clubs and balls available (2), Fully met (3) 3 ()
- i. Lime markers and slaked lime are available for marking all areas. (21:455) 1 ()
- j. Handballs are provided for class instruction. (4:19) 1 ()

- k. Softballs, bats, essential gloves, and bases are adequate in number for professional and service classes and for intramural peak loads. (4:23) Instruction only (1), Both available (2) 2 ()
- l. Table tennis tables, balls, and paddles are provided in adequate number for instructional and recreational use. (4:25) 1 ()
- m. Tennis rackets, nets, and balls are provided in adequate numbers for instruction in intramurals. (4:25) 1 ()
- n. Volleyball nets and balls are provided for instructional and intramural needs. (4:27) 1 ()
2. Rhythm Supplies Pts 4
- a. Tape or wire cording spools are provided for class and social use. 1 ()
- b. Records and sheet music are adequate in kind and condition and include current music. (4:16) 2 ()
- c. Special costumes required for instruction or demonstrations are provided by the department. (4:15) 1 ()
3. Gymnastic Supplies Pts 4
- a. An adequate supply of carbonate of magnesia blocks or rosin powder, and sandpaper is available for class instruction at all times. (4:18) 1 ()
- b. Safety belts are available for all squads in gymnastic instructional classes. (4:18) One belt (1), 2 belts (2), Fully met (3) 3 ()

Sub area points earned

C. Equipment381. Heavy EquipmentPts 23

- a. Apparatus includes balance beams, climbing ropes, flying rings, high bars, parallel bars, side horse, spring boards, and trampolines. (4:18,19; 21:131) High bars, parallel bars, and trampoline (1), Plus two (2), All are available (3) 3 ()
- b. Apparatus is provided in such numbers as to assure not over 10 (1), or 6 to 8 members to a squad. (2) 2 ()
- c. Adequate numbers of mats are kept clean and in sufficient variety to provide safety for all apparatus and tumbling. (4:28) Adequate numbers (1), Fully met (2) 2 ()
- d. Mat dollies with rubber wheels are available for storing and transporting mats. 2 ()
- e. Basketball goals are cross court as well as lengthwise and permit two or three games at one time. (5:145; 21:238) Two cross courts (1), Three or more (2) 2 ()
- f. Standards for aerial darts, badminton and volleyball, and high jumping are sufficient for the instructional-recreational needs. (4:26) 1 ()
- g. Weight lifting equipment is flexible and sufficient to meet the needs of the program. (4:28) 1 ()
- h. Wrestling mats are provided in numbers to meet instructional, intramural, and intercollegiate needs. (4:28; 21:111) 1 ()
- i. An outside telephone is in the pool office for emergencies, especially. (5:106) 1 ()

- j. Life saving buoys and reach poles are accessible on the pool deck. (4:32; 5:107; 21:204) 1 ()
- k. Pucks and rubber bricks are available for life saving instruction. (4:32) 1 ()
- l. A canoe is available for life saving tests in the pool. (4:32) 1 ()
- m. Diving boards, 1 and 3 meter, are provided. (4:32; 5:107) one only (1), Both (2) 2 ()
- n. Lane cork-lines are available during contests. (4:32; 5:107) 1 ()
- o. A moisture proof bulletin board is in the natatorium. (21:204) 1 ()
- p. Flutterboards are available in adequate numbers for a swimming class. (4:32) 1 ()
2. Rhythm Equipment Pts 3
- a. Pianos and record players are available where needed for each teaching station, dance instruction, and social purposes. (21:130) Piano and record player available (1), Fully met (2) 2 ()
- b. Sewing machines and cleaning and pressing equipment are available for costume making and repair. 1 ()
3. Measurement and Research Equipment Pts 12
- a. Anthropometrical calipers, tapes, and weight scales are available for class and research uses. (21:145) 1 ()
- b. Back and leg lift dynamometers are available for measurement and research. (21:145) One only (1), Two or more (2) 2 (2)

- c. Calculators are available in the department. Calculators available (1), Department has own calculators (2) 2 ()
- d. Flarimeters and spirometers are available. Sterilized spirometer tip for each user. (21:145) 1 ()
- e. Hand dynamometers are available. (21:145) 1 ()
- f. Jump and reach boards or leapmeters are available for class instruction or research. 1 ()
- g. Mats, 5'x12' with lines painted and inches indicated are available for class instruction or research. 1 ()
- h. Push-pull dynamometers for arm strength are available for class instruction or research. (21:145) 1 ()
- i. Stadiometers are available for all needs. 1 ()
- j. Stop watches are available for class, intramural, and research use. 1 ()

Sub area points earned

Area points earned %

IX. Indoor Facilities

110

A. General Features

Pts 13

1. All facilities meet the safety and sanitation measures and are well lighted, ventilated, and heated. (8:107,302-312; 5 () 21:26) Subtract point for failure to meet standards in any of above five categories.
2. The different spaces are well equipped and maintained. Minimum (1), Fair (2), Good (3), Excellent (4) 4 ()

3. The school recreational facilities are available to the community. (5:53; 21:28,110) Occasional permission granted (2), Policy of regular use of facilities (3), A director promotes community program (4) 4 ()

Sub area points earned

B. Administrative

Pts 23

1. An adequate office is conveniently located for each director and staff member. (5:70; 7:App.B39; 20:215; 21:249,250) One central office (1), Office for director and 2 members to an office (2), Fully met (4) 4 ()
2. Adequate secretarial space and duplicating facilities are conveniently located. (21:253,254) Secretarial and duplicating facilities available (2), Secretary and services located in department (4) 4 ()
3. Adequate equipment and supply storage is conveniently located. (5:69; 7:App.B39; 20:215,216; 21:257,258) One all purpose room (1), One for each gymnasium (2), Plus other adequate storage space (3), Fully met (4) 4 ()
4. Equipment drying room is adjacent to team and dressing rooms and is adequate. (5:69; 7:App.B40; 20:215) Drying room accessible (1), Fully met (3) 3 ()
5. Apparatus storage space is adequate and contiguous to the teaching stations. (5:69; 7:App.B40; 20:216, 21:131) Space available not contiguous (2), Fully met (3) 3 ()
6. Adequate custodial space is conveniently located. (5:7; 7:App.B39; 20:215; 21:324) One one floor (1), On each floor (2), For all major areas (3) 3 ()
7. Adequate and properly located ticket offices are provided. (5:64; 21:285) Portable ticket booths (1), Fully met (2) 2 ()

Sub area points earned

<u>C. Instructional - Recreational</u>	<u>Pts</u> <u>42</u>
1. Classrooms and laboratories of proper size and equipment are departmentalized and available in sufficient number for all classes. (5:64; 7:App.B42; 20:217; 21:103) Classrooms available (3), Classrooms and laboratories (4), Fully met (6)	6 ()
2. Sufficient number of adequately lighted and heated gymnasias and teaching stations exist for both the men's and women's departments, at peak load for intramurals and athletics. (5:53-55; 7:App.B42; 20:217) One station for every 600 Students (4), 1 station for every 350 students (6), Plus intramural and athletic peak load is fully met (8)	8 ()
3. Adequate number of official handball and squash courts. (5:63; 7:App.B44; 20:217; 21:121) Minimum of 2 courts (1), 1 court for every 200 students (3), Fully met (4)	4 ()
4. One special activity or combatives room is available in 40'x65'x16' minimum size. (20:218; 21:111) Part of teaching station available for combatives (1), One room available (3), Fully met (5)	5 ()
5. One conveniently located recreational game room is provided. (5:63,64; 7:App.B42; 20:218; 21:137) General open area available (1), Game room available (2), Game room on ground floor (3), Located on ground floor near director's office (4)	4 ()
6. An adequately large club room with a kitchenette adjoining is located on the first floor and is easily accessible from the outside. (5:64; App.B42; 20:217) Club room available (2), Club room and kitchenette (3), Fully met (4)	4 ()
7. An adapted-remedial physical education room conveniently located with respect to service facilities. (7:App.B44; 20:218; 21:96,97) Room available (2), Room near locker and shower (4), Room accessible to locker, shower, pool, and ground floor (5)	5 ()

8. Adequate instructional-recreational swimming pools, on ground floor, and properly located with respect to showers are available for both men's and women's classes and extracurricular activities. (5:102,103; 7:App.B43; 20:219; 21:159) One pool available (2), 2 pools available, adjoining showers (4), Fully met (6) 6 ()

Sub area points earned

D. Service

Pts 32

1. Toweling rooms for the men's and women's departments each are located between the shower and locker rooms with at least nine square feet per student in peak load. (5:69; 7:App. B46; 20:220; 21:276) Toweling area available (1), Between locker and shower, 7 to 9 square feet (3), Between locker and shower, 10 to 12 square feet per student in peak load (4) 4 ()
2. Locker rooms for the men and women are adjacent to the gymnasias and provide individual lockers and at least eight square feet (exclusive of locker space) per student at peak load. (5:64-68; 7:App.B45; 20:220; 21:2710274) Room available (3), Adjacent to gym, 6 to 9 square feet (4), Adjacent to gym 10 square feet and up per student at peak load (6) 6 ()
3. A properly equipped training room adjacent to the team room. (5:70; 7:App.B48; 20:222; 21:293-294) Training room (1), Fully met (3) 3 ()
4. Separate team rooms with showers, lockers, and toilets are provided for home and visiting teams. (5:68; 7:App.B47; 20:221; 21:286-292) Separate dressing rooms (1), Separate rooms and showers (2), Fully met, both accessible to playing area and equally maintained (3) 3 ()

5. Officials' and faculty locker rooms are provided with showers and toilets near the staff office. (5:70; 7:App. B41; 20:222; 21:285) Faculty room used by officials (2), Separate officials' and faculty locker room fully met (3) 3 ()
6. Toilets and washrooms are centrally located in the service facilities and are adequate for the peak load. (5:69,70; 7:App.B45; 20:221; 21:329-332) Contain: lavatories, urinals, water closet, mirrors, paper towels, and soap. Subtract .5 point for each item missing. 3 ()
7. Shower rooms adjacent to the locker rooms providing at least one shower to each three students at peak load are properly drained, lighted, heated, and ventilated. (5:68,69; 7:App.B46; 20:220; 21:276) One shower for 4 people (2), 1 shower for 4 people with 10 square feet (4), 1 shower for 3 people with 10-14 square feet (5), 1 shower for 3 people 15 or more square feet at peak load (6) 6 ()
8. Towel rooms with attendants, in or adjacent to each locker room, provide a clean towel for each student at each class period. (5:69; 7:App.B46; 20:221; 21:276-277) One central towel room outside locker rooms (2), Fully met (4) 4 ()

Sub area points earned

Area points earned

X. Outdoor Facilities

A. General Features

Pts 23

1. Courts, fields, and areas are properly oriented, graded, surfaced, drained, and fenced. (5:35-37; 8:145,150; 21:433-436) Subtract one point for each missing item not fully met. 5 ()

2. Maintenance, marking, and setting up (seating, nets, archery butts, etc.) are done by service personnel. Maintenance done by custodial staff (3), School or department has regular crew for the job (5) 5 ()
3. Separate and adequate parking spaces are available for all programs where necessary, such as baseball, basketball, and football. (5:34-35; 8:148; 21:471) Parking available (2), Partial parking at area with overflow handled elsewhere (3), Parking adjacent to sport area (4) 4 ()
4. Outdoor fountain and toilet facilities are conveniently located for all participants and spectators. (8:148, 150; 21:471) Available in general area (1), Located in stadium or playfield area (2), Both areas provided (3) 3 ()
5. Grounds are attractively and effectively landscaped. (5:34; 8:150-151; 21:466-467) Minimal landscaping (1), Shade trees and grass predominate (2), Effective balance of shrubbery, shade trees, and grass area (3) 3 ()
6. There is one administrator and/or a committee which coordinates the use and development of facilities for all. One administrator (1), A committee (2), Both (3) 3 ()

Sub area points earned

B. Facilities for Service and Professional Technique Courses Pts 27

1. Areas for hockey, soccer, softball, touch football, volleyball, and such large area games are adequate for both service and professional classes. (5:26; 8:123-145; 20:223-225; 21:366, 367) Minimal area shared by all (2), Adequate but not separate (4), Men and women separate and adequate (6) 6 ()

2. Baseball diamonds are available for class instruction when needed. (5:26; 8:133; 20:223; 21:366) 3 ()
One (2), Adequate for class instruction (3)
3. Archery and riflery and similar hazardous areas are fenced and banked for safety and control and are adequate in number. (5:27-30; 8:142; 21:379) Fenced only (1), Fenced and banked (2), Fully met (3) 3 ()
4. An 18 hold golf course with chipping and putting greens is available for class instruction. (8:143; 21:380) Nine holes (2), 18 holes (3), Fully met (5) 5 ()
5. Men's and women's departments each have freedom in administering their class schedules and are equitably provided with areas. A joint committee adjudicates (1), Preferential schedules in alternating semesters (2), Equitable provision in area or schedule (3) 3 ()
6. Organizations, such as band and military, if on campus have adequate outdoor areas so as not to interfere with class needs. A joint committee adjudicates (1), Priority given to physical educatin (2), No conflict with outside organizations (3) 3 ()
7. Such areas as badminton, bowling, horseshoes, aerial darts, shuffleboard, table tennis, and tennis courst are available in adequate numbers for instruction in all classes. (5:26; 8:143-145; 20:224-225; 21:371-386) Badminton only (1), Tennis only (2), Tennis and badminton adequate plus 2 others (3), Fully met (4) 4 ()

Sub area points earned

<u>C. Intramural Facilities</u>	<u>Pts</u> <u>18</u>
1. Open areas for instructional classes are available for intramurals at convenient hours and in adequate numbers for proper scheduling. Activities scheduled on opportunistic basis (1), Afternoon and evening program (3), Fully met (5)	5 ()
2. Popular major sport areas are adequately lighted for late afternoon activity and seating is provided. (5:39; 8:203; 21:353) Lights only (2), Fully met (4)	4 ()
3. Men's and women's intramural programs each have adequate areas for independent or cooperative scheduling. One area shared (1), Areas used in common on equal basis (2), No preference in treatment except areas scheduled commensurately with size of programs (3)	3 ()
4. Golf facilities are available at a nominal fee for intramurals for men and women. Same as public (1), Reduced for students (2), Covered by physical education fee (3)	3 ()
5. The intramural budget is adequate to provide proper maintenance of outdoor areas. Some provision (1), Good provision (2), Excellent (3)	3 ()

Sub area points earned

<u>D. Intercollegiate Athletic Facilities</u>	<u>Pts</u> <u>22</u>
1. One standard football field and adequate practice fields are properly maintained and conveniently located. (5:114; 8:129,142; 20:223; 21:348) Game field only (1), One practice and one game field (3), Fully met (5)	5 ()
2. A standard quarter mile track is available with proper fencing, drainage, and maintenance. (5:116; 8:125,126; 20:225; 21:398) Track available (1), Six lane track with 220 straightaway (2), Eight lane track with 220 straightaway (3)	3 ()

3. Baseball diamonds are available and maintained, one meets all conference standards. (5:116; 8:133; 20:223; 21:399) One diamond available (2), 1 diamond meets standards (3), Fully met (4) 4 ()
4. Other fields are available for varsity use. (5:26; 8:139,140; 20:224; 21:367) One field (2), Adequate fields (4) 4 ()
5. A stadium with broadcasting facilities and adequate locker, shower, storage, and toilet facilities for both teams. (5:114-120; 8:146-148; 20:224; 21:424,425) Field with bleachers (1), Field with bleachers adjacent to locker area (2), Stadium with lockers and showers in gymnasium (4), Fully met (6) 6 ()

Sub area points earned

Area points earned 8

Total points earned

Total points possible 1000

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