

AN EVALUATION OF THE UNDERGRADUATE
PROFESSIONAL PREPARATION PROGRAMS
IN PHYSICAL EDUCATION IN
OKLAHOMA'S JUNIOR COLLEGES

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1967

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1969

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 1974

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PREFACE

The main purposes of this study were to determine the status of pre-professional teacher education programs in physical education in Oklahoma Junior Colleges and to make recommendations for upgrading the weak portions of the programs. Additional purposes were to determine the rank order of the institutions' physical education programs in Oklahoma offering transfer programs of teacher-education programs as they are reflected by the score card used in this study.

I wish to express my utmost appreciation to both Dr. J. B. Harrison, my major professor, and Dr. John Bayless, for their invaluable guidance and assistance in completing this study. The assistance, suggestions, and cooperation of Dr. Douglas Achiele, Dr. Betty Abercrombie, and the late Dr. Al Warner were greatly appreciated.

I want to express a special note of appreciation to my wife, Beverly, and my parents, Thurman and Ima Edwards, Sr., for their sympathetic understanding, patience, sacrifice, and encouragement, without which this study could not have been completed.

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CHAPTER I

INTRODUCTION

Background and Need for the Study

The quality of the program for preparing youth to teach in a dynamic, rapidly changing, expanding world demands constant improvement and evaluation.¹

In July of 1969, the Oklahoma Legislature created a Professional Standards Board, which cooperates with the Oklahoma Education Association, the Oklahoma Commission on Teacher Education and the Professional Standards Commission concerning study projects for the improvement of Teacher Education. The purpose of the Board is to provide leadership for the improvement of Teacher Education and standards for the certification of teachers and other education personnel in Oklahoma and shall serve in an advisory capacity to the State Board of Education in all matters of professional standards and certification. The Board is charged with such responsibilities as reviewing approved programs of Teacher Education and of recommending new programs, reviewing current certificate requirements and recommending standards for new certificates, encouraging

¹Guide for Organizing and Administering Student Teaching prepared for the State Board of Education, Oklahoma State Department of Education (Oklahoma City), p. 1.

tudies and research designed to improve teacher education, including continuing education of teachers, and making recommendation to the State Board of Education.²

Since World War II, selected educational committees, such as Oklahoma's Professional Standards Board, have been confronted with new academic responsibilities due to the phenomenal growth of the community junior college.

There are now over 1,061 two-year colleges in the United States, and in recent years new colleges have been created at the rate of about one each week. The number of private two-year colleges has been declining and the number of public community colleges has more than doubled in the last decade. However, the average enrollment of these institutions has increased about six percent each year. Junior College enrollment is now predominantly in the public institutions.³

Among the explanations for the rapid advance of the junior colleges are open-admission policies, geographic distribution in many states, and usually low tuition policies. The junior colleges offer a wider range of programs for a greater variety of students than any other segment of higher education.

A careful check of the literature indicated there

²Elwin Fite, "The Professional Standards Board," The Oklahoma Teacher (December 1, 1971), p. 12.

³The Open-Door Colleges (New Jersey, 1970), p. 14.

as never been an evaluation of the public and private junior college institutions in Oklahoma that sought to rank the physical education programs in these institutions and determine the status of physical education pre-teacher preparation programs. The need for such a study was evidenced in the professional literature:

Comparison of all situations in an institution with other comparable institutions or with accepted standards should reveal inadequacies or weaknesses as well as strength and should point to desirable changes. The price of excellence is continued alertness to means of improvement of existing professional programs by the staff of each institution.⁴

It was with this thought in mind and the interest shown by the professional teachers of physical education in Oklahoma that this study was undertaken.

Statement of the Problem

The focus of the study was critical evaluation of the undergraduate pre-professional preparation programs in physical education in Oklahoma's junior colleges. This study was designed to identify strengths and weaknesses of the fifteen participating institutions as reflected by the Bookwalter and Dollgener score card⁵, and to identify the specific weak items in each of the score card areas and

⁴Professional Preparation In Health Education, Physical Education, Recreation Education prepared for the National Education Association (Washington, D.C.), p. 109.

⁵Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs In Physical Education (Indiana, 1965), pp. 1-70.

ib-areas. Recommendations for improving and correcting these deficiencies have been included in this study.

The main purposes of this study were to determine the status of pre-professional teacher education programs in physical education in Oklahoma junior colleges and to make recommendations for upgrading the weak portions of these programs. An additional purpose was to determine the rank order of the institutions' physical education programs as they were reflected by the score card.

Delimiting the Study

This study was limited to the fifteen two-year undergraduate pre-professional preparation coeducational institutions in Oklahoma that were accredited to transfer prospective students in the area of physical education. Three of which were private and twelve were public institutions. The three private institutions that participated were Bacone College at Bacone, St. Gregory College at Lawton, and Oklahoma City Southwestern College at Oklahoma City. The twelve public institutions that participated were Connors State College at Warner, Eastern Oklahoma State College at Wilburton, El Reno College, Murray State College at Tishomingo, Northeastern Oklahoma State College at Miami, Northern Oklahoma College at Tonkawa, Claremore Junior College, Oscar Rose Junior College at Ardmore, Carl Albert Community College at Poteau, Wyandotte Junior College, Seminole Junior College, and Tulsa

Junior College. South Oklahoma City Junior College and Altus Junior College did not participate in the study due to a lack of physical education curriculum and facilities.

Furthermore, this study was limited to the areas as listed on the Bookwalter and Dollgener score card. The areas were (1) General Institutional and Departmental Practices, (2) Staff Standards, (3) The Teaching Act, (4) Service Program and Extended Curriculum, (5) Student Services, (6) Library-Audiovisual, (7) Supplies and Equipment, (8) Indoor Facilities, (9) Outdoor Facilities, and (10) Professional Curriculum Policies and Practices.

Finally, this study was limited to those schools whose physical education departmental chairman agreed to cooperate in completing the score card and permit the investigator to view their facilities.

Definition of Terms

For the purpose of clarification and understanding, the following terms and their definitions were used in this study:

Public Institutions

Public institutions referred to institutions of higher education that were a part of the public educational system of the state, established by the legislature, and supported by legislative appropriations.

Private Institutions

Private institutions referred to institutions of higher education that were controlled and operated by a group other than the state legislature.

Score Card

Score card referred to the questionnaire that was developed by Bookwalter and Dollgener⁶ and used as the data collecting device for this study.

Sub-Area of Professional Programs

Physical Education

A sub-area of professional programs in physical education referred to a subordinate second order component part of an area such as "Intramural Facilities" under IX "Outdoor Facilities".

Pre-Professional Preparation, Pre-Teacher Preparation, Pre-Teacher Education Programs

Pre-professional preparation, pre-teacher preparation, pre-teacher education programs were used synonymously to mean those programs designed to prepare individuals for teacher certification in public schools.

⁶Ibid.

Departmental Head or Chairman

Departmental head or chairman were used synonymously and referred to the individual on the physical education staff who was responsible for the administrative duties of the department of physical education.

Unsatisfactory, Weak, or Inadequate

Unsatisfactory, weak, or inadequate were used synonymously and referred to the total evaluation of an area totaling less than seventy-five percent of the points possible.

Evaluation of Pre-Professional Programs in Physical Education

An evaluation of pre-professional programs in physical education referred to an analysis and appraisal of the worth of all aspects of the programs in terms of the score card.

Junior College

Junior College referred to two-year institutions that place heavy emphasis on what has been known as occupation-education in addition to the traditional two-year programs transferable to four-year colleges and universities.

Limitations

This was a descriptive study administered in the form

of a score card during a personal interview. The validity and reliability of this study was dependent on the ability of the investigator to administer the score card, evaluate the facilities of the institution, and accurately relate those observations when completing the score card. The study was further limited by the ability of the investigator to eliminate personal biases as to the status of existing institutions in Oklahoma.

The generalizations about status, weakness, and suggestions for improvement were restricted to the higher education institutions included in this study.

The score card was developed and validated in Indiana for the purpose of evaluating undergraduate teacher-preparation programs in physical education. The score card used in this study was revised in some areas due to differences between four-year institutions and two-year institutions. The areas, sub-areas, and items were weighted in the same manner as in Indiana.

Basic Assumptions

The assumptions relating to this study were:

1. The standards for undergraduate professional preparation programs for colleges and universities, as found in this score card, have been previously validated in pertinent and authoritative documents from professional publications and directly related and accepted doctoral dissertations.

2. The Score Card Evaluating Undergraduate Professional Programs in Physical Education (Revised Edition) as the best and most desirable instrument available for his study.

3. The response of the chairman and other participants was honest, critical, and objective.

4. The outcome of this study could be used as guidelines for improving pre-teacher education in physical education in Oklahoma.

Procedures Used in this Study

The descriptive-survey method of research, as defined by Davis⁷, was used to collect the data for this study. Surveys, according to Travers⁸, are used to determine the nature of existing conditions. Best further indicated that the score card will yield a total weighted score that can be used to evaluate the objectives observed.⁹

Van Dalen indicated that the descriptive-survey method of research requires a thorough analysis of the results endeavoring to draw meaningful generalizations as well as make interpretations and recommendations significant

⁷Craig Davis, Research Methods in Health, Physical Education and Recreation (Washington D.C., 1959), p. 252.

⁸Robert Travers, An Introduction to Education Research (New York, 1964), p. 278.

⁹John Best, Research in Education (New Jersey, 1959), 107.

the study.¹⁰ This method of research was deemed most appropriate for this study.

The following procedure was utilized in executing this study:

1. The topic for the study was selected after a comprehensive review of the available literature and completed search related to the problem.

2. The method for collecting the data and the instrument to be used were selected as a result of reviewing the professional literature.

3. The Chairman, Department of Physical Education, participating institutions was contacted and an interview arranged.

4. The data were collected and organized into tables assist in analysis and interpretation.

5. Conclusions and recommendations were made based the analysis of the data.

¹⁰Van Dalen, Understanding Educational Research (New York, 1962), p. 202.

CHAPTER II

REVIEW OF RELATED LITERATURE

The improvement of undergraduate professional preparation has historically been a topic of major concern to professional physical educators. An abundance of material related to this topic has appeared in the literature since the late 1800's. A careful review of the available professional literature and a thorough investigation of related sources failed to produce any evidence of an evaluation of undergraduate professional preparation programs in physical education in Oklahoma community junior colleges. However, this review disclosed a wealth of material related directly and indirectly to improving teacher-preparation programs in physical education in other states, regions, and on a national level.

Due to the abundance of material on undergraduate professional preparation in physical education, this review is limited to the more significant contributions in this area. The review has been organized into three separate categories. The first category discusses the most important professional conferences that attempted to establish teacher-education program continuity by developing institutional standards relating to teacher-education in

ysical education. The second category presents several the more important articles on the topic of teacher-education in physical education. The final category reviews the most pertinent dissertations and formal research dealing with the evaluation of undergraduate teacher-education programs in physical education.

Professional Conferences

Early professional preparation programs in physical education were characterized by variance and diversity of standards in such areas as admission requirements, curriculum, and graduation requirements. At the initial meeting of the Association for the Advancement of Physical Education, in 1885, Walter Truslon introduced a resolution calling for a committee to study the problems of professional qualifications for physical education teachers. Problems considered by this committee included establishing a set of standards and consideration of the issuance of two grade diplomas, instructor and master physical educator.¹

Another landmark committee report was published in 1934 by Neilson. At the time, he was the State Director of Health and Physical Education for California and was appointed chairman of the "National Study of Professional

¹A. L. Berridge, "Accreditation of Professional Education in Physical Education," Fifty-First Annual Meeting, College Physical Education Association (March 28, 1948), p. 45.

ication in Health and Physical Education". This committee was to formulate a set of standards for use in evaluating institutions professing to prepare physical education teachers. Being a national study, the committee membership consisted of the then forty-eight state directors of health and physical education. Each state director relied heavily upon the professional physical educators of his state for constructive criticism of the standards prepared by the committee. By a continual process of evaluation and revision an acceptable set of standards was produced. Subsequently, a rating chart and report form were developed and some experimental ratings were made.²

More recent conferences include the Jackson's Mill, West Virginia, in May, 1948. This conference was made possible through the activities of the Athletic Institute. This conference recommended separate programs for preparing teachers in health, physical education, and recreation. Also, this committee identified areas in which research and experimentation should be conducted if quality teacher-preparation programs were to be achieved. These areas included recruitment, selective admissions, professional placement, and field experience.³

²N. P. Neilson, "Report on the National Study of Professional Education in Health and Physical Education," Journal of Health and Physical Education (1934), pp. 19-25.

³The Athletic Institute (Chicago, 1948), p. 40.

Nordly chaired the Committee for the Improvement of Professional Preparation in Health Education, Physical Education, and Recreation in 1952. The purpose of this committee was to establish a set of standards and criteria to be used by the American Association of Teachers Colleges in accreditation of institutions that prepared physical education teachers. This committee's report stressed the role professional physical educators must assume if the preparation was to improve.⁴

In 1957, a workshop was conducted to revise the criteria of the 1952 Nordly committee. This workshop produced a publication entitled "The Evaluation Standards and Guides for Health Education, Physical Education, and Recreation." This document was to provide faculties of institutions of higher education with standards and guides on which to base program improvements.⁵ The National Council for the Accreditation of Teacher Education (NCATE) has adopted these standards and guides.

Articles

The professional literature contained a wealth of pertinent and inspiring articles stressing the necessity of strengthening teacher-education programs in physical

⁴Carl Nordly, The Evaluation and Accreditations of Institutions Engaged in Professional Preparation in Health Education, Physical Education, and Recreation (Washington D., 1952), p. 12.

⁵Ibid.

education. In 1932 Brownell wrote on the topic of improving professional physical education programs and the need for alleviating the misconceptions related to the quality of physical education programs and their graduates. He opposed the public school administrator's opinion that all prospective physical education teachers were equally qualified to teach and equally prepared. Brownell placed the blame for this attitude at the feet of state certification officers and with national and regional accreditation agencies.⁶

Bateman wrote an article in 1938 on improving teacher-training programs in physical education. Along with Brownell, he was concerned with the administrator's point of view. Bateman listed, as essential for those hoping to teach physical education, the following: (1) understanding the nature and needs of the child as an individual to be trained for complete living; (2) ability to organize a program of activities for all children of the school that will develop the individual's interest in maintaining his bodily vigor, emotional balance, and intellectual power; (3) preparation to take a leadership role in the community recreation program; (4) training to coach one or more athletic teams; and (5) should be a person who conducts

⁶C. L. Brownell, "Present Status of Professional Preparation of Teachers in Physical Education," Research Quarterly, Vol. 3 (Washington D.C., 1932), pp. 107-117.

is life on the basis of principle rather than opportunity.⁷

Seldom does an undergraduate publish an article discussing the strengths and weaknesses of his teacher-education program. However, Margaret Olsen, a senior at the University of Illinois, wrote such an article in 1938. The article discussed the following items as recommendations that would have strengthened her particular program:

1. Establish requirements to be used in selecting students wishing to major in physical education.
2. Broaden the curricular offerings so as to increase the cultural value of the program.
3. Offer more courses in general education.
4. The curriculum should cover a five-year period.
5. More time should be devoted to individual sport in the activity program.
6. Increase the number of coeducational activity offerings for physical education majors.⁸

Hughes, in 1952, wrote that the availability of improved principles, standards, and tentative evaluation criteria had permitted educators to continue the drive for program improvement by establishing an acceptable and effective plan for implementing their area. This

⁷Allen Bateman, "How Teacher Training May Be Improved," Journal of Health and Physical Education, IX (1938), p. 346.

⁸Margaret A. Olsen, "A Student Looks at the Professional Curriculum," Journal of Health and Physical Education, IX (1938), p. 301.

plementation could best be accomplished through a national accrediting agency. The National Council for the Accreditation of Teacher Education was in the organizational stage and was to formally start to function in 1954.⁹

Kretchmar, in 1955, elaborated on the emergence of the liberal arts college as a teacher-education institution. He stated that it could not be ignored since they were graduating a significant number of physical education teachers. In comparison with other institutions, he discovered that liberal arts colleges tended to have broader course requirements for majors which permitted less specializations and in many cases required more hours in general education than in physical education.¹⁰

Dissertations and Formal Research

An adequate display of the interest in undergraduate professional preparation in physical education preceded this portion of the review. Implementation of the ideas of the previously discussed material required that research and formal evaluation of the existing programs be initiated by the physical educator. The accomplishment

⁹W. L. Hughes, "Steps Toward Better Accreditation," Journal of Health, Physical Education, and Recreation, XIII (1952), p. 12.

¹⁰R. T. Kretchmar, Professional Preparation of Teachers of Health and Physical Education in Liberal Arts Colleges (Washington D.C., 1955), p. 99.

of this task was manifested by the amount of research as well as the range of specific topics investigated relating to the evaluation of teacher-education in physical education. This portion of the review will include only those works that dealt with the evaluation of the total undergraduate professional preparation of colleges and universities or with the development of an instrument to be used for such an evaluation or studies that related to the score card area of the instrument used in this evaluation.

In 1932 Davis conducted a study based on forty of the most significant problems, as related by professional physical educators representing a geographical cross-section of the United States, related to undergraduate preparation of physical education teachers. Davis categorized these problems under the following general headings: (1) problems related to the selection of prospective students; (2) problems related to the content and teaching of the professional curriculum; and (3) problems related to inservice training, follow-up, and placement. Davis recommended the use of questionnaires, interviews, or conferences involving qualified physical educators in order to obtain possible solutions to descriptive studies.¹¹

¹¹E. C. Davis, "The Survey of Professional Preparation in Physical Education," Research Quarterly, Vol. 3 (Washington D.C., 1932), p. 21.

Scott, in 1939, investigated the content of professional courses in undergraduate physical education programs. His data collecting device was a seventy-item check list dealing with administrative and teaching duties performed by male high school physical education teachers. He concluded from the analysis of the data that the time spent in performing specific duties, together with the opinions of the high school physical education teacher as to the importance of these duties, were the best criteria to use for evaluating teacher education programs in physical education. Also, Scott indicated other areas that should be given special consideration based on the amount of time the teacher spent in such areas as:

1) team sports; (2) curriculum planning; (3) organization and administration of intramural sports; (4) supervision; and (5) rhythmic activities.¹²

Byrom, in 1947, investigated and made suggestions to six state colleges in Oklahoma concerning the development of desirable professional physical education programs. In order to determine existing program conditions, information concerning factors which influenced the quality of the physical education program was collected by the following procedures:

1. Accepted theory and practice.

¹²T. Scott, "A Study of the Content of Professional Courses in Physical Education," Research Quarterly, Vol. 10 (Washington, D.C., 1939), pp. 78-83.

2. Existing conditions.
3. Visits to the college.
4. Questionnaire with information furnished by members of the physical education departments.
5. Correspondence with members of the college faculties.
6. Reviewing the publications of the colleges for the academic year 1946-47.

As a result of analyzing the data from the above procedures, Byrom listed the following suggestions:

1. Credentials from a teacher education institution should form the basis for certification of physical education teachers.
2. Each physical education department should devise plans for attracting capable students into the professional program.
3. Members of the professional physical education departments should study the needs of the physical education teacher in Oklahoma in relation to the type of community in which the teacher will likely work.
4. There is no need for course segregation for men and women in a great many courses.
5. Develop a well planned program of health education.
6. Students who have a desire to become a physical education teacher should have the opportunity to work with children and young people.

7. Administrators of the colleges should study the needs of the public school physical education programs.

8. A closer coordination of men and women departments would help in the utilization of available gymnasium space.

9. Both men and women should plan for professional advancement in-service through the means of graduate study.¹³

Pearson, in 1953, investigated the status of professional physical education in twenty-six teacher preparation institutions located in the northwest part of the United States. In order to determine program status, information concerning factors which influenced the type and quality of educational programs that prepared physical education teachers was collected by using a check list in conjunction with an interview. As a result of analyzing the data from the check list, Pearson listed the following results:

1. Most of the institutions had general weaknesses in administrative organization.

2. Most of the institutions offered only a bachelor's degree in physical education.

3. Practice teaching was consistently a weak area in most institutions.

¹³Jack A. Byrom, "A Proposed Professional Program of Physical Education for the Six State Colleges of Oklahoma" (unpub. Ed.D. dissertation, Columbia University, 1947).

4. The educational qualifications of the faculties are weak at most institutions.

5. Most of the institutions lacked any curriculum continuity.

6. A weak recreation curriculum was apparent at most institutions.

7. Predominantly good library and periodical material was evident at most institutions.¹⁴

Kerr, in 1965, developed a check list, had it validated by a jury of experts, and from the check list structured a score card to be used to study the undergraduate professional preparation programs of selected colleges and universities in New England. The score card consisted of seven areas which were cited according to their importance to the study as determined by the jury that validated the check list. The seven areas and their assigned weight value were listed as:

1. General institutional practices	14 percent
2. Academic training and professional preparation of the instruction staff	7 percent
3. Teaching load of the instructional staff	4 percent
4. Required curriculum	35 percent

¹⁴George B. Pearson, "A Portrayal of the Present Status of Professional Training in Physical Education for Men in the Northwest District of the American Association for Health, Physical Education, and Recreation" (unpub. Ph.D. dissertation, University of Oregon, Eugene, 1953).

- | | |
|---|------------|
| 5. Service program for all students | 5 percent |
| 6. Library facilities | 11 percent |
| 7. Facilities for the program ¹⁵ | 24 percent |

Bookwalter, in 1962, with the help of students in seminars in higher education in physical education, along with literature in the field, set up standards for undergraduate professional physical education programs. These standards were changed into items for a score card with possible weightings. After much criticism and editing, the first edition of the Score Card for Evaluating Undergraduate Professional Programs in Physical Education was published.¹⁶

Dollgener, in 1965, had been a student in higher education seminars and undertook to validate the first edition of the score card. This study was the first statistical analysis of the finding concerning Indiana institutions based upon the score card. Dollgener concluded that the Bookwalter score card was valid, reliable, and objective for its purpose. Internal consistency was found to be .661 (.796 according to the Spearman-Brown Prophecy Formula). An objectivity index of 95 percent was determined. This study led to the second edition of

¹⁵R. W. Kerr, "The Status of Undergraduate Professional Preparation in Physical Education for Men in New England Colleges and Universities" (unpub. Ph.D. dissertation, Indiana University, 1965).

¹⁶Karl Bookwalter, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (Indiana, 1962), p. 54.

the score card with ten areas, forty sub-areas, and 318 items.

As a result of his study on the score card, Dollgener became a co-author of the score card. The score card contains essential standards for rating undergraduate professional programs of physical education.¹⁷

Neilsen, Comer, and Griffin, in 1966, developed another score card for evaluating undergraduate physical education programs at the University of Utah. These men used this score card in evaluating the physical education programs for men in six universities in the western part of the United States.

As indicated, this study evaluated the entire physical education program for college men. The score card by Neilsen, Comer, and Griffin is all-inclusive and exhaustive in its detail and effort at objectivity.¹⁸

Buck, in 1968, using the same score card that was used in this study, evaluated the status of teacher-preparation programs in physical education in Oklahoma colleges and universities and made recommendations for upgrading the weak portions of the program. Additional purposes were to determine the rank order of the

¹⁷Robert J. Dollgener, "Critical Appraisal of a Selected Score Card for Evaluation of Undergraduate Professional Programs in Physical Education" (unpub. Ph.D. dissertation, University of Indiana, 1965).

¹⁸Leon Everett Griffin, "An Evaluation of the Physical Education Programs for Men in Selected Universities" (unpub. Ph.D. dissertation, University of Utah, 1966).

stitutions in Oklahoma offering programs of teacher education in physical education, to determine the weaknesses of the teacher-education programs as they are reflected by the score card used in the study, and to compare the programs of public and private teacher-education institutions in Oklahoma. As a result of analyzing the data from the study, Buck listed the following results:

1. A significant difference did not exist between Oklahoma's public and private institutions that prepare physical education teachers.

2. There was a definite variation among the institutions in Oklahoma as to the quality of their undergraduate programs of teacher-preparation in physical education as shown in the study.

3. Institutional status and departmental status was largely reinforced by accrediting organizations that conduct periodic evaluations and seldom withhold accreditation.

4. Indoor and outdoor facilities were not adequate in quality or quantity to permit a comprehensive program of physical education.¹⁹

Summary

The preceding review of related literature disclosed that there was an abundance of committee work, writing,

¹⁹C. R. Buck, "An Evaluation of the Undergraduate Professional Preparation Programs in Physical Education in Oklahoma Colleges and Universities" (unpub. Ed.D. dissertation, University of Arkansas, 1968).

and research dealing with the evaluation and improvement of undergraduate professional preparation programs in physical education. The major goal of the various committees in this area was to establish a set of standards which institutions could base their programs. The wide range of topics under the heading "Articles" supported all of the areas of the score card to be used in this study. It was interesting to note that the curriculum was the topic most often written about. Also, the examination of significant research indicated that undergraduate teacher-education programs in physical education were usually evaluated by using a jury validated questionnaire or check list administered during a personal interview with the chairman of the physical education department. Furthermore, the various authors were efficiently consistent in their selection of topics to be investigated so as to support the areas of the score card used in this study. Finally, the review of available research relating to the evaluation of undergraduate pre-professional preparation programs preparing physical educators indicated that no such study as the one described herein had ever been undertaken in Oklahoma Community Junior Colleges and that there was indeed, a need for such a study.

CHAPTER III

PROCEDURES

The problem with which this study dealt was that of evaluating the undergraduate pre-professional preparation programs in physical education in Oklahoma Junior Colleges. The purpose of this evaluation was to determine the current condition of this particular phase of the pre-teacher education program in Oklahoma two-year institutions of higher education and to emphasize the strong and weak program areas. The data collecting instrument was a modified score card designed by Bookwalter and Dollgener to evaluate professional undergraduate teacher-education programs in the area of physical education.

This chapter contains an explanation of the instrument, an explanation of the method of selecting the population, the purpose of the pilot application, a description of the administration of the score card, and an explanation of the treatment of the data.

Selection of the Population

In order to evaluate the two-year undergraduate pre-professional preparation programs in physical education in Oklahoma, it is first necessary to identify all two-year

educational institutions offering such a program. This information was obtained from the most recent edition of the Teacher Education, Certification, and Assignment Handbook¹ published by the Oklahoma State Department of Education. All schools from these lists were included in the study, except Southwest College at Oklahoma City and Tulsa Junior College at Altus. These two schools did not participate in the study due to a lack of any physical education curriculum and facilities. The fifteen schools are geographically distributed throughout the state. Included in the list were three private institutions and twelve public institutions. The institutions were: Bacone College at Bacone, St. Gregory College at Shawnee, and Oklahoma City Southwestern College at Oklahoma City. The twelve public institutions were: Connors State College at Warner, Eastern Oklahoma State College at Delbarton, El Reno Junior College, Murray State College at Tishomingo, Northeastern Oklahoma A & M at Miami, Northern Oklahoma College at Tonkawa, Claremore Junior College, Oscar Rose Junior College at Midwest City, Earl Albert Community College at Poteau, Sayre Junior College, Seminole Junior College, and Tulsa Junior College.

¹Teacher Education, Certification, and Assignment Handbook (Oklahoma State Board of Education, 1961),
2.

The Instrument

Previous studies of undergraduate professional preparation programs have used an instrument that was developed for a specific study. Examples of such instruments are those used by Buice², Kerr³, Scott⁴, Davis⁵, and Townes⁶.

An example of a study that was completed using a questionnaire developed for regional use is the one by Baker.⁷ He used the questionnaire developed by the Northwest Council on Teacher Education when he evaluated the state colleges in Arkansas.

After an exhaustive search of the literature, the revised score card by Bookwalter and Dollgener was selected as the data collecting instrument for this

²Mary Buice, "A Scale for Evaluating the Undergraduate Professional Program in Physical Education" (unpub. Ph.D. dissertation, University of Texas, 1943).

³R. W. Kerr, "The Status of Undergraduate Professional Preparation in Physical Education for Men in New England Colleges and Universities" (unpub. Ph.D. dissertation, Indiana University, 1956).

⁴T. Scott, "A Study of the Content of Professional Courses in Physical Education," Research Quarterly, Vol. I (Washington D.C., 1939), pp. 78-83.

⁵E. C. Davis, "The Survey of Professional Preparation in Physical Education," Research Quarterly, Vol. 4 (Washington D.C., 1932), p. 21.

⁶T. E. Townes, "A Study of Professional Education in Physical Education in Selected Negro Colleges" (unpub. Ph.D. dissertation, Indiana University, 1950).

⁷William B. Baker, "An Evaluation of Undergraduate Professional Preparation in Physical Education for Men in Seven State Supported Institutions of Higher Learning in Kansas," Dissertation Abstract, Vol. 22 (1962), p. 56.

vestigation. It was structured to comprehensively evaluate an institution that prepares physical education teachers. Also, it was developed as a result of a critical appraisal of a previously used and validated score card. The revised score card was structured to permit partial compliance to most of the score card items.

Bookwalter, in a personal correspondence to the author concerning the use of the score card in regard to junior colleges, stated:

There is a great need for a thorough analysis of appropriate procedures, content, and facilities in professional physical education programs of Junior Colleges. The score card by Dollgener and myself aims at a sound evaluation of the total undergraduate program. It has met the test of use consistency as well as validity as compared with the literature and two revisions. In consideration of these facts and in light of the concept that a quality professional physical education is a matter of meeting the approved requirements for the education of potential teachers, use the score card.⁸

Face validity for this instrument was determined, Bookwalter and Dollgener, from a thorough review of the literature. Area and item weightings were determined by their (1) cruciality, (2) direct relationship to the program and its purpose, (3) annual cost, (4) original cost, (5) difficulty to obtain and retain, (6) objectivity and/or accuracy of information, and (7) number of sub-areas and items. Bookwalter and

⁸Karl W. Bookwalter, personal correspondence, August 1973.

Dollgener determined the score card reliability by using the Spearman-Brown Split-half Prophecy formula which gave a correlation of .796. In order to increase the score card reliability, a test of item discrimination was utilized and as a result the number of questions was reduced from 355 to 318. Reliability was not determined for the population of this study.

With the above information available, the data collecting instrument for the study, "A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (Revised Edition),"⁹ was selected.

With the approval of the investigator's doctoral committee, the score card area "Professional Curriculum Policies and Practices" was added to the score card evaluation instrument. The investigator deemed this addition necessary because the original score card instrument was constructed with the purpose of evaluating four-year institutions, rather than two-year institutions, higher education.

The supplement to the original score card instrument made it possible for the investigator to critically evaluate the two-year institutions' curriculum offering, which was not possible with the original score card instrument.

⁹Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (Indiana, 1965), p. 39.

The score card has ten areas with each area divided into sub-areas and each sub-area into items. The ten areas are as follows:

1. General Institutional and Departmental Practices
2. Staff Standards
3. The Teaching Act
4. Service Program and Extended Curriculum
5. Student Services
6. Library - Audio-Visual
7. Supplies and Equipment
8. Indoor Facilities
9. Outdoor Facilities
10. Professional Curriculum Policies and Practices.

The score card is shown in the Appendix A.

Pilot Application

The Department of Physical Education, Northern Oklahoma College, agreed to participate in the pilot application of the score card. The purpose of the pilot application was to determine the most efficient method of administering the score card and to prevent any possible misunderstanding of questions and procedures on the part of those being interviewed.

The pilot application indicated a need for the interviewer to personally visit and question the librarian, health service director, student housing director, admission personnel, and the director of audio-visual aids.

ese were the score card areas in which the chairman of the department of physical education, as determined by the lot application, would be least familiar. Along with the personal visits that were made to other areas of importance, it was also determined that a period of one and one-half hours would be necessary to complete the interview of the chairman.

Administration of the Score Card

The initial step in this study was to secure the cooperation of the Chairman of the Department of Physical Education of each of the seventeen institutions selected to participate in the study. This was accomplished by a formal letter, on letterhead stationery, from the Department of Physical Education, Northern Oklahoma College, to the chairman of each of the selected schools. The letter contained a brief explanation of the study, listed the purpose of the study, asked for permission to observe the physical education facilities, requested permission for a personal interview with each chairman, and guaranteed anonymity to the participating institutions. The letter appears as Appendix B.

Of the seventeen chairmen contacted by letter, fifteen indicated a willingness to participate in the study. Two schools did not participate in the study due to a lack of physical education curriculum and facilities.

A separate instrument for each institution was

Completed by recording the appropriate score for each item on the score card as it related to existing conditions, policies, practices, and facilities relevant to each program. Prior to visiting each institution, a copy of the school's most current catalogue was obtained and examined. All questions on the score card that were specifically answered in the catalogue were so recorded. The author obtained two copies of the score card to be used in the interview. One copy was given to each chairman prior to the interview and the investigator completed and kept the other copy.

Arrival at the institution was timed to permit the author to visit the campus and observe the buildings, grounds, and indoor and outdoor physical education facilities. During this period or immediately following the scheduled interview the library was visited and the card catalogue and periodical listings personally checked in order to complete that portion of the score card. The head librarian was interviewed in order to satisfy questions pertinent to that facility. Other interviews were conducted with administrative personnel from the health services, admissions, student housing, and the audio-visual departments. They were asked to respond to items on the score card that pertained directly to their area. It required an average of four hours on each campus to complete the evaluation. Of this time, about one and a-half hours were needed to complete the scheduled

interview with each chairman. Without exception, the people at all institutions were cordial, friendly, and helpful.

Treatment of the Data

To facilitate the appropriate analysis, the data were presented in table form. Each table included all data that were pertinent, such as the institution identification number, rank, and percent of attainment. A mean percent attainment also appeared in each table.

After completing all fifteen interviews, the score cards were collected and the scores tabulated. A total was obtained for each sub-area by summing the points assigned to each item in that sub-area. Area totals were obtained by summing the totals of the various sub-areas. Score card totals for each of the fifteen schools were obtained by summing the totals of the ten score card areas.

Raw scores for each score card were used to determine percent of attainment for each area and score card. The percent of attainment was determined for each of the fifteen score cards and for each of the ten score card areas by dividing the total points obtained by the number of points possible. Data in the form of percent of attainment scores were used to determine (1) the rank order of the overall physical education programs in pre-teacher education institutions in Oklahoma, (2) the strong

1 weak portions of each institution as determined by the
ore card, and (3) the overall status of undergraduate
e-professional preparation in physical education in
lahoma Junior Colleges.

CHAPTER IV

ANALYSIS OF THE DATA

This study was designed to evaluate the undergraduate pre-professional preparation programs in physical education in Oklahoma Junior Colleges. The data gathering instrument for this study, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (Revised Edition), was developed and validated for this specific purpose by Bookwalter and Dollgener.

The purpose of this chapter is to present an analysis of the schools' scores on the score card as measured by the score of the fifteen participating institutions in each area of the score card and the total score obtained. Institutional anonymity was obtained by randomly assigning each school an identification number from one through fifteen. To implement the data analysis, the data have been shown in tabular form. This chapter further includes the rank orders of the participating schools in each of the ten score card areas, and the rank order of the schools by their total score card attainment. Finally, each of the ten score card areas was analyzed with a close and careful critique of the respective sub-areas which permitted an enumeration of strengths,

weaknesses, and points of interest revealed in each score card area. This method permitted the schools to easily identify their areas of strength and weakness.

The Total Score Card

The total number of points possible on the score card was 1000. All discussions on total scores were reported as the percent of 1000 points attained.

Rank Order on Total Score Card

The rank order of the fifteen participating institutions is shown in Table I. From this table it can be seen that two schools accomplished the criterion score seventy-five percent attainment established for this study. The mean percent of attainment for the fifteen schools, as recorded on the score card, was 48.9. This is from a high of 77.2 percent to a low of 15.7 percent resulting in a range of 61.5 points.

Table II shows the percent attainment of the fifteen institutions in all ten areas of the score card.

Area I - General Institutional and Departmental Practices

Table III shows the rank order of the fifteen institutions by their percent of attainment in Area I - General Institutional and Departmental Practices. There was a possibility of eighty points in this area.

TABLE I
RANK ORDER BY PERCENT OF
SCORE CARD ATTAINMENT

School	Rank	Percent Attainment
7	1	77.2
9	2	75.3
5	3	74.0
1	4	64.0
8	5	60.0
11	6	59.2
4	7	58.1
6	8	50.0
Mean	-	48.9
15	9	44.9
12	10	43.2
2	11	36.4
10	12	34.9
3	13	28.7
14	14	18.7
13	15	15.7

TABLE II
PERCENT ATTAINMENT ON
SCORE CARD AREAS

	Areas										Mean
	I	II	III	IV	V	VI	VII	VIII	IX	X	
ool 1	52	60	84	71	55	75	56	44	67	65	63
2	45	50	43	43	.67	50	35	20	12	35	33
3	47	20	74	72	12	16	20	0	0	32	29
4	47	45	44	72	73	71	65	63	55	39	57
5	50	61	72	59	27	84	64	63	62	78	62
6	34	55	95	40	12	68	29	50	57	49	49
7	65	64	89	75	57	94	66	78	85	70	74
8	42	52	66	60	25	52	61	77	73	73	58
9	75	61	74	70	50	79	89	90	76	80	74
10	19	31	72	20	.05	68	31	25	43	38	35
11	50	41	75	53	46	80	64	67	60	51	59
12	35	40	73	53	20	64	35	39	41	38	44
13	25	12	25	9	7	17	7	1	11	39	15
14	23	10	47	16	.07	41	.06	10	.04	19	17
15	50	57	60	55	.07	64	68	40	38	30	46
Mean	44	44	58	47	26	65	41	44	42	49	

Areas: I - General Institutional and Departmental Practices
 II - Staff Standards
 III - The Teaching Act
 IV - Service Program and Extended Curriculum
 V - Student Services
 VI - Library - Audio-Visual
 VII - Supplies and Equipment
 VIII - Indoor Facilities
 IX - Outdoor Facilities
 X - Professional Curriculum Policies and Practices

TABLE III
 ATTAINMENT BY INSTITUTION FOR AREA I --
 GENERAL INSTITUTIONAL AND
 DEPARTMENTAL PRACTICES

School	Rank	Area Percent Attainment	Sub-area Percent Attainment			
			A	B	C	D
9	1	75	62	100	72	77
7	2	65	60	100	37	77
1	3	52	58	66	49	50
15	4	50	62	75	50	22
11	4	50	33	66	45	77
5	4	50	45	100	27	50
3	7	47	71	75	0	54
4	7	47	33	75	31	63
2	9	45	54	33	36	50
Mean	-	43.9	49	62	29	42
8	10	42	46	100	32	18
12	11	35	29	66	27	31
6	12	34	54	25	0	50
13	13	25	50	.5	22	0
14	14	23	58	25	9	0
10	15	19	33	33	0	13

A - General Policies

B - Professional Affiliations and Accreditation

C - Admissions

D - General Departmental Practices

The high score for this area was seventy-five percent and the low score was nineteen percent, which gave a range of fifty-six points. The mean score was 43.9 percent.

The response to the seven items of Sub-area A - General Policies - was poor with all schools scoring below the seventy-five percent attainment criterion for this study. General strength was evidenced only in schools having a well formulated statement of institutional aims and objectives with these being published and readily available. General weaknesses were evidenced by the schools in the amount of student and departmental representation in institutional policy-making.

In Sub-area B - Professional Affiliations and Accreditation - six schools scored on or above the criterion of seventy-five percent attainment.

All of the schools were fully accredited by the North Central Association of Colleges and Secondary Schools except five institutions, and only five schools were not accredited by the National Council for Accreditation of Teacher Education. Two schools were not members of a national, state, or sectional athletic association because they did not participate in varsity intercollegiate athletics.

Sub-area C - Admissions - was the weakest sub-area Area I. All schools fell below the seventy-five percent criterion. This response was expected due to the

pen-door admission policies of many schools in this study. Consistently weak responses were evident on the item concerning the students' intelligence quotient and high school class rank as an admission requirement.

Sub-area D - General Departmental Practices - contained five items. Only three schools scored above the seventy-five percent criterion. Items receiving a strong response were a statement of departmental objectives being published and available and a comprehensive set of objectives listed and sought. The items receiving weak responses were the poor overall testing of motor skills and physical fitness, and the lack of established departmental committees giving continuous consideration to curriculum needs.

Area II - Staff Standards

Table IV gives the rank order of the participating institutions by their percent of attainment in Area II - Staff Standards. There were 120 points possible in this area.

No schools exceeded the seventy-five percent of attainment for Area II. The mean percent attainment for Area II was 43.9. The high score was sixty-four percent and the low score was ten percent, which gave a range of fifty-four points.

In Sub-area A - Number - the scores were very poor except for one school that scored above the seventy-five

TABLE IV
 ATTAINMENT BY INSTITUTION FOR
 AREA II -- STAFF STANDARDS

School	Rank	Area Percent Attainment	Sub-area Percent Attainment				
			A	B	C	D	E
7	1	64	63	50	90	80	86
5	2	61	76	45	40	53	81
9	2	61	53	45	85	38	95
1	4	60	60	45	50	65	72
15	5	57	56	31	65	57	77
6	6	55	56	50	75	46	54
8	7	52	57	31	45	65	59
2	8	50	73	45	34	42	45
4	9	45	50	41	45	50	31
Mean	-	43.9	43.9	32.1	46.6	50.8	56.2
11	10	41	16	36	20	69	68
12	11	40	69	54	25	53	45
10	12	31	0	0	20	73	68
3	13	20	30	9	15	15	41
13	14	12	0	0	40	26	0
14	15	10	0	0	50	30	22

A - Number

B - Qualifications in their Major Field

C - Experience

D - Teaching Load

E - Professional Status

ercent criterion. The one item that received a good response was that adequate stenographic and clerical staff were provided to expedite correspondence, reports, and mimeographing. Items of major weakness for most schools were indicated in the amount of time that the head of the department could devote to administrative duties and constructive leadership within the division.

Sub-area B - Qualification in their Major Field - contained five items. No school scored above the seventy-five percent criterion in this sub-area. All schools scored well on the item related to percent of their staff holding a master's degree. An acceptable response was evident in the number of institutions that stimulate faculty members to systematically advance by graduate study and travel. However, one hundred percent or fifteen institutions did not have a person with a doctor's degree as the head of the physical education department.

In Sub-area C - Experience - three schools scored better than the seventy-five percent criterion. A strong trend was evidenced in the diversity of institutions from which faculty members of a single institution received their present degree. A consistently poor score was recorded on the item pertaining to a planned program of inservice training for the school's physical education staff.

The response to Sub-area D - Teaching Load - was very weak. Only one school reached the suggested criterion of seventy-five percent attainment. Strength was evidenced

n the items pertaining to the number of hours per week that an instructor was assigned to teach.

A majority of the schools were inadequate on the item pertaining to the identity of the duties that were considered in determining a teaching load as well as the quality of assigning extra-curricular responsibilities to staff members.

Sub-area E - Professional Status - was the sub-area closest to the seventy-five percent of attainment criterion for this area. Four of the fifteen schools equalled or surpassed the seventy-five percent criterion for this sub-area. There was a definite trend in items related to quality of physical education staff and other staff in rank, salaries, and promotion. The only consistent weakness observed in this sub-area pertained to faculty members affiliating, attending, and holding office in various levels of professional organizations.

Area III - The Teaching Act

Table V gives the rank order of the fifteen schools of this study by their percent attainment in Area III - The Teaching Act - which had a total of ninety possible points.

Four schools had scores that exceeded the recommended seventy-five percent criterion for Area III. The scores for this area ranged from ninety-five percent to twenty-five percent, which gave a range of seventy points.

TABLE V
 ATTAINMENT BY INSTITUTION FOR
 AREA III - THE TEACHING ACT

School	Rank	Area Percent Attainment	Sub-area Percent Attainment			
			A	B	C	D
6	1	95	100	100	95	82
7	2	89	100	100	80	82
1	3	84	85	66	94	82
11	4	75	100	83	54	82
9	5	74	45	77	88	76
3	5	74	80	83	65	76
12	7	73	70	72	75	76
5	8	72	85	66	71	64
10	8	72	85	88	60	64
8	10	66	90	78	49	65
15	11	60	95	38	57	52
Mean	-	58.1	78	69	61	62
14	12	47	70	55	37	41
4	13	44	35	66	37	47
2	14	43	60	39	34	47
13	15	25	50	25	22	0

- A - Personality of the Instructors
 B - Planning
 C - Teaching Techniques
 D - Evaluation

By reviewing the four sub-areas of Area III it was possible to enumerate some strong trends and some weaknesses that were pertinent to this evaluation.

There was an excellent response to Sub-area A - Personality of the Instructors - which consisted of six items. All except five schools indicated a staff consisting of individuals who were emotionally mature, knew their subject, had a sense of humor, understood students and their growth, neat in appearance, and had good speech habits.

Sub-area B - Planning - received a fair response with even schools scoring above the seventy-five percent criterion. However, several schools indicated a need to increase the number of classes that have courses of study, syllabi, or course outlines to follow.

The scores in Sub-area C - Teaching Techniques - were fair. Of the ten items in this sub-area only five received weak responses. These items suggested that instructors emphasized reiteration rather than synthesis and interpretation, assignments were not always clear, and instructional methods needed to challenge the exceptional students as well as the average students.

Sub-area D - Evaluation - had seven institutions scoring above the seventy-five percent criterion. Strength was evident in the fact that examinations were given at regular intervals during a course. Also, the examinations were enhanced by preview and review making them an

educational experience. Finally, evidence indicated that care was used in developing and improving examinations.

Area IV - Service Program and
Extended Curriculum

The rank order of the fifteen participating institutions shown in Table VI were determined by their percent of attainment in Area IV - Service Program and Extended Curriculum - which had ninety points possible.

Only one school had scores above the study criterion of seventy-five percent attainment. Also, the high score was seventy-five percent and the low score was nine percent, which produced a range of sixty-four points. The area mean was 47.3 percent, and eleven schools did not attain an adequate level in any of the four sub-areas.

There were thirteen items in Sub-area A - Service Program - and the general response to these items was poor. Only one school scored above the seventy-five percent criterion. A weakness evident in most service programs was the lack of physical education for the handicapped student. Also, a lack of any service program was evident in two schools in this study. Finally, the number of days per week that the service program met was an item receiving a generally weak response. A strong trend was evidenced relevant to the number of years required in physical education for all students.

Sub-area B - Intramural Program - indicated an

TABLE VI
 ATTAINMENT BY INSTITUTION FOR
 AREA IV -- SERVICE PROGRAM
 AND EXTENDED CURRICULUM

School	Rank	Area Percent Attainment	Sub-area Percent Attainment			
			A	B	C	D
7	1	75	70	92	60	79
4	2	72	73	69	90	50
1	3	71	80	70	40	85
9	4	70	76	73	70	57
8	5	60	50	73	60	57
5	6	59	53	61	70	50
15	7	55	46	65	60	42
11	8	53	56	73	30	42
12	8	53	60	50	50	50
Mean	-	47.3	47	49	44	49
2	10	42	46	34	45	42
6	11	40	26	50	30	64
3	12	20	36	0	0	64
10	12	20	36	15	0	21
14	14	16	0	0	30	28
13	15	9	0	5	25	14

- A - Service Program
 B - Intramural Program
 C - Intercollegiate Athletics
 D - Recreational Activities

inconsistency in operation. Three schools had no intramural program in operation. Twelve schools indicated that intramurals were recognized as part of physical education and organized under that department, but no school had a person devoting all of his time to this program. A common weakness indicated by the responses was that only a small percentage of the students took part in the intramural program. Strong trends were that students and staff cooperate in establishing intramural sports, and intramural officials were being trained and paid in some institutions.

Sub-area C - Intercollegiate Athletics - received generally poor response. Only one school met the seventy-five percent criterion of this study. The item dealing with health examinations was weak, for only an annual health examination was required for participants of varsity athletics. Furthermore, only one school provided a school physician for its athletic teams. A like number provided a half-time athletic trainer for their athletic team. The only strong item was that intercollegiate athletics were financed as far as possible from the general funds, and heavy emphasis was placed upon varsity athletics in all institutions conducting a varsity program.

Sub-area D - Recreational Activities - was generally poor with only two schools reaching the seventy-five percent attainment level. As stated earlier only one institution provided adapted physical activities for their handicapped students. The responses indicated that a

majority of the schools provided finances to support general co-curricular activities and the department of physical education provided numerous opportunities for coeducational activity.

Area V - Student Services

Table VII shows the rank order of the fifteen schools in this study by their percent of attainment in Area V - Student Services. This area had 120 possible points and consisted of five sub-areas.

This score card area was very weak. Not a single school attained the suggested criterion of seventy-five percent. Furthermore, nine schools failed to reach the seventy-five percent of attainment level in any of the five sub-areas. The top score was seventy-three percent attainment and the low score was .05 percent attainment, with a range of 72.05.

The responses to the seven items of Sub-area A - Recruitment, Selection, Guidance, and Counseling - were good with six schools scoring above the seventy-five percent criterion. A strong trend was evidenced by the number of schools with coeducational student major labs which oriented and professionalized the students. An item that received weak responses related to schools maintaining a complete cumulative record for every student which was used by the divisional or departmental counselors as well as by the professional counseling services.

TABLE VII
 ATTAINMENT BY INSTITUTION FOR
 AREA V -- STUDENT SERVICES

School	Rank	Area Percent Attainment	Sub-area Percent Attainment				
			A	B	C	D	E
4	1	73	75	44	57	75	93
7	2	57	80	55	79	10	66
1	3	55	85	58	35	45	50
9	4	50	75	77	85	40	60
11	5	46	70	44	50	15	50
5	6	27	75	5	64	20	10
Mean	-	25.6	53	23	33	14	24
8	7	25	75	25	50	0	0
12	8	20	60	5	57	0	0
6	9	12	40	0	6	0	0
3	9	12	45	16	0	5	0
13	11	7	25	11	0	0	0
2	12	.67	8	0	0	0	26
14	13	.07	45	0	0	0	0
15	13	.07	40	2	0	0	0
10	15	.05	0	8	21	0	3

- A - Recruitment, Selection, Guidance, and Counseling
 B - Health Services
 C - Housing for Students
 D - Placement
 E - Follow-up and In-Service Education

Sub-area B - Health Service - was completely inadequate with no school reaching the seventy-five percent attainment criterion. All items in this area were consistently weak, with the exception of one school. Finally, one of the fifteen schools provided, without fee, a general comprehensive insurance plan for their students.

Sub-area C - Housing for Students - consisted of five items with only two of the schools reaching the seventy-five percent of attainment standard. There were three items that had answers of notable consistency in this sub-area. The first was that a majority of the schools offer housing at a moderate cost with a choice of price ranges. Secondly, a majority of the schools did not inspect and approve the off-campus housing. Lastly, there was not a sufficient amount of separate housing provided for married students.

Sub-area D - Placement - was an eight-item sub-area with most schools showing no consistency in attainment on all eight items. Only one school had developed placement services that included interviews, surveyed placement opportunities, and cooperated with local bureaus in providing student records to state or professional placement agencies.

Sub-area E - Follow-up and In-service Education - is a sub-area that was grossly inadequate for all participating schools except one. It was evident that a majority of the fifteen schools were not involved in any kind of

ollow-up or in-service education program.

Area VI - Library - Audio-Visual

Table VIII depicts the rank order of the fifteen schools in this study as indicated by their percent of attainment in Area VI - Library - Audio-Visual. Ninety points were possible in the area with only five schools scoring equal to or better than the seventy-five percent criterion. There was a high score of ninety-four percent and a low of seventeen percent giving a range of seventy-seven points.

This area's mean percent of attainment, 65.3, was higher than the other nine score card areas. The first sub-division was listed under the general heading of - the Library - and had four sub-areas. A discussion of each of these sub-areas follows:

The first Sub-area - General Features - had the schools registering very adequate scores with two schools falling below the seventy-five percent criterion. There was only one item in which the schools were weak and that referred to the number of departmental libraries that are available and properly serviced. Otherwise, the general features of all of the libraries were adequate.

The second Sub-area - Library Services - had a good response with ten schools reaching the seventy-five percent criterion. Therefore, most library services included helpful staff, speedy and pleasant service, and

TABLE VIII
 ATTAINMENT BY INSTITUTION FOR
 AREA VI -- LIBRARY -
 AUDIO-VISUAL

School	Rank	Area Percent Attainment	Sub-area Percent Attainment						
			A				B		
			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>
7	1	94	93	87	100	100	90	70	100
5	2	84	100	81	82	78	50	90	93
11	3	80	86	100	58	85	90	50	93
9	4	79	86	62	17	100	100	100	100
1	5	75	93	87	70	50	80	50	89
3	6	72	93	87	88	28	100	50	68
4	7	71	80	87	88	42	80	70	56
6	8	68	80	62	64	85	70	60	56
10	8	68	93	75	70	42	40	50	87
Mean	-	65.3	86	70	65	69	62	53	68
12	10	64	100	87	47	57	50	20	81
15	10	64	86	50	52	57	50	50	87
8	12	52	80	75	47	46	80	30	66
2	13	50	100	87	58	28	0	30	37
14	14	41	53	12	29	35	50	60	43
13	15	17	60	25	0	0	0	0	37

A - Library

1. General Features
2. Library Service
3. Books and Pamphlets
4. Periodicals and Annuals

B - Audio-Visual Aids

1. General Features
2. Instructional Materials
3. Equipment and Facilities

ome formal instruction in the use of the library.

The third Sub-area - Books and Pamphlets - had eleven schools below the suggested seventy-five percent attainment level. The most consistent item receiving weak response dealt with the number of volumes in the library, with all fifteen schools having less than 50,000 volumes.

The second Sub-division was titled - Audio-Visual Aids - and consisted of three sub-areas. Only four schools failed to attain the suggested criterion in at least one of the three sub-areas.

The first Sub-area - General Features - was a weak sub-area for most schools. Therefore, it was evident that the general features of the audio-visual department were inadequate in most academic situations.

The second Sub-area - Instructional Materials - had only two schools obtaining the suggested seventy-five percent criterion level. While films and slides were available for physical education they were not usually the property of the school. All but four schools stated that some rhythmic, sports, and gymnastics films and slides were available. As for tape recorders, no school indicated that they had an inadequate supply.

The final Sub-area - Equipment and Facilities - recorded good scores for several schools. Only seven of the fifteen schools failed to reach the suggested criterion. The major weakness was related to the number of

classrooms that were equipped to use audio-visual aids. Also, most of the audio-visual departments indicated that they had an adequate quantity and a sufficient variety of audio-visual equipment to satisfy the needs of the school.

Area VII - Supplies and Equipment

Table IX shows the rank order of the fifteen participating schools as determined by their percent of attainment in Area VII - Supplies and Equipment. It was possible to accumulate eighty points in this area. Only one school exceeded the seventy-five percent of attainment criterion in this area. The highest percent attained was eighty-nine percent and the lowest was .06 percent, which gave a range of 88.94 points. The mean percent of attainment for Area VII was 41.2.

This area was divided into three sub-areas. Seven of the schools reached the suggested seventy-five percent attainment criterion in at least one of the sub-areas.

Sub-area A - General Practices - consisted of seven items. There were four schools scoring within the seventy-five percent of attainment range. In spite of the number of schools failing to reach an adequate score in this sub-area, there were only three schools showing a consistent weak response. Strong trends were evident in six of the seven items. There were five schools that felt their equipment and supplies budget for the professional, intraschool, intercollegiate, and recreational program was

TABLE IX
 ATTAINMENT BY INSTITUTION FOR AREA VII -
 SUPPLIES AND EQUIPMENT

School	Rank	Area Percent Attainment	Sub-area Percent Attainment		
			A	B	C
9	1	89	92	93	89
15	2	68	61	82	60
7	3	66	92	86	42
4	4	65	61	68	57
5	5	64	69	89	42
11	5	64	92	82	40
8	7	61	79	58	58
1	8	56	54	76	42
Mean	-	41.2	58	60	30
2	9	35	53	59	10
12	9	35	61	59	0
10	11	31	61	59	0
6	12	29	69	55	18
3	13	16	31	20	0
13	14	7	0	10	.07
14	15	.06	0	14	.03

A - General Practices

B - Supplies

C - Equipment

adequate. Most schools utilized maintenance personnel to check out, care for, maintain, and inventory equipment. Also, recreational equipment was available to staff and students on a check-out basis for recreational use.

Sub-area B - Supplies - was further divided into three groups relating to sports supplies, rhythm supplies, and gymnastic supplies. There were only six schools that had adequate attainment scores in this sub-area.

There was an abundance of supplies indicated for archery, volleyball, golf, softball, basketball, football, and badminton. Weaknesses were evident in bowling facilities, handball facilities, and tennis equipment.

The rhythm supplies were not adequate in the amount of records, sheet music, tapes and tape recorders available.

Sub-area C - Equipment - was divided into heavy equipment, rhythm equipment, and measurement and research equipment. Only one school had an adequate level of attainment in this sub-area.

A majority of the schools were considered to be weak in gymnastic equipment, adequate weight lifting equipment, courts and standards. The weak items listed under heavy equipment included aquatics equipment and wrestling mats.

The rhythm equipment consisted of pianos and record players at various teaching stations and for recreational purposes. This item was considered weak. Most of the schools did not have sewing machines or cleaning and

essing equipment available.

The portion dealing with measurement and research equipment was very weak. No school had an adequate percent of attainment score. There were ten items of which one received weak responses from all of the schools, indicating that there was a general lack of research and measurement equipment in the various physical education departments.

Area VIII - Indoor Facilities

Table X shows the rank order of the fifteen institutions in this study as determined by their percent attainment in Area VIII - Indoor Facilities. This area had 110 points possible and contained four sub-areas.

Since only three schools attained an adequate percent attainment, this area was considered to have received very weak response. Also, seven schools failed to register an adequate score in any of the four sub-areas. Table X shows a mean score of 43.8 with the high percent attainment as ninety percent and a low percent of attainment as zero, which gave a range of ninety points.

The response to Sub-area A - General Features - was better than the other three sub-areas but it was still considered weak since only seven schools reached the suggested seventy-five percent criterion. The item pertaining to safety and sanitation measures was considered adequate. The weak item related to the availability of a

TABLE X
 ATTAINMENT BY INSTITUTION FOR AREA
 VIII -- INDOOR FACILITIES

School	Rank	Area Percent Attainment	Sub-area Percent Attainment			
			A	B	C	D
9	1	90	92	100	100	78
7	2	78	85	100	72	69
8	3	77	84	87	81	66
11	4	67	92	100	68	40
4	5	63	76	52	75	54
5	5	63	100	95	71	25
6	7	50	95	43	34	52
1	8	44	69	65	85	40
Mean	-	43.8	64	57	38	41
15	9	40	69	52	37	33
12	10	39	61	60	37	21
10	11	25	61	30	0	28
2	12	20	76	17	15	7
14	13	10	0	47	0	0
13	14	1	0	8	0	0
3	15	0	0	0	0	0

- A - General Features
 B - Administration
 C - Service
 D - Instructional - Recreational

mitted number of school recreational facilities for community use.

Sub-area B - Administration - consisted of seven items. Most all items in this sub-area were considered weak. Although one school did not have adequate or properly located ticket offices, they did not have varsity contests and, therefore, did not sell tickets.

Only one school had an equipment drying room that was adjacent to the team's dressing room. Other weaknesses were related to adequate and conveniently located office and storage space.

Sub-area C - Instructional - Recreational - consisted of eight items. Only one school scored above the seventy-five percent of attainment level in this sub-area. Also, of the eight items in this sub-area, only the one dealing with the availability of properly equipped and proper size classrooms was considered adequate, although a majority of the schools scored poorly on this item. There were not an adequate number of lighted and heated gymnasiums for men and women at a peak load, with three schools being void of any gymnasium facilities. All schools indicated a need for development of handball courts. The lack of a special room for combatives was a consistent weakness. There was only one school having remedial physical education rooms. Finally, twelve schools had no swimming facilities, plus the fact that the available swimming facilities were generally poorly located in respect to

th men's and women's dressing and shower facilities.

Sub-area D - Service - was the weakest of the four sub-areas. Only two schools were considered adequate in this sub-area. A majority of the schools provided separate team rooms with showers, lockers, and toilet for home and visiting teams where gymnasiums did exist. Only one-fourth of the schools had an adequately equipped changing room. Lastly, the shower rooms were generally adequate.

Area IX - Outdoor Facilities

Table XI lists the rank order of the fifteen schools in this study by their percent of attainment in Area IX - Outdoor Facilities. This area had ninety possible points and was divided into four sub-areas. Only two schools exceeded the seventy-five percent of attainment criterion in this area, while nine schools failed to attain an adequate score in any of the four sub-areas. The high percent of attainment was eighty-five percent and the low percent of attainment was zero percent, which gave a range of eighty-five points.

Sub-area A - General Features - consisted of six items, five of which were considered generally inadequate. Furthermore, only two schools had scores that equalled the seventy-five percent of attainment level in this sub-area. In comparison with surrounding areas, most of the schools were attractively and effectively landscaped. The outdoor

TABLE XI
 ATTAINMENT BY INSTITUTION FOR AREA
 IX -- OUTDOOR FACILITIES

School	Rank	Area Percent Attainment	Sub-area Percent Attainment			
			A	B	C	D
7	1	85	87	81	94	82
9	2	76	100	62	83	63
8	3	73	69	48	83	100
1	4	67	47	74	88	63
5	5	62	65	59	55	68
11	6	60	69	62	88	22
6	7	57	69	81	50	18
4	8	55	60	55	66	48
10	9	43	21	81	61	4
Mean	-	42.6	46	40	53	36
12	10	41	52	59	38	9
15	11	38	30	29	77	27
2	12	12	26	14	5	0
13	13	11	0	18	11	13
14	14	.04	0	0	0	18
3	15	0	0	0	0	0

A - General Features

B - Facilities for Service and Professional
 Technique Courses

C - Intramural Facilities

D - Intercollegiate Athletic Facilities

urts, fields, and areas were generally properly oriented, graded, drained, fenced, and had fountains and toilet facilities conveniently located.

Sub-area B - Facilities for Service and Professional Technique Courses - received an inadequate response from 1 but three schools. There was a definite shortage of baseball diamonds for class instruction. Archery and riflery areas generally did not exist. While most schools teach golf, only one school had a nine hole golf course owned and operated by the school and available for class instruction. As far as play areas were concerned, there was not an adequate number of badminton, tennis, bowling, table tennis, and shuffleboard areas available in most participating schools in this study. Finally, a majority of the schools indicated there was no conflict or problem related to the use of the available physical education facilities and fields by the men, women, or other departments.

Sub-area C - Intramural Facilities - had five items. Six schools were considered adequate in this sub-area. A major weakness was availability of adequately lighted sports areas for afternoon and night intramural activities. Most schools indicated ample availability of open areas for proper scheduling of the intramural activities, when intramural activities did exist. There was little or no conflict resulting from scheduling by the men's and women's intramural programs.

Sub-area D - Intercollegiate Athletic Facilities -
d five items. A point of interest here was that one
hool did not participate in any intercollegiate athletics.

The item pertaining to availability of a baseball
amond that meets the different conference standards re-
ived a favorable response from the majority of the
hools, as well as the item relating to the availability
a six or eight lane quarter-mile track and availability
additional fields for varsity use.

Area X - Professional Curriculum Policies and Practices

Table XII lists the rank order of the fifteen schools
this study by their percent of attainment in Area X -
ofessional Curriculum Policies and Practices. This area
d 130 possible points and was divided into two sub-areas.
ly two schools exceeded the seventy-five percent of
tainment criterion in this area, while eight schools
iled to attain an adequate score in any of the two sub-
eas. The high percent of attainment was eighty percent
d the low percent of attainment was nineteen percent,
ich gave a range of sixty-one points.

An excellent response was received on seven of the
elve items of Sub-area A - Professional Theory Curricu-
n. The five items that generally received adequate scores
cluded: Personal and Community Health; First Aid; Health
ication; Methods of Teaching Team Sports; and Sports

TABLE XII
 ATTAINMENT BY INSTITUTION FOR
 AREA X -- PROFESSIONAL
 CURRICULUM POLICIES
 AND PRACTICES

School	Rank	Area Percent Attainment	Sub-area Percent Attainment	
			A	B
9	1	80	40	66
5	2	78	45	57
8	3	73	35	60
7	4	70	35	57
1	5	65	30	55
11	6	51	30	33
6	7	49	25	39
Mean	-	49	25	37
4	8	39	20	31
13	8	39	15	36
10	10	38	15	13
12	10	38	25	25
2	12	35	20	15
3	13	32	15	27
15	14	30	10	29
14	15	19	10	15

A - Professional Theory Curriculum

B - Physical Education Activities

ficiating.

An excellent response would include a selection of six semester hours of the following theory curriculum courses: (1) Introduction to Health, Physical Education, and Recreation; (2) Personal and Community Health; (3) First Aid; (4) Methods of Teaching Team Sports; (5) Sports Management; (6) Adapted Physical Education; and (7) Methods and Materials of Teaching Swimming. Six semester hours of theory curriculum courses is the approximate number of professional theory courses taken during the first two years at Oklahoma State University, whose professional Health, Physical Education, and Recreation program is widely acclaimed as a leader in this particular field of education.

School 1, a private institution of higher education, received an excellent score in Sub-area A - Professional Theory Curriculum. This rating was due to the school's course selections of First Aid, Health Education, and Adapted Physical Education. A point of interest was that this particular school was the only institution that offered a course in the area of Adapted Physical Education.

School 2, a state supported institution of higher education, received a poor score in Sub-area A - Professional Theory Curriculum. This poor rating was due to the lack of sufficient theory course selection. First Aid was the only theory course available in the physical education theory curriculum.

School 3, a state supported institution of higher education, received an excellent score in Sub-area A - Professional Theory Curriculum. This excellent rating is due to the course selection of Introduction to Health, Physical Education, and Recreation, First Aid, Methods and Materials of Teaching Swimming and Community Recreation.

School 4, a private institution of higher education, received a poor score in Sub-area A - Professional Theory Curriculum. This rating was due to the lack of sufficient theory course selection. First Aid and Health Education are the only theory courses available in the physical education theory curriculum.

School 5, a state supported institution of higher education, received an excellent score in Sub-area A - Professional Theory Curriculum. This excellent rating was due to the school's course selections of Introduction to Health, Physical Education, and Recreation, First Aid, Health Education, Sports Officiating, Methods of Teaching Team Sports, and Methods and Materials of Teaching Swimming.

School 6, a state supported institution of higher education, received an excellent score in Sub-area A - Professional Theory Curriculum. This excellent rating was due to the school's course selections of Personal and Community Health, First Aid, Health Education, Methods of Teaching Team Sports, and Sports Officiating.

School 7, a state supported institution of higher

education, received an excellent score in Sub-area A - Professional Theory Curriculum. This excellent rating was due to the school's course selections of Introduction to Health, Physical Education and Recreation, Personal and Community Health, First Aid, and Sports Officiating.

School 8, a state supported institution of higher education, received an excellent score in Sub-area A - Professional Theory Curriculum. This excellent rating is due to the school's course selections of Personal and Community Health, First Aid, Methods of Teaching Team Sports, and Methods and Materials of Teaching Swimming.

School 9, a state supported institution of higher education, received an excellent score in Sub-area A - Professional Theory Curriculum. This excellent rating was due to the school's course selections of Personal and Community Health, First Aid, Methods of Teaching Team Sports, Sports Officiating, and Methods and Materials of Teaching Swimming.

School 10, a state supported institution of higher education, received a poor score in Sub-area A - Professional Theory Curriculum. This poor rating was due to the lack of sufficient theory course selection. Personal and Community Health was the only theory course available in the physical education theory curriculum.

School 11, a state supported institution of higher education, received an excellent score in Sub-area A - Professional Theory Curriculum. This excellent rating

s due to the course selections of Introduction to Health, Physical Education, and Recreation, First Aid, Health Education, Methods of Teaching Team Sports, and Sports Officiating.

School 12, a private institution of higher education, received an excellent score in Sub-area A - Professional Theory Curriculum. This excellent rating was due to the school's course selections of Personal and Community Health, First Aid, Health Education, Methods of Teaching Team Sports, and Sports Officiating.

School 13, a state supported institution of higher education, received a poor score in Sub-area A - Professional Theory Curriculum. This poor rating was due to the lack of any theory course selections in the physical education curriculum.

School 14, a state supported institution of higher education, received a poor score in Sub-area A - Professional Theory Curriculum. This poor rating was due to the lack of sufficient theory course selection. First Aid was the only theory course available in the physical education theory curriculum.

School 15, a state supported institution of higher education, received a poor score in Sub-area A - Professional Theory Curriculum. This poor rating was due to the lack of sufficient theory course selection. Personal and Community Health and First Aid are the only theory course offerings in the physical education

theory curriculum.

No junior college offered the curriculum course of Test and Measurement in Health and Physical Education. Mostly, a sufficient number of Professional Theory curriculum courses were offered by most of the schools.

Sub-area B - Physical Education Activities - contained thirty-two items and their level of attainment was generally weak.

An excellent level of attainment would include a selection of ten semester hours of physical education activities. Ten semester hours of physical education activity is the approximate number of physical education activity courses that students would take during the first two years at Oklahoma State University, whose professional health, Physical Education, and Recreation program is widely acclaimed as a leader in this particular field of education.

School 1, a private institution of higher education, received a good score in Sub-area B - Physical Education activities. This good rating was due to the school's physical education activities course selection which included: Swimming, Soccer, Speedball, Body Mechanics, Baseball, Basketball, Physical Fitness, Track and Field, Golf, and Social Dance.

School 2, a state supported institution of higher education, received a poor score in Sub-area B - Physical Education Activities. This poor rating was due to the

lack of sufficient physical education activity course selections. Varsity basketball and baseball were the only team sport activities offered. Individual sports activities included: Weight Training, Badminton, Physical Fitness, Golf, and Bowling.

School 3, a state supported institution of higher education, received a fair score in Sub-area B - Physical Education Activities. This fair rating was due to the lack of a sufficient physical education activity course selection. Activity courses that were offered included: Swimming, Body Mechanics, Horseback Riding, Gymnastics, Physical Fitness, Golf, Fencing, Bowling, and Body Conditioning.

School 4, a private institution of higher education, received a good score in Sub-area B - Physical Education Activities. This good rating was due to the school's physical education activities course selection, which included: Football, Soccer, Weight Training, Archery, Badminton, Baseball, Basketball, Physical Fitness, Social Dance, Golf, Bowling, and Body Conditioning.

School 5, a state supported institution of higher education, received an excellent score in Sub-area B - Physical Education Activities. This excellent rating is due to the school's physical education activity course selection. Activity courses that were offered included: Swimming, Speedball, Wrestling, Tumbling, Football, Weight Training, Body Mechanics, Archery, Tennis, Bowling, Body

nditioning, and American Folk Dance.

School 6, a state supported institution of higher education, received a fair score in Sub-area B - Physical Education Activities. This fair rating was due to the school's physical education activity course selection. Activity courses that were offered included: Swimming, Gymnastics, Badminton, Social Dance, Golf, Tennis, Modern Dance, Creative Rhythms, and American Folk Dance.

School 7, a state supported institution of higher education, received an excellent score in Sub-area B - Physical Education Activities. This excellent rating was due to the school's physical education activity course selection. Activity courses that were offered included: Swimming, Speedball, Wrestling, Handball, Tumbling, Football, Weight Training, Badminton, Baseball, Basketball, Physical Fitness, Self Defense, Track and Field, Golf, Tennis, Bowling, and American Folk Dance.

School 8, a state supported institution of higher education, received an excellent score in Sub-area B - Physical Education Activities. This excellent rating was due to the school's physical education activity course selection. Activity courses that were offered included: Swimming, Soccer, Wrestling, Tumbling, Weight Training, Football, Track and Field, Gymnastics, Archery, Badminton, Baseball, Basketball, Physical Fitness, Self Defense, Golf, Tennis, and Bowling.

School 9, a state supported institution of higher

ucation, received an excellent score in Sub-area B - Physical Education Activities. This excellent rating was due to the school's physical education activity course selection. Activity courses that were offered included: Swimming, Soccer, Speedball, Handball, Tumbling, Weight Training, Body Mechanics, Gymnastics, Badminton, Baseball, Basketball, Social Dance, Self Defense, Golf, Fencing, Tennis, Bowling, Scuba and Skin Diving, Body Conditioning, and American Folk Dance.

School 10, a state supported institution of higher education, received an excellent score in Sub-area B - Physical Education Activities. This excellent rating was due to the school's physical education activity course selection. Activity courses that were offered included: Soccer, Tumbling, Football, Weight Training, Badminton, Baseball, Basketball, Fencing, Body Conditioning, and Bowling.

School 11, a state supported institution of higher education, received a good score in Sub-area B - Physical Education Activities. This good rating was due to the school's physical education activity course selection. Activity courses that were offered included: Swimming, Soccer, Tumbling, Badminton, Physical Fitness, Tennis, Creative Rhythms, and American Folk Dance.

School 12, a private institution of higher education, received a fair score in Sub-area B - Physical Education Activities. This fair rating was due to a lack of

efficient physical education activity courses. Activity courses that were offered included: Swimming, Body mechanics, Social Dance, Golf, Tennis, Modern Dance, Bowling, and Body Conditioning.

School 13, a state supported institution of higher education, received an excellent score in Sub-area B - Physical Education Activities. This excellent rating was due to the school's physical education activity course selection. Activity courses that were offered included: Soccer, Speedball, Handball, Football, Track and Field, Archery, Badminton, Golf, Tennis, and Bowling.

School 14, a state supported institution of higher education, received a poor score in Sub-area B - Physical Education Activities. This poor rating was due to a lack of any physical education activities in the physical education curriculum.

School 15, a state supported institution of higher education, received an excellent score in Sub-area B - Physical Education Activities. This excellent rating was due to the school's physical education activity course selection. Activity courses that were offered included: Wrestling, Weight Training, Track and Field, Archery, Badminton, Physical Fitness, Social Dance, Self Defense, Judo, and Modern Dance.

There was a definite trend of weakness related to the number and breadth of activity and technique courses offered. Team sports, individual and recreational sports,

mnastics, and rhythmic activities were not offered in a variety. A point of interest was that several of the schools did not have a swimming pool, but still offered aquatics in the physical education curriculum through the means of their local community recreational swimming facilities.

Summary of the Findings

In analyzing the total score card it was found that school number seven had the highest percent of attainment at 77.2 percent, and that two schools equalled or transcended the adequate level for the total evaluation. Furthermore, the mean percent of attainment for this study was 48.9 percent with scores ranging from a high of 77.2 percent to a low of 15.7 percent. Sauter conducted a similar study in 1957, with a similar score card and established a mean percent of attainment in four-year schools of 64.7 percent.¹ Dollgener, who also conducted a similar study in 1965 in four-year schools in Indiana, used a similar score card to the one used in this study and obtained a mean percent of attainment of 67.9.² It

¹Waldo Sauter, "An Evaluation of the Undergraduate Professional Preparation in Physical Education for Men in Selected Colleges and Universities in Indiana," (Doctoral dissertation, Indiana University, 1957).

²Robert J. Dollgener, "Critical Appraisal of a Selected Score Card for Evaluation of Undergraduate Professional Programs in Physical Education," (unpub. Ph.D. dissertation, University of Indiana, 1965).

uld seem, by observation, that the mean percent of attainment for Oklahoma's junior colleges was much lower in terms of those found in the Indiana investigations of four-year institutions. Although, this lower mean percent of attainment for Oklahoma's junior colleges should be expected due to the fact that the score card used in this study was developed primarily for four-year institutions of higher education.

Finally, each of the ten score card areas was analyzed by a close and careful appraisal of their various sub-areas and comments about strong and weak item responses were presented.

Area I - General Institutional and Departmental Practices.

In Area I it was found that fourteen of the fifteen schools were inadequate. The mean attainment was 43.9 percent with scores ranging from seventy-five percent to nineteen percent. Institutional strength was indicated in the following sub-areas: "General Practices" and "Professional Accreditation." Finally, all schools were weak in the sub-area entitled "Admission."

Area II - Staff Standards

In Area II it was found that all fifteen schools recorded unsatisfactory scores. The area mean was 43.9 percent with scores ranging from sixty-four percent to

1 percent. Sub-areas that were generally weak included: "Number" and "Qualifications in their Major Field."

Area III - The Teaching Act

In Area III it was found that four of the fifteen institutions were inadequate. The area mean was 58.1 percent with scores ranging from ninety-five percent to twenty-five percent. The only sub-area that received generally good responses included: "Personality of the Instructor." The sub-areas that were considered inadequate included: "Evaluation," "Technique", and "Planning."

Area IV - Service Program and Extended Curriculum

In Area IV it was found that fourteen of the fifteen schools had scores that were poor. The area mean was 47.3 percent with attainment ranging from seventy-five percent to nine percent. Sub-areas indicating extreme weakness were "Service Program" and "Intercollegiate Athletics." A point of interest was that only one of the schools did employ a full-time team physician and no school employed a qualified athletic trainer.

Area V - Student Services

In Area V it was found that all fifteen schools were inadequate. The area mean was 25.6 percent with attainment ranging from seventy-three percent to .05 percent.

1 sub-areas indicated weak responses on the score cards.

Area VI - Library - Audio-Visual

In Area VI it was found that ten of the fifteen institutions were inadequate. The area mean was 65.3 percent with attainment ranging from ninety-four percent to seventeen percent. In the Sub-division - Library - the sub-area relating to "General Features" was considered adequate. All other sub-areas indicated weak score card responses. A point of interest was that no school had over 50,000 volumes in their library.

Area VII - Supplies and Equipment

In Area VII it was found that fourteen of the fifteen schools were considered to have recorded unsatisfactory total scores. The area mean was 41.2 percent with attainment ranging from eighty-nine percent to .06 percent. 1 sub-area responses were considered inadequate in the Area VII. A point of interest was that research and measurement equipment was seldom found in the physical education departments.

Area VIII - Indoor Facilities

In Area VIII it was found that three of the fifteen schools were inadequate. The area mean was 43.8 percent with attainment ranging from ninety percent to zero percent.

1 sub-areas were considered having weak score card responses.

Area IX - Outdoor Facilities

In Area IX it was found that thirteen of the fifteen institutions were unsatisfactory. The area mean was 42.6 percent with attainment ranging from eighty-five percent to zero percent. Once more, all sub-areas received weak responses.

Area X - Professional Curriculum Policies and Practices

In Area X it was found that eight of the fifteen institutions were unsatisfactory. The area mean was 49.0 percent with attainment ranging from eighty percent to nineteen percent. All sub-areas were considered having weak score card responses, except for some isolated cases. A point of interest was that only one school offered Introduction to Health, Physical Education, and Recreation in the physical education curriculum.

This analysis disclosed that eight institutions did not score above the mean in any of the ten score card areas. Furthermore, two institutions failed to score above any one area mean on score card items. Finally, four schools scored above the area mean in all ten score card areas.

CHAPTER V

SUGGESTIONS FOR PROGRAM IMPROVEMENT

This chapter proposes suggestions that would improve those programs of the institutions that took part in this evaluation. In order to properly stress the importance of these suggestions each of the fifteen schools was treated separately.

After carefully analyzing and assessing the data that were presented in Chapter IV, it seemed reasonable that suggestions relevant to improving the various programs could be made in two sections. First, suggestions that were common to a majority of the institutions were listed as general suggestions for program improvement. Second, for each institution was listed separately along with suggestions for improving its program.

General Suggestions for Program Improvements

The following suggestions reflect areas, sub-areas, and items that were considered inadequate for a majority of the fifteen schools participating in this study.

1. The emphasis on Health, Physical Education, and recreation curricula should be increased rather than

tercollegiate Athletics.

2. Tests of physical fitness and motor skills should be required of all entering students.

3. The number of staff members in the physical education department should be increased so that the maximum class enrollment would not exceed thirty-five students.

4. The method of assigning the instructors' teaching load should give them credit for administrative duties, academic advising, extra-curricular duties, and committees.

5. An evaluation program that voluntarily utilizes self-evaluation and student evaluation techniques by the instructors would be an excellent addition for all schools.

6. The physical education departments should conduct annual self-evaluation of their total program.

7. The service program should be improved to meet the needs of the respective programs.

8. More and better recreational facilities should be made available, and all institutions should take an active interest in the development of a recreational program.

9. The health service programs were extremely poor and in urgent need of improvement or establishment.

10. Additional housing should be made available, especially for married students.

11. There should be a broader range of physical education and related periodicals offered by the libraries.

12. Aerial darts, nets, and standards should be made available to men and women students and to faculty members participating in the physical education program.

13. Increase the number of handball courts and wash courts at all schools.

14. Provisions should be made for equipment drying rooms that are adjacent to the athletic dressing rooms.

15. Showers, lockers, soap and towels, and restroom facilities should be made available to men and women students and to faculty members participating in the physical education program.

16. Outdoor facilities that are used for service buses should be improved.

17. The intramural program should have access to athletic areas that are lighted for late afternoon games and have adequate seating available.

18. Intramural officials should be trained and paid.

19. All students, varsity or intramural, should be required to pass a health examination before going into intensive training for each sport season.

20. The institution should provide the services of a school physician for its athletic teams.

21. A full-time trained trainer and well equipped training room should be provided for the athletic teams.

22. Audio-visual instructional materials should be increased in numbers and up-dated in variety of physical education areas.

23. A bowling lane that is fully equipped should be available to the school.

24. Testing of acceptable motor skills and physical fitness should be required of all students.

Suggestions for Improvement of Individual Schools

The purpose of this section is to make specific suggestions to individual institutions, excluding the suggestions made in the previous section, that would help improve their present physical education programs.

School 1

School 1 is a private school. It is ranked fourth in the study and scored below the area mean in one of the ten core card areas. Specific suggestions for School 1 are follows:

1. The development of rhythmic activities for physical education students should be included in the physical education curriculum.

2. Student leadership should be developed and utilized in as many facets of college life as possible.

3. An intramural handbook should be regularly published that states the intramural philosophy, policies, activities, and current records.

4. A planned program of in-service training for the staff should exist.

5. The physical education department should possess, revise, and make available to all instructors, for all classes, courses of study, syllabi, and lesson plans.

6. The institution should provide the services of at least a part-time trainer, and full-time trainer if possible.

7. Annual inspections and approvals of off-campus training should be made and enforced.

8. The institution should make surveys to determine job placement opportunities and secure pertinent information about positions.

9. The physical education department should be permitted to visit and recruit potential students.

10. Experimenting with new methods of teaching should be encouraged.

11. Instructional materials, such as film strips, models, charts, and graphics, should be available for use in the physical education department.

12. There should be a broader range of physical education and related periodicals offered by the libraries.

13. Additional sports supplies should include weight lifting equipment, wrestling mats and general research equipment.

14. Outdoor fountains and toilet facilities should be conveniently located for all participants and spectators.

15. The intramural budget should be adequate to

provide proper maintenance of outdoor areas.

School 2

School 2 is a state supported institution. It ranked seventh in this study and scored below the area mean in eight of the ten score card areas. Specific suggestions for School 2 are as follows:

1. Student leadership should be utilized by permitting students to serve on all types of institutional committees.
2. Students should be required to pass some type of oral or written English examination.
3. Testing of acceptable motor skills and physical fitness should be required of all students.
4. Adequate maintenance and sanitation personnel should be provided at all times.
5. A departmental committee should be established that would give continuous consideration to curriculum needs.
6. A well planned in-service training program should be added to this physical education department.
7. Extra-curricular duties should be assigned so as to equalize staff responsibilities.
8. Staff members should affiliate with and participate in the various levels of professional organizations.
9. Sports supplies that should be acquired are as follows: gymnastics apparatus, rhythmic apparatus, golf

ubs, golf balls, baseball equipment, tennis rackets and
lls, and lime markers and slaked lime.

10. Courses of study, syllabi, or course outlines
ould be regularly up-dated for all classes.

11. Self-evaluation and student-evaluation tech-
ques should be voluntarily applied by the instructors
r their own use.

12. The service program activities should offer a
oice of team sports, swimming, individual sports, dance,
d gymnastics.

13. An intramural handbook should be regularly pub-
shed that includes the philosophy, policies, activities,
d current records of the program.

14. The intramural program activities should include
wide variety of individual, team, and carry-over sports.

15. The institution should provide the services of
hysician for its athletic teams.

16. Student services should provide more student
or clubs which orient and professionalize the students.

17. A health center that is adequately equipped,
rvised, maintained, and centrally located should be
ailable for all students.

18. The school should provide healthful and pleasant
mpus living conditions for students who choose to live
campus housing.

19. There should be a placement office for all
aduates wishing to secure employment.

20. Experimenting with new methods of teaching could be encouraged.

21. Audio-visual equipment and facilities need to be provided.

22. Heavy sports equipment related to combatives, apparatus, and aquatics are needed.

23. Indoor and outdoor instructional areas should be developed and improved.

24. Intercollegiate athletic facilities should be developed.

School 3

School 3 is a state supported institution. It ranked eighteenth in the study and scored below the area mean in eight of the ten score card areas. Specific suggestions for School 3 are as follows:

1. The institution should become an active member of a national, state, or sectional athletic association.

2. Students should pass a health examination before admission to school.

3. The elimination of the unqualified students from a professional program should be based upon academic standing, entrance examinations, general health, and faculty rating.

4. A curriculum committee should be established to give continuous consideration to curriculum needs, and an active program of in-service training should be regularly

nducted for all staff.

5. Adequate maintenance and sanitation personnel could be provided at all times.

6. The entire staff should consist of individuals that have a master's degree in the field of their instructional duties.

7. A planned program of in-service training should exist for staff.

8. Extra-curricular duties should be assigned as to realize staff responsibilities.

9. Written policies concerning salaries, tenure, promotions, and leaves should be formulated and made available to all staff members.

10. The inclusion of rhythmic activities for professional physical education students should be considered.

11. Additional sports supplies should include football, soccer, gymnastic and rhythmic equipment, table tennis tables, tennis rackets, volleyball nets, handballs, and badminton birds.

12. Students should be oriented as to the purpose, policies, and opportunities in the program.

13. An intramural program should be developed.

14. A swimming pool of proper size should be added to the indoor facilities, which is accessible from the men's and women's locker rooms and equipped to be used as a teaching station or for recreation.

15. Outdoor courts, fields, water fountains, and

oilet facilities are needed.

16. The physical education departments should be permitted to visit and recruit potential students.

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

18. The institution should provide healthful and pleasant campus living conditions for students who choose to live in campus housing.

19. The institution should provide a placement service whereby prospective graduates or alumni can obtain information regarding job opportunities, salaries, etc.

20. Experimenting with new methods of teaching should be encouraged.

21. The audio-visual department should teach a course in the use of audio-visual aids, improve their facilities, add staff members, and increase the amount of equipment available.

22. Aerial darts, paddles, and nets should be available for class instruction.

23. The physical education department should make arrangements with a local golf course for class instruction.

24. Weight lifting equipment should be purchased to meet the needs of the program.

25. Stop watches should be available for class use.

26. Areas for soccer, softball, touch football, and

olleyball should be developed to meet the needs of the program.

School 4

School 4 is a private school. It ranked fifth in the study and fell below the area mean in three areas on the core card. Specific suggestions for School 4 are as follows:

1. Written policies concerning salaries, tenure, promotion, and leaves should be formulated and made available to all staff members.

2. A full-time staff member should be assigned as the head of the physical education department.

3. Adequate time should be allotted for the administrator of the physical education division for constructive leadership.

4. All teachers on the staff should hold at least a master's degree.

5. Staff members should be affiliated with their appropriate state and national professional organizations.

6. Rhythmic activities should be included in the physical education program.

7. The physical education department should possess, revise, and make available to all instructors for all classes, courses of study, syllabi, and lesson plans.

8. Student leadership should be developed and utilized in as many facets of college life as possible.

9. Additional periodicals and annuals in physical education and related fields should be expanded.

10. Classrooms should be equipped for use of audio-visual aids.

11. In sports supplies, additions should include diving boards, one and three meter, moisture proof bulletin boards, flutter boards, and life-saving buoys.

12. Adequate number of official handball and squash courts should be provided.

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

School 5

School 5 is a state supported institution. It ranked third in the study and recorded scores above the mean nine times in the ten areas of the score card. Specific suggestions for School 5 are as follows:

1. Students should pass health examinations before admission to school.

2. Students intelligence quotient should meet a given standard.

3. Testing of acceptable motor skills and physical fitness should be required of all students in the physical education program.

4. Gymnastic activities should be developed to meet this need in the physical education program.

5. An intramural handbook should be published

regularly and include the philosophy, policies, activities, and current records of the program.

6. Intramural officials should be trained and paid.

7. The department of physical education should provide adapted physical extra-curricular activities for those students who are handicapped.

8. A health center that is adequately equipped, serviced, maintained, and centrally located should be available for all students.

9. Instruction should be offered in the production and use of audio-visual aids for both teaching staff and students.

10. An adequate number of official handball and squash courts should be developed to meet needs of the physical education program.

11. An adequate instructional-recreational swimming pool, properly located with respect to showers, should be developed for both men's and women's classes and extra-curricular activities.

School 6

School 6 is a state supported institution. It ranked eighth in the study while scoring below the area mean on four of the ten score card areas. Specific suggestions for School 6 are as follows:

1. The institution should be an accredited member of a recognized association of higher education

nstitutions.

2. The students should pass a health examination for admission to school.

3. Sports supplies should be increased for rhythms, handball, track and field, volleyball, and softball.

4. Self-evaluation and student-evaluation techniques should be voluntarily applied by the instructors for their own use.

5. All students should be required to undergo a health examination and receive a physician's permit before they are permitted to participate in the physical education program.

6. Intramural officials should be trained and paid.

7. All students participating in the intercollegiate athletic programs should be required to pass a health examination before going into active training.

8. The institution should provide a part-time trainer for the athletic programs.

9. A health center that is adequately equipped, serviced, maintained, and centrally located should be available to all students.

10. Separate housing should be provided for married students.

11. Cost of housing should be moderate and offer a range to suit individual needs.

12. A full-time director of placement should be added to the school's administrative staff.

13. Space for library cubicles, work tables, open shelves, and files should be adequate and properly lighted, heated, and ventilated.

14. Sports supplies should be increased for gymnastic and rhythmic activities.

15. An adequate number of official handball and squash courts should be developed to meet needs of the physical education program.

16. A properly equipped training room adjacent to the team room should be developed.

17. Courts, fields, and activity areas should be properly oriented, graded, surfaced, and fenced.

18. Popular major sports areas should be adequately lighted for late afternoon activity.

School 7

School 7 is a state supported institution. It ranked first in the study and recorded scores above the mean ten times out of the possible ten score card areas. Specific suggestions for School 7 are as follows:

1. All teachers on the staff should hold at least a master's degree.

2. The physical education department should have an annual self-evaluation on an objective basis.

3. The institution should provide a professionally prepared trainer.

4. A health center that is adequately equipped,

vised, maintained, and centrally located is to be available for all students.

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

6. Class instruction in bowling should be developed to meet needs of activities program.

7. Adequate instructional-recreational swimming pool, ground floor and properly located with respect to showers, should be developed both for men's and women's classes and extra-curricular activities.

School 8.

School 8 is a state supported institution. It ranked seventh in this study and scored above the mean on seven of the ten score card areas. Specific suggestions for School 8 are as follows:

1. Definite policies on salary, promotions, and tenure should exist and be available.

2. A policy pertaining to the elimination of unqualified physical education majors should be developed to include academic standing, entrance examinations, general health, and a faculty rating.

3. Testing of acceptable motor skills and physical fitness should be required of all students.

4. A departmental committee should be established to give continuous consideration to curriculum needs.

5. Adequate maintenance and sanitation personnel

ould be provided for all facilities.

6. The faculty members should be encouraged by established school policy to advance their academic status through graduate study.

7. Sports supplies should be added for rhythmic activities, aerial darts, paddles, nets, golf, handballs, and tennis equipment.

8. An intramural handbook should be regularly published and include the philosophy, policies, activities, and current records of the program.

9. A health center that is adequately equipped, serviced, maintained, and centrally located should be available for all students.

10. Costs of housing should be moderate and offer a range to suit individual needs.

11. Instruction should be provided on the use of the library.

12. Slides, films, and filmstrips in physical education should be in adequate number for instruction.

13. Stop watches should be available for class and intramural activities.

14. Adequate number of official handball and squash courts should be developed to meet needs of the program.

School 9

School 9 is a state supported institution. It ranked second in this study and scored above the area mean in all

on score card areas. Specific suggestions for School 9 are as follows:

1. Departments and students should be represented in institutional policy making.
2. All teachers on the staff should hold at least a master's degree.
3. An intramural handbook should be regularly published and should include the philosophy, policies, activities, and current records of the program.
4. There should be a central placement office for all graduates and alumni wishing to secure employment.
5. The general library should be centrally located.
6. Slides, films, and filmstrips in physical education should be in adequate numbers for class instruction.
7. Tape and video recordings should be available.
8. Rhythm, gymnastic, baseball, golf, softball, table tennis, handball, and volleyball equipment are needed as additional sports supplies.
9. An 18-hole golf course with chipping and putting greens should be available for class instruction.

School 10

School 10 is a state supported institution. It ranked twelfth in the study and scored below the area mean in seven of the ten score card areas. Specific suggestions for School 10 are as follows:

1. A well formulated statement of institutional aims,

objectives, and philosophy should be published and readily available.

2. Definite policies on salary, promotion, and tenure should exist at the school.

3. A departmental committee should be established that would give continuous consideration to curriculum needs.

4. Institution should make an effort to be an accredited member of a recognized association of higher education institutions.

5. The institution should be a member of its national, state, or sectional athletic association.

6. Students should be required to pass some form of health examination before admission to school.

7. A full-time staff member in the physical education department should be assigned as the head of the physical education department.

8. The stenographic and clerical staff should be encouraged and adequate working space and conveniently located storage space should be provided for them.

9. All teachers of the staff should hold at least the master's degree.

10. Additional sports supplies should include gymnastic, rhythmic, baseball, basketball, football, softball, volleyball, and golf equipment.

11. An intramural handbook should be regularly published and include the philosophy, policies, activities,

and current records of the program.

12. Intramural officials should be trained and paid.

13. A health center that is adequately equipped should be serviced, maintained, and centrally located and available for all students.

14. Separate housing should be provided for married students.

15. Instruction should be offered in the production and use of audio-visual aids.

16. Weight lifting equipment and wrestling mats should be provided in numbers to meet instructional and intramural needs.

17. Stop watches should be available for class and intramural use.

18. An adequate number of official handball and squash courts should be developed to meet future needs of the program.

19. Adequate instructional-recreational swimming pool, on ground floor and properly located with respect to showers, should be developed for classes and extra-curricular activities.

20. An 18-hole golf course with chipping and putting greens should be developed for class instruction.

21. A standard quarter mile track should be developed with proper fencing, drainage, and maintenance.

School 11

School 11 is a state supported institution. It ranked sixth in the study and scored below the area mean in one of the ten score card areas. Specific suggestions for School 11 are as follows:

1. General departmental practices should be improved to include a printed statement of objectives, a policy pertaining to elimination of unqualified major students which includes an entrance examination, a health report, and a faculty rating, and a departmental committee that gives continuous consideration to curriculum needs.

2. Definite policies on salary, promotion, and tenure should exist and be made available.

3. Adequate stenographic and clerical staff should be on a ratio of one to three with the teaching staff.

4. An intramural handbook should be regularly published and include the philosophy, policies, activities, and current records of the program.

5. Intramural officials should be trained and paid.

6. A health center that is adequately equipped, serviced, maintained, and centrally located should be available for all students.

7. Annual inspections and approvals of off-campus housing should be made.

8. Slides, films, and filmstrips in physical education should be adequate in number for class instruction.

9. Class instruction in bowling should be made possible with adequate lanes and a reasonable variety of weights of balls.

10. Wrestling mats should be provided in numbers to meet instructional and intramural needs.

11. Sports supplies are needed for rhythms and bowling.

12. An adequate number of official handball and squash courts should be developed to meet program needs.

13. A properly equipped training room adjacent to the team dressing room should be developed.

School 12

School 12 is a private school. It ranked tenth in this study and scored below the area mean in eight of ten core card areas. Specific suggestions for School 12 are as follows:

1. The institution should require students to maintain at least a "C" average in all college work.

2. The unqualified should be eliminated from the professional physical education curriculum.

3. A departmental committee should be established that would give continuous consideration to curriculum needs.

4. Staff members should affiliate with and participate in the various levels of professional organizations.

5. An adequate number of full-time staff members

ould be assigned to the instruction duties of the physical education division.

6. Gymnastic and rhythmic activities should be included in the physical education curriculum.

7. An intramural handbook should be regularly published and should include the philosophy, policies, activities, and current records of the program.

8. Intramural activities should be offered in a wide variety of individual, team, and carry-over sports.

9. Intramural officials should be trained and paid.

10. Annual inspections and approvals of off-campus housing should be made.

11. Current issues of periodicals and annuals should include: Camping, The First Aider, Journal of Physical Education, Outdoor Life, Parks and Recreation, Physical Educator, Recreation, Research Quarterly, Today's Health, and Quest.

12. Instruction should be offered in the production and use of audio-visual aids.

13. Slides, films, and filmstrips in sports, rhythmic, gymnastics, and physical education should be adequate in number and for all instructors.

14. Adequate charts, models, and graphics should be available for classroom use.

15. Class instruction for bowling should be made possible with adequate lanes and a reasonable variety of weights of balls.

16. Sports supplies that should be acquired are as follows: aerial darts, badminton, volleyball, and wrestling mats provided in numbers to meet instructional needs.

17. An adequate number of official handball and quash courts should be developed to meet needs of physical education curriculum.

18. Adequate instructional-recreational swimming pool, on the ground floor and properly located with respect to showers, should be available for both men's and women's classes and extra-curricular activities.

19. Golf facilities should be available at a nominal fee for men's and women's intramurals.

School 13.

School 13 is a state supported institution. It ranked fifteenth in the study and fell below the area mean in all ten score card areas. Specific suggestions for School 13 are as follows:

1. Written policies concerning salaries, tenure, and promotions should be formulated and made available to all staff members.

2. The institution should affiliate with their national and sectional athletic association.

3. The institution should consider initiating a physical education curriculum and intercollegiate athletic program to include five or more sports.

4. This institution should take active steps to

develop the appropriate intercollegiate athletic facilities.

5. A departmental committee should be established that would give continuous consideration to curriculum needs.

6. A full-time staff member should be assigned as the head of the physical education department.

7. All teachers on the staff should hold at least the master's degree in their teaching field.

8. Student leadership should be developed and utilized in as many facets of college life as possible.

9. The general budget should include finances, when necessary, for general extra-curricular activities such as cultural, recreational, and educational experiences.

10. Additional volumes in physical education and related fields should include textbooks on curriculum, adaptive physical education, athletic injuries, intramural officiating, rhythms, conditioning exercises, and aquatics.

11. A swimming pool of proper size, accessible from men's and women's locker rooms, and equipped to be used as a teaching station and for recreation should be added to the indoor facilities.

12. Outdoor courts, fields, water fountains, and toilet facilities are needed.

13. Staff members should be affiliated with their appropriate state or national special professional

rganizations.

14. Sports supplies that are needed for future physical education activities would include the following: baseball, basketball, football, softball, volleyball, archery, badminton, bowling, golf, handball, tennis, track and field, wrestling, gymnastics, and rhythmic sports equipment.

15. Development of intramural athletics under the direction of one man who is a member of the department staff and assigned as director of intramural activities.

16. A health center should be considered that is adequately equipped, serviced, maintained, and centrally located, and available for all students.

17. The institution should provide healthful and pleasant campus living conditions for students.

18. The audio-visual program needs more staff and better facilities in which to work.

19. A standard quarter mile track should be developed that has proper fencing, drainage, and maintenance.

School 14

School 14 is a state supported institution. It ranked fourteenth in the study and fell below the area mean in all ten score card areas. Specific suggestions for School 14 are as follows:

1. Written policies concerning salaries, tenure, and promotion should be formulated and made available to all

staff members.

2. The institution should affiliate with its national and sectional athletic association.

3. The institution should consider initiating a physical education curriculum and intercollegiate athletic program to include five or more sports.

4. The institution should plan to develop appropriate athletic facilities.

5. A departmental committee should be established that would give continuous consideration to curriculum needs.

6. All teachers on the staff should hold at least the master's degree in their teaching field.

7. The general budget should include finances, when necessary, for general extra-curricular activities such as cultural, recreational, and educational experiences.

8. A swimming pool of proper size, accessible from men's and women's locker rooms, and equipped to be used as a teaching station and for recreation, should be added to the indoor facilities.

9. Staff members should be affiliated with their appropriate state or national special professional organizations.

10. Sports supplies are needed in all physical education activities.

11. The institution should develop an intramural athletic program under the direction of one man who is a

ember of the department's staff and assigned as director of intramural activities.

12. A health center should be considered that is adequately equipped, serviced, maintained, centrally located, and available for all students.

13. The institution should provide healthful and pleasant campus living conditions for students.

14. The institution library should have 50,000 or more volumes available for the students.

15. The stenographic and clerical staff should be enlarged and adequate working space and conveniently located storage space should be provided for them.

16. Student leadership should be developed and utilized in as many facets of college life as possible.

17. Outdoor courts, fields, water fountains, and toilet facilities are needed.

18. Recreational equipment should be made available to staff and students on a check-out basis.

19. Audio-visual equipment and facilities need to be improved.

School 15.

School 15 is a state supported institution. It ranked ninth in the study and scored below the area mean five times out of the ten score card areas. Specific suggestions for School 15 are as follows:

1. The elimination of the unqualified students from

he professional program should be based upon academic standing, entrance examinations, general health, and faculty ratings.

2. A curriculum committee should be established to give continuous consideration to curriculum needs and active programs of in-service training should be regularly conducted for the staff.

3. Extra-curricular duties should be assigned as to equalize staff responsibilities.

4. Outdoor courts, fields, water fountains, and toilet facilities are needed.

5. A swimming pool of proper size, accessible from men's and women's locker rooms and equipped to be used as teaching station and for recreation, should be added to indoor facilities.

6. Prospective graduates and alumni should be informed concerning job demands and salaries of job opportunities.

7. Experimenting with new methods of teaching should be encouraged.

8. Student leadership should be developed and utilized in as many facets of college life as possible.

9. A health center that is adequately equipped, serviced, maintained, and centrally located should be available for all students.

10. An adequate number of official handball and squash courts should be developed to meet needs of the

physical education program.

11. Campus housing should be provided for both married and unmarried students.

12. There should be development of student major clubs which orient and professionalize the students.

13. Popular major sports areas should be adequately lighted for late afternoon activity.

14. Slides, films, and filmstrips in physical education should be timely and adequate in number.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter reviews the purposes and procedures of the investigation, summarizes its findings, draws conclusions and makes recommendations based upon the analysis of the data.

Summary

The purposes of this study were to determine the status of the undergraduate pre-teacher preparation programs in physical education in Oklahoma junior colleges, and to make recommendations for upgrading the weak portions of the programs. Therefore, it was both necessary to determine the rank order of the pre-teacher preparation institutions in Oklahoma junior colleges that offered a program in physical education and necessary to determine the strong as well as the weak portions of each institution's undergraduate teacher-preparation program in physical education.

The first step in this process was to select which existing score card would best serve as the evaluation instrument. A review of the professional literature

revealed the Bookwalter and Dollgener score card, A Score Card for Evaluation of Undergraduate Professional Programs in Physical Education (Revised Edition), as the most appropriate data collecting instrument for this study. The Bookwalter and Dollgener score card was specifically structured to comprehensively evaluate physical education programs of undergraduate institutions, permit partial compliance to weighted score card items, and reveal scores in ten areas pertinent to this study.

The population for this study consisted of two-year co-educational institutions in Oklahoma that offered transfer type programs in physical education. This group consisted of fifteen junior college institutions.

The chairmen of seventeen respective departments of physical education were contacted by letter to determine their willingness to participate in this study. Fifteen chairmen or spokesmen for the respective physical education departments agreed to take part in the study by permitting the investigator to personally visit the school, interview the chairman of the physical education department, and observe the school's facilities. In order to assure institutional anonymity, each school was assigned an identification number that would be used throughout the study.

During the visit to each campus, a score card was completed by recording the appropriate number of points for each item on the existing conditions, policies,

practices, and facilities of the various programs.

A pilot application of the score card was conducted at Northern Oklahoma College. As a result of this application it was evident that the investigator should personally interview the librarian, housing director, admission personnel, and the audio-visual department in order to obtain pertinent score card information of which the chairmen of the departments of physical education might not be familiar.

Upon completing the fifteen interviews, the score cards were tabulated. Scores were obtained for each sub-area and area. A total for each score card then was obtained by summing up the points assigned to each. All raw scores were converted to percent of attainment scores by dividing the total points obtained by the total number of points possible. The seventy-five percent of attainment criterion was arbitrarily established by the investigator as the criterion score for this study. Furthermore, all data were presented in tabular form as percent of attainment scores.

Analysis of the tabulated score card data permitted pertinent comments relevant to the strengths and weaknesses of the various educational programs. In analyzing the total score card it was found two schools equalled or transcended the criterion score level for the total evaluation which was seventy-five percent or 750 of the 1,000 possible points. The mean percent of attainment for this

study was 48.9 with scores ranging from a high of 77.2 percent to a low of 15.7 percent. Sauter conducted a similar study in 1957, in Indiana.¹ With a similar score card, he established a mean percent of attainment in four-year schools of 64.7 percent. Dollgener, who also conducted a similar study in 1965, in four-year schools used a similar score card to the one used in this study and obtained a mean percent of attainment of 67.9.² As expected, the mean percent of attainment for Oklahoma junior colleges was lower (19.0%) than those of the two previous studies carried out in four-year higher education institutions, due to the fact that the score card was developed to evaluate four-year institutions' physical education programs.

Finally, each of the ten score card areas was analyzed by careful appraisal of their various sub-areas and comments about strong and weak item responses were presented.

Conclusions

The following conclusions were drawn from the findings

¹Waldo Sauter, "An Evaluation of the Undergraduate Professional Preparation in Physical Education for Men in Selected Colleges and Universities in Indiana" (unpub. Ph.D. dissertation, Indiana University, 1957).

²Robert J. Dollgener, "Critical Appraisal of a Selected Score Card for Evaluation of Undergraduate Professional Programs in Physical Education" (unpub. Ph.D. dissertation, University of Indiana, 1965).

of this investigation:

1. There was a wide variation among the junior college institutions in Oklahoma as to the quality of their undergraduate programs of pre-teacher preparation in physical education as shown by the data in this study.

2. Several institutions, because of the size of their staff, teaching facilities, allocation of funds, and various institutional objectives were not adequately prepared to offer an undergraduate pre-teacher education program in physical education of the caliber suggested by the authorities in this field.

3. The top three schools in this study indicated strong and weak points in all score card areas, but their present programs can be upgraded to the point of adequacy suggested by this study.

4. Institution-wide and intra-departmental annual evaluation was a process not generally utilized; therefore, the actual status of the various physical education pre-teacher education programs was only a matter of conjecture prior to this study.

5. Indoor and outdoor facilities were not adequate in quality or quantity to permit a comprehensive program of physical education.

6. Student admissions requirements, institutional and departmental, were maintained at a minimal level.

7. The institutional health service programs were evident in name only in most schools and should be an item

of major concern.

8. The physical education curricula are completely inadequate in breadth or depth to furnish students with a working knowledge in this area of study.

Author's Recommendations

The following recommendations are the author's personal viewpoints rather than observations made from the score card instrument used in this study.

1. There is a widespread need for junior college libraries to increase their holdings to exceed 50,000 volumes.

2. There is a need for many chairmen of the various physical education departments to place less emphasis in the area of intercollegiate athletics and more professional interest in the physical education curriculum and related activities.

3. There is a need for the larger two-year institutions to make an active attempt to increase the number of individuals with earned doctorates on the physical education staff.

4. There is a widespread need for junior college physical education staff to become engaged in professional organizations and activities.

5. Long range planning of educational curriculum and program needs should be considered by many junior college physical education departments.

Recommendations for Further Studies

Based on the results of this study, the following recommendations for further studies are proposed:

1. Devise a score card that could be used by junior colleges for purposes of conducting a self-evaluation of their undergraduate pre-professional preparation program in physical education.
2. Conduct a study that would develop a set of standards for admitting students into the undergraduate pre-professional preparation programs in physical education
3. Conduct a study to determine the success or lack of success that the physical education graduates from Oklahoma pre-teacher education programs have achieved in the field of physical education.

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APPENDIX A

UNDERGRADUATE PROFESSIONAL EDUCATION
IN PHYSICAL EDUCATION

Evaluation Summary

Score Card Area and Sub-areas	Points Poss.	Points Earned
I. General Institutional and Departmental Practices	<u>80</u>	<u> </u>
A. General Policies	24	
B. Professional Affiliations and Accreditation	12	
C. Admissions	22	
D. General Departmental Practices	22	
II. Staff Standards	<u>120</u>	<u> </u>
A. Number	30	
B. Qualifications in their Major Field	22	
C. Experience	20	
D. Teaching Load	26	
E. Professional Status	22	
III. The Teaching Act	<u>90</u>	<u> </u>
A. Personality of the Instructors	20	
B. Planning	18	
C. Teaching Techniques	35	
D. Evaluation	17	

IV. Service Program and Extended Curriculum	<u>90</u>	<u> </u>
A. Service Program	30	
B. Intramural Program	26	
C. Intercollegiate Athletics	20	
D. Recreational Activities	14	
V. Student Services	<u>120</u>	<u> </u>
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	
VI. Library - Audio-Visual	<u>90</u>	<u> </u>
A. Library		
1. General Features	15	
2. Library Service	8	
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	
VII. Supplies and Equipment	<u>80</u>	<u> </u>
A. General Practices	13	
B. Supplies	29	
C. Equipment	38	
VIII. Indoor Facilities	<u>110</u>	<u> </u>
A. General Features	13	
B. Administrative	23	
C. Instructional - Recreational	42	
D. Service	32	

IX. Outdoor Facilities	<u>90</u>	<u> </u>
A. General Features	23	
B. Facilities for Service and Professional Technique Courses	27	
C. Intramural Facilities	18	
D. Intercollegiate Athletic Facilities	22	
X.* Professional Curriculum Policies and Practices	<u>130</u>	<u> </u>
A. Theory Courses	60	
B. Physical Education Activities	70	
Total Program Points Earned		<u> </u> <u> </u>

* Author's addition to Score Card

A SCORE CARD FOR EVALUATING
 UNDERGRADUATE PROFESSIONAL
 PROGRAMS IN PHYSICAL
 EDUCATION

Total Points Possible 1000

I. General Institutional and
 Departmental Practices 80

A. General Policies pts. 24

1. A well formulated statement of institutional aims, objectives, and philosophy is published and readily available. 3 ()
 Statement of philosophy (1),
 Statement of aims and/or objectives (2), Fully met (3).
2. All departments or schools cooperate for courses and leadership. 3 ()
 All but two or three (1), All but one (2), All departments involved (3).
3. Departments or schools and students are represented in institutional policy making. 3 ()
 Occasionally (1), Frequently (2), Regularly (3).
4. Definite policies on salary, promotion, leaves, and tenure exist and are available. 4 ()
 Salary only (1), Salary and One (2), Salary and two (3), All Available (4).

5. A minimum number of credit hours is required for graduation. 4 ()
120 to 124 hours (1), 125 to 129 hours (2), 130 hours or more (4).
6. The institution requires the student to maintain at least a "C" average in all college work. 4 ()
Based on credits passed (2), Based on credits taken (4).
7. A minimum of two years (60 hours) is required in residence for the baccalaureate. 3 ()
One year (2), Two years (3).

Sub area points earned _____

B. Professional Affiliations and

Accreditation

pts. 12

1. Institution is an accredited member of a recognized association of higher educational institutions. 5 ()
State conference, Regional, and NCATE.
NCATE (2), plus Regional (4), All (5).
2. The institution is approved by the state department of education, for training physical education teachers in public schools. 4 ()
Temporary or probation (2), Fully approved (4).
3. The institution is a member of its national, state, or sectional athletic association. 3 ()
National (1), National and one (2), All (3).

Sub area points earned _____

<u>C. Admissions</u>	<u>pts. 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. Character references (1), Plus graduation (2), Plus accredited high school graduation (3), Plus entrance examination (5).	5 ()
2. Student must pass the health examinations. Family physician (2), Institutional form by family physician (4), By school physician (6).	6 ()
3. Students' intelligence quotient must meet a given standard. I.Q. of 100 to 111 (2), or 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. Oral (1), Written (3), Both (5).	5 ()
Sub area points earned _____	

<u>D. General Departmental Practices</u>	<u>pts. 22</u>
1. A statement of objectives for the department is published and available. Temporary form (1), Printed form (2), Printed in departmental publication (3).	3 ()
2. Objectives sought include organic, skill, intellectual, and professional development. Intellectual and one other (1), Intellectual and two others (2), All (4).	4 ()

3. Testing of acceptable motor skills and physical fitness is required of all students. 5 ()
Professional students, both (1),
Plus service program, either (3),
Fully met (5).
4. The unqualified are eliminated from the professional physical education curriculum. 5 ()
Academic (1), By entrance exams (3),
Plus general health and faculty rating (5).
5. A departmental committee gives annual (2) or continuous (5) consideration to curriculum needs. 5 ()

Sub area points earned _____

II. Staff Standards

120

A. Number

pts. 30

1. A full time staff member is assigned as the head of the physical education department or school with his instruction and research limited. 4 ()
Half-time administration (1),
20% teaching or research (2),
10% or less to teaching and/or research (4).
2. Adequate time is allotted for the administrator of the professional physical education division for constructive leadership. 4 ()
Half-time administration (1),
30% teaching or research (2),
20% or less to teaching and/or research (4).
3. An adequate number of full time staff members is assigned to the instruction duties of the recommended curriculum for the professional physical education division. 7 ()
Five members (3), 6 to 8 (5),
9 or more members (7).

4. Staff members are adequate to maintain proper class size (not over 35 in a class; special classes in proportion). Eighty percent of classes 35 or less (1), 90% of classes 35 or less (3), All classes less than 35 (5). 5 ()
5. Adequate stenographic and clerical staff are provided to properly expedite correspondence, test construction, reports, mimeographing, and the like. 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. Fair maintenance (1), Good (3), Excellent (5). 5 ()

Sub area points earned _____

B. Qualifications in Their

<u>Major Field</u>	<u>pts.</u> 22
1. The majority of the professional physical education staff holds the doctoral degree. 25% hold doctorate (1), 33% (3), More than 50% (5).	5 ()
2. All teachers on the staff hold at least the master's degree. 50% (1), 75% (3), All (5).	5 ()
3. All of the staff hold a bachelor's degree with a <u>major</u> in the field of their instructional duties. 66% (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. 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. 4 ()
 Master's (1), Directorate or equivalent degree (2), Doctorate (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. 4 ()
 33% (1), 50% (2), 75% or more (4).
2. Methods teachers have taught at least 2 years in the public schools in the area of their methods courses. 4 ()
 2 years (1), 3 - 4 years (2), 5 years or more (4).
3. Consultants or supervising teachers have had a minimum of 5 years teaching experience at the level and in subject which they supervise. 4 ()
 3 years (1), 4 years (2), 5 years or more (4).
4. There is a diversity of institutions in which the faculty members have earned their degrees. 4 ()
 Not over 33% from one institution (1),
 Not over 20% (2), not over 10% (4).
5. A planned program of in-service training for the staff exists. 4 ()
 Occasional meetings (1), Regular meetings (2), Extension work encouraged and department meetings (4).

Sub area points earned _____

<u>D. Teaching Load</u>	<u>pts. 26</u>
1. Administrative, academic advising, personal counseling, research, assigned non-instructional, and committee duties are considered in determining teaching load. Any two of the above (1), Any four of the above 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). Teaching load is average (1), Teaching load plus extra-curricular 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. Academic not over 17 hours, or activity over 24 or equivalent combination (1), 16 academic or 22 activity or equivalent (3), 15 academic or 20 activity or equivalent (5).	5 ()
4. Not over three hours of academic instruction are assigned any day. Five hours daily of any instructor rarely (1), 4 hours maximum (2), 3 hours only (4).	4 ()
5. Extra-curricular duties are assigned so as to equalize staff responsibilities. Fairly good balance (1), Good balance (2), Excellent balance (4).	4 ()
6. Student teaching supervisors have equitable student and duty assignments. Five student teachers per supervisor week (2), 3 per full-time supervisor week (5).	5 ()

Sub area points earned _____

- | <u>Professional Status</u> | <u>pts.</u> 22 |
|--|----------------|
| 1. Staff members are affiliated with their appropriate state and/or national special professional organizations.
33% (1), 50% (2), 75% or more (3). | 3 () |
| 2. Staff members attend, hold office, and otherwise contribute to the meetings and conventions of their organizations.
33% active (1), 50% active (2), 75% or more active (3). | 3 () |
| 3. Staff members participate in community agencies and enterprises.
50% participate (1), 66% participate (2), 80% or more participate (3). | 3 () |
| 4. The professional staff participates regularly in publications and research.
25% 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 <u>tenures</u> in keeping with other departments.
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, and service.
Equitable to many (1), to most (2), To all (3). | 3 () |
| 7. General participation in campus activities and committee work is comparable with other departments.
Fair participation (1), Good or average, (2), Excellent (3). | 3 () |

Sub area points earned _____

Area Points Earned _____

III. The Teaching Act

90

- | <u>Personality of the Instructors</u> | <u>pts. 20</u> |
|---|----------------|
| 1. The teachers are emotionally mature, friendly, and considerate, but maintain proper respect and class morale. Several exceptions, not over 20% (1), 1-2 exceptions, not over 10% (2), No exceptions (3). | 3 () |
| 2. The teachers evidence a thorough and organized knowledge of their subjects. Several exceptions, not over 20% (1), 1-2 exceptions, not over 10% (2), No exceptions (4). | 4 () |
| 3. The teachers have a sense of humor, are enthusiastic about their subjects, and enjoy teaching. Several exceptions, not over 20% (1), 1-2 exceptions, not over 10% (2), No exceptions (3). | 3 () |
| 4. The teachers are interested in and understand students and their growth. Several exceptions, not over 20% (1), 1-2 exceptions, not over 10% (2), No exceptions (4). | 4 () |
| 5. The speech of the instructors is properly modulated, clear, pleasant, and without mannerisms. Several exceptions, not over 20% (1), 1-2 Exceptions, not over 10% (2), No exceptions (3). | 3 () |
| 6. The personal appearance of teachers is neat and actions are pleasing. Several exceptions, not over 20% (2), No exceptions (3). | 3 () |

Sub area points earned _____

- | <u>Planning</u> | <u>pts. 18</u> |
|--|----------------|
| 1. Courses of study, syllabi, or course outlines are used for all classes in the department.
50% (1), 66% (3), 75% or more (5). | 5 () |
| 2. There is evidence that the courses and syllabi are regularly revised and are up to date.
50% (1), 66% (2), 75% or more (3). | 3 () |
| 3. Where appropriate, courses are organized on the unit basis with purposes, topical outlines, and guiding questions available.
50% (1), 75% (2), All (3). | 3 () |
| 4. There is evidence that daily lessons are planned and that teachers are prepared to teach them.
Some (1), A great deal (2). | 2 () |
| 5. Instruction involves the integration of pertinent related fields.
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 _____

- | <u>Teaching Techniques</u> | <u>pts. 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. 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. 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. Acceptable (1), Well done (3), Excellent (5). 5 ()
6. Discussion, permitting disagreement and defense of positions taken is encouraged. Acceptable (1), Well done (2), Excellent (3). 3 ()
7. There is effective and appropriate use of varied audio-visual aids. Acceptable (1), Good (2), Excellent (3). 3 ()
8. Instructional methods, while geared to the average level, provide for the exceptional students. Frequently (1), Usually (2), Always (4). 4 ()
9. Controllable conditions of light, temperature, ventilation, and acoustics are properly maintained. Several exceptions (1), Usually (2), Always (3). 3 ()

10. Student leadership is developed and utilized, especially in technique courses. 4 ()
 Acceptable (1), Well done (2),
 Excellent (4).

Sub area points earned _____

<u>11. Evaluation</u>	<u>pts. 17</u>
1. Self-evaluation and student-evaluation techniques are voluntarily applied by the instructors for their own use. Occasionally (1), Frequently (2), Regularly (3).	3 ()
2. Measurement and evaluation in classes are based on the objectives sought. Acceptable (1), Well done (2), Excellent (3).	3 ()
3. Examinations are given at regular intervals during the courses. 50% (1), A few exceptions (2).	2 ()
4. Examinations are enhanced by preview 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- 2 ()
 evaluation on an objective basis.
 Within last 5 years (1),
 Annually (2).

Sub area points earned _____

Area Points Earned _____

IV. Service Program and
 Extended Curriculum

90

A. Service Program pts. 30

1. Students are oriented as to the 2 ()
 purposes, policies, and oppor-
 tunities in the program.
 During orientation week (1),
 In an orientation course (2).
2. Number of years required for 2 ()
 service program.
 One year's requirement for all
 students (1), Two or more
 years (2).
3. Number of days per week required 3 ()
 for service program.
 Two days (1), Three days (2),
 Four or more days (3).
4. The course of study is formulated 3 ()
 by: students, staff and director
 cooperatively participating (3);
 staff and director (2); or by
 individual teacher constructing
 his own (1).
5. Activities offer choice of team sports, 3 ()
 swimming, individual sports, dance,
 and gymnastics.
 Two or three areas (1), Four areas (2),
 All five (3).
6. Opportunities exist for instruction 2 ()
 in coeducational activities.
 Occasional (1), Frequent (2).

7. Courses are offered for beginning, intermediate, and advanced levels. Two levels (1), three levels (2). 2 ()
8. The program includes adapted physical education for those individuals who are physically handicapped temporarily or permanently. Within the class (1), special class (2), Both (3). 3 ()
9. Written lesson plans are used for the service program. 2/3 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. At least knowledge and skills (1), Plus one more (2). 2 ()
11. (a) Athletes are excused from physical education class only during season (1), (b) Athletes are not excused from physical education (2). 2 ()
12. Being a veteran (under 25), in military, band, or in athletics, credit is not substituted for physical education. None allowed. 2 ()
13. In the program requirement: the credit counts toward graduation (1), Plus the grades are used in honor point rating (2). 2 ()

Sub area points earned _____

3. Intramural Program pts. 26

1. Intramurals are recognized as a part of physical education and are organized as a part of that department or division. 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. As a sponsor (1), As a director (3). 3 ()
3. A widely representative coordinating committee of students and staff helps formulate intramural policies. 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. 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). 3 ()
7. Intramural athletics are financed by: a fee system (1), a budget with funds appropriated by the institution for physical education (2). 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). At least ten (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. Half (1), 2/3 or more (2). 2 ()
11. Intramural officials are trained and paid. One (1), Both (2). 2 ()

Sub area points earned _____

2. Intercollegiate Athletics pts. 20
1. All students participating in the program are required to pass a health examination before going into active training. 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. 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 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). 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 treasurer. 2 ()
 Money pooled in general physical education and athletic budget for use of any part of the program (1), Fully met as above (2).
5. Intercollegiate athletics are financed as far as possible from general funds appropriated for that purpose and from endowments. 2 ()
 Deficits covered by the school (1), Financed from general funds (2).
6. The institution provides the services of a physician for its athletic teams. 2 ()
 Local doctor on call (1), School physician provided (2).
7. The institution provides a professionally prepared trainer. 3 ()
 Part time trainer (1), Full time trainer (2), Full time trainer with professional preparation (3).
8. The program includes: team sports and a variety of individual and dual sports (carry-over). 3 ()
 Six sports (1), 7 - 9 sports (2), 10 or more sports (3).

Sub area points earned _____

D. Recreational Activities pts. 14

1. The institution provides social and physical activities for all students. 3 ()
 Limited provision (1), Good provision (2), Excellent (3).
2. The institution provides finances for supporting general extra-curricular activities. 2 ()
 Partially (1), Completely (2).

- | | | |
|----|--|-------|
| 3. | The institution provides cultural student activities on campus such 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.
Two or 3 activities (1), 4 - 6 activities (2), 7 or more activities (3). | 3 () |
| 5. | The department of physical education provides adapted physical extracurricular activities for those students who are handicapped.
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 _____

V. 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.
One point each. | 3 () |
| 2. | There are student major clubs which orient and professionalize the students.
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. 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. Either one (1), Both (3). 3 ()
5. There are at least three conferences with advisors each semester. One conference (1), Two (2), three or more conferences (3). 3 ()
6. There is participation of the students with the staff in the diagnostic interpretation of standardized tests and class evaluation. Students may request (1), Students encouraged to do so (2), Scheduled conferences are set up (3). 3 ()
7. The institution maintains an employment, scholarship, and student loan program to aid students. Scholarships and student loan (1), Plus employment (2). 2 ()

Sub area points earned _____

B. Health Services

pts. 36

1. A health center that is adequately equipped, serviced, maintained, and centrally located is available for all students. Adequate center (required for any points) (3), Equipment (2), Desirable location (1). 6 ()

2. A complete health record is kept of each student throughout his college life. 3 ()
Record kept (1), Plus functions in other services (2), Plus up-to-date (3).
3. The institution has a working agreement with a local hospital to handle emergencies. 3 ()
For treatment (1), Plus for hospitalization (3).
4. The center maintains regular office and visiting hours and emergency service. 2 ()
Through the school day (1), Plus after hours emergency service (2).
5. A full-time physician is provided for every 500 to 1,000 students enrolled. 4 ()
Part-time (1), Full-time for 500, one additional for each 2,000 (2), One for every 500 to 1,000 students (4).
6. The health center provides at least 3 infirmary beds for every 1,000 students. 4 ()
Three beds (1), 4 or 5 (2), 6 or more beds per 1,000 (4).
7. Appropriate diet is prepared by a part or full-time dietitian. 2 ()
Part time (1), full time (2).
8. One full-time nurse and adequate attendants are employed for every 500 students enrolled. 3 ()
Seven hundred fifty-one to 1,000 (1), 501 to 750 (2), 500 or less (3).
9. A remedial testing program such as blood, hearing, or vision is available for students. 3 ()
Adequate for one (1), for two (2), for three (3).
10. The health center cooperates with service and adapted-restricted program for students by prescription and approval of activities. 2 ()
Approval (1), Prescription (2).

11. A general comprehensive insurance plan is provided to offer protection to all students and staff including athletes. 4 ()
 Provided for athletes (1), Plus others for fee (2), Provided for all (4).

Sub area points earned _____

C. Housing for Students

pts. 14

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

Sub area points earned _____

<u>D. Placement</u>	<u>pts. 20</u>
1. There is a central placement office for all graduates and alumni wishing to secure teaching positions and its services are regularly announced. 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).	3 ()
3. An up-to-date personnel record is maintained for each active graduate and student; applicants assist in their preparation. Upon request (1), Annually for new entrants (2), Plus brought up-to-date (3).	3 ()
4. There is cooperation of the local bureau in providing records to state or professional placement agencies. Cooperation for fee (1), Co-operation free (2).	2 ()
5. The institution surveys to determine the placement opportunities and secures pertinent information about the positions. 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. General distribution (1), Selective distribution (2).	2 ()
7. The institution assists students in preparation of personnel records, how to apply for position, proper interview techniques, and in arranging interviews. 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. Satisfactory (1), Excellent cooperation (2). 2 ()

Sub area points earned _____

E. Follow-Up and In-Service Education

1. Advisory services are provided beginning teachers and high school students who may be interested. 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. Personal visits (1), Plus two or more (2), All are used (3). 3 ()
3. The findings are shared with the school's faculty. 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. 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. Reading and committee work (1), Plus two or three (2), Plus 4 or more (3). 3 ()
9. Experimenting with new methods of teaching is encouraged and guided during faculty visitation. 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. Entered on separate record (1), Entered on cumulative record (2). 2 ()

Sub area points earned _____

Area Points Earned _____

VI. Library and Audio-Visual Aids

90

<u>A. The Library</u>	<u>pts. 54</u>
1. <u>General Features</u>	
a. The general library is centrally located. (1).	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.	2 ()
d. The faculty aids in the selection of library materials and are informed of recent acquisitions. 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 materials (2), Fully met (3).	3 ()
e. Space for library cubicles, work tables, open shelves, and files is adequate and properly lighted, heated, and ventilated.	1 ()
f. Library facilities, organization, and staffing for ordering, circulation, reference, binding, and cataloging are adequate. Limited library staff (1), fully met (2).	2 ()
g. The library is approved by some national or regional accrediting agency. Regional (1), National (2).	2 ()
h. The general professional (education) and special professional (departmental) are readily accessible.	1 ()
Sub area points earned	_____

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|----|---|---------------|
| 2. | <u>Library Services</u> | <u>pts. 8</u> |
| a. | Instruction is provided on the use of the library.
Some instruction (1), A course (2). | 2 () |
| b. | Inter-library loan, copying service microcards or microfilms, and pamphlet packaging are provided.
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 above functions (1), Fully met (2). | 2 () |

Sub area points earned _____

- | | | |
|----|---|----------------|
| 3. | <u>Books and Pamphlets</u> | <u>pts. 17</u> |
| a. | The total number of volumes exceeds: 75,000 to 100,000 volumes (1), 100,000 to 200,000 (2), Over 200,000 (3). | 3 () |
| b. | Books in professional education and in special professional education are adequate in number, kind, and recency. 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 more recent references. 2 ()
Occasional check on recency (1),
Continuous check to insure inclusion of newer references (2).
- e. The breadth of selection of library volumes includes from 6 to 10 (1/4 points each) to 11 or more (1/2 points each) texts in each of the following areas: 8 ()
- 1) Anatomy, physiology, and kinesiology ()
 - 2) Curriculum in physical education (all 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 _____

<u>4. Periodicals and Annuals</u>	<u>pts.</u> 14
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)	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. 36</u>
1. <u>General Features</u>	<u>pts. 10</u>
a. The audio-visual budget is adequate for equipment, service, and materials. 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 class-room instruction is without charge. Minimum charge on department budget (1), In department with service, 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 ()
2. <u>Instructional Materials</u>	<u>pts. 10</u>
a. Slides, films, and filmstrips in physical education are adequate in number and recency. 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. Some available (1), Adequate and recent (2).	2 ()

- c. Adequate charts, models, and graphics are readily available. 2 ()
Some available (1), Adequate and recent (2).
- d. Tape recordings are adequate. 2 ()
Some available (1), Adequate (2).
- e. Records for dances and games are adequate in variety, number, and recency. 2 ()
Some available (1), Adequate (2).

Sub area points earned _____

3. Equipment and Facilities pts. 16
- a. Classrooms are equipped for use of audio-visual aids. 3 ()
One audio-visual room (1), Classrooms equipped (3).
- b. Quiet rooms are available for preview or use of records and tape recordings. 2 ()
One room only (1), more than one room (2).
- c. A public address system is available and free or at a nominal cost for school activities. 3 ()
Portable system available (1), School has built-in system (2), Both available (3).
- d. Wire or tape recorders are available for instructional use. 2 ()
Some (1), Adequate (2).
- e. Rooms with proper lighting, conditioning, and fire safety are adequate for ordering, repair, and storage of films. 2 ()
Special storage closet (1), Fully met (2).

- f. Sound projectors (16 mm.), filmstrips, 2" x 2" slide projectors, 3½" x 2" slide projectors, and opaque and overhead projectors are available in adequate numbers. Subtract .5 point of each item missing. 3 ()
- g. Portable screen 60" x 72" or larger are available in adequate numbers. 1 ()

Sub area points earned _____

Area Points Earned _____

VII. Supplies and Equipment 80

A. General Practice pts. 13

1. The equipment and supplies budget for the professional, intramural, intercollegiate and recreation programs is adequate. Basic (1), Sufficient with extras (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 ()

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|----|--|-------|
| 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. Some (1), Quite adjacent (2). | 2 () |

Sub area points earned _____

B. Supplies

29

- | | | |
|----|--|----------------|
| 1. | <u>Sports Supplies</u> | <u>pts. 21</u> |
| 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. 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. | 1 () |
| d. | Baseballs, gloves, bats, and bases are adequate for an entire class in <u>professional</u> instruction, for intramurals, and athletics. Athletics only (1), Fully met (2). | 2 () |
| e. | Basketballs are adequate in number for all instructional uses including practice, and for intramurals and athletics. | 1 () |

- f. Class instruction in bowling is possible with adequate lanes and a reasonable variety of weights of balls. Lockers are available for gear. 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. 1 ()
- h. Golf classes are provided so that five kinds of clubs and golf balls are adequate in number for class instruction. 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. 1 ()
- j. Handballs are provided for class instruction. 1 ()
- k. Softballs, bats, essential gloves, and bases are adequate in number for professional and service classes and for intramural peak loads. Instruction only (1), Both available (2). 2 ()
- l. Table tennis tables, balls, and paddles are provided in adequate number for instructional and recreational use. 1 ()
- m. Tennis rackets, nets, and balls are provided in adequate numbers for instruction and intramurals. 1 ()
- n. Volleyball nets and balls are provided for instructional and intramural needs. 1 ()

Sub area points earned _____

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|----|---|---------------|
| 2. | <u>Rhythm Supplies</u> | <u>pts. 4</u> |
| a. | Tape or wire recording spools are provided for class and social use. | 1 () |
| b. | Records and sheet music are adequate in kind and condition and include current music. | 2 () |
| c. | Special costumes required for instruction or demonstrations are provided by the department. | 1 () |

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|----|--|---------------|
| 3. | <u>Gymnastic Supplies</u> | <u>pts. 4</u> |
| a. | An adequate supply of carbonate of magnesia blocks or rosin powder, and sandpaper is available for class instruction at all times. | 1 () |
| b. | Safety belts are available for all squads in gymnastic instructional classes. One belt (1), 2 belts (2), Fully met (3). | 3 () |

Sub area points earned _____

C. Equipment

- | | | |
|----|--|----------------|
| 1. | <u>Heavy Equipment</u> | <u>pts. 23</u> |
| a. | Apparatus includes balance beams, climbing ropes, flying rings, high bars, parallel bars, side horse, spring boards, and trampoline. | 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. | 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. 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. 1 ()
- g. Weight lifting equipment is flexible and sufficient to meet the needs of the program. 1 ()
- h. Wrestling mats are provided in numbers to meet instructional, intramural, and intercollegiate needs. 1 ()
- i. An outside telephone is in the pool office for emergencies, especially. 1 ()
- j. Life saving buoys and reach poles are accessible on the pool deck. 1 ()
- k. Pucks and rubber bricks are available for life saving instruction. 1 ()
- l. A canoe is available for life saving tests in the pool. 1 ()
- m. Diving boards, 1 and 3 meter, are provided. One only (1), Both (2). 2 ()
- n. Lane cork-lines are available during contests. 1 ()
- o. A moisture proof bulletin board is in the natatorium. 1 ()
- p. Flutterboards are available in adequate numbers for a swimming class. 1 ()

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|----|--|----------------|
| 2. | <u>Rhythm Equipment</u> | <u>pts.</u> 3 |
| a. | Pianos and record players are available where needed for each teaching station, dance instruction, and social purpose. 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. | <u>Measurement and Research</u> | |
| | <u>Equipment</u> | <u>pts.</u> 12 |
| a. | Anthropometrical calipers, tapes, and weight scales are available for class and research uses. | 1 () |
| b. | Back and leg lift dynamometers are available for measurements and research.
One only (1), Two or more (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. | 1 () |
| e. | Hand dynamometers are available. | 1 () |
| f. | Jump and reach boards or leapmeters are available for class instruction or research. | 1 () |
| g. | Mats, 5' x 12' 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. | 1 () |

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|--|-------|
| 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 _____

VIII. Indoor Facilities 110

A. General Features pts. 13

- | | |
|---|-------|
| 1. All facilities meet the safety and sanitation measures and are well lighted, ventilated, and heated.
Subtract 1 point for failure to meet standards in any of above five categories. | 5 () |
| 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.
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.
One central office (1), office for director and 2 members (2), fully met (4). | 4 () |
|--|-------|

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|----|--|-------|
| 2. | Adequate secretarial space and duplicating facilities are conveniently located.
Secretarial and duplicating facilities available (2), Secretary and services located in department (4). | 4 () |
| 3. | Adequate equipment and supply storage is conveniently located. 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.
Drying room accessible (1), Fully met (3). | 3 () |
| 5. | Apparatus storage space is adequate and contiguous to the teaching stations.
Space available not contiguous (2), Fully met (3). | 3 () |
| 6. | Adequate custodial space is conveniently located.
On one floor (1), On each floor (2), For all major areas (3). | 3 () |
| 7. | Adequate and properly located ticket offices are provided.
Portable ticket booths (1), Fully met (2). | 2 () |

Sub area points earned _____

C. Instructional-Recreational pts. 42

- | | | |
|----|--|-------|
| 1. | Classrooms and laboratories of proper size and equipment are departmentalized and available in sufficient number for all classes.
Classrooms available (3), Classrooms and laboratories (4), Fully met (6). | 6 () |
|----|--|-------|

2. Sufficient number of adequately lighted and heated gymnasia and teaching stations exist for both men's and women's departments, at peak load for intramurals and athletics. 8 ()
 One station for each 900 students (2), 1 station for each 600 students (4), 1 station for each 350 students (6), Plus intramural and athletic peak load fully met (8).
3. Adequate number of official handball and squash courts. 4 ()
 Minimum of two courts (1), 1 court for every 200 students (3), Fully met (4).
4. One special activity or combatives room is available in 40' x 65' minimum size. Part of teaching station available for combatives (1), One room available (3), Fully met (5).
5. One conveniently located recreational game room is provided. 4 ()
 General open area available (1), Game room available (2), Game room on ground floor (3), Located on ground floor near director's office (4).
6. An adequately large club room with a kitchenette adjoining is located on the first floor and is easily accessible from the outside. 4 ()
 Club room available (2), Club room and kitchenette (3), Fully met (4).
7. An adapted-remedial physical education room conveniently located with respect to service facilities. 5 ()
 Room available (2), Room near locker and shower (4), Room accessible to locker, shower, pool, and ground floor (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 extra-curricular activities. 6 ()
 One pool available (2), 2 pools available, adjoining showers (4), Fully met (6).

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. 4 ()
 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).
2. Locker rooms for the men and women are adjacent to the gymnasium and provide individual lockers and at least eight square feet (exclusive of locker space) per student at peak load. 6 ()
 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).
3. A properly equipped training room adjacent to the team room. 3 ()
 Training room (1), Fully met (3).
4. Separate team rooms with showers, lockers and toilets are provided for home and visiting teams. 3 ()
 Separate dressing rooms (1), Separate rooms and showers (2), Fully met, both accessible to playing area and equally maintained (3).

5. Officials' and faculty locker rooms are provided with showers and toilets near the staff office. 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. Contain: lavatories, urinals, water closet, mirrors, paper towels, and soap. Subtract .5 point for each missing item. 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. 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 with 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. One central towel room outside locker rooms (2), Fully met (4). 4 ()

Sub area points earned _____

Area Points Earned _____

IX. Outdoor Facilities _____

A. General Features pts. 23

1. Courts, fields, and areas are properly oriented, graded, surfaced, drained, and fenced. Subtract one point for each item missing 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. 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. Available in general area (1), located in stadium or playfield area (2), Both areas provided (3). 3 ()
5. Grounds are attractively and effectively landscaped. 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. 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. One (2), Adequate for class instruction (3). 3 ()
3. Archery and riflery and similar hazardous areas are fenced and banked for safety and control and are adequate in number. Fenced only (1), Fenced and banked (2), Fully met (3). 3 ()
4. An 18 hole golf course with chipping and putting greens is available for class instruction. 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 education (2), No conflict with outside organizations (3). 3 ()
7. Such areas as badminton, bowling, horseshoes, aerial darts, shuffleboard, table tennis, and tennis courts are available in adequate numbers, for instruction in all classes. Badminton only (1), Tennis only (2), Tennis and badminton adequate plus two others (3), Fully met (4). 4 ()

Sub area points earned _____

<u>C. Intramural Facilities</u>	<u>pts. 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. 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 _____

D. Intercollegiate Athletic

<u>Facilities</u>	<u>pts.</u> 22
1. One standard football field and adequate practice fields are properly maintained and conveniently located. 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. 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. One diamond available (2), One diamond meets standards (3), Fully met (4).	4 ()
4. Other fields are available for varsity use. One field (2), Adequate fields (4).	4 ()
5. A stadium with broadcasting facilities and adequate locker, shower, storage, and toilet facilities for both teams. Field with bleachers (1), Field with bleachers adjacent to locker area (2), Stadium with lockers and showers in gym (4), Fully met (6).	6 ()

Sub area points earned _____

Area Points Earned _____

X. Professional Curriculum

Policies and Practices

130A. Professional Theory Curriculum pts. 60

1. The breadth of coverage is such as to include at least the following theory courses:
(5 points each)
- a) Introduction to Health, Physical Education and Recreation ()
 - b) Personal and Community Health ()
 - c) First Aid ()
 - d) Health Education ()
 - e) Methods of Teaching Team Sports ()
 - f) Theory of Coaching Football ()
 - g) Theory of Coaching Basketball ()
 - h) Theory of Coaching Baseball ()
 - i) Sports Officiating ()
 - j) Test and Measurement in Health and Physical Education ()
 - k) Adapted Physical Education ()
 - l) Methods and Materials of Teaching Swimming ()

Sub area points earned _____

2. The breadth of coverage is such as to include the following physical education activities:
(3 points each) pts. 70
- a) Swimming ()
 - b) Fundamentals of Sports
 - (1) Soccer ()
 - (2) Speedball ()
 - (3) Wrestling ()
 - (4) Handball ()
 - (5) Tumbling ()
 - (6) Football ()
 - (7) Weight Training ()
 - (8) Track and Field ()
 - c) Body Mechanics ()
 - d) Horseback Riding ()
 - e) Gymnastics ()
 - f) Archery and Riflery ()
 - g) Badminton and Recreational Games ()
 - h) Baseball (Varsity competition) ()
 - i) Basketball (Varsity competition) ()

- j) Football (Varsity competition) ()
- k) Physical Fitness ()
- l) Social Dance ()
- m) Self Defense ()
- n) Track and Field Athletics ()
(Varsity Competition)
- o) Wrestling (Varsity competition) ()
- p) Golf ()
- q) Fencing ()
- r) Tennis ()
- s) Modern Dance ()
- t) Creative Rhythms ()
- u) Bowling ()
- v) Scuba and Skin Diving ()
- w) Body Conditioning ()
- x) American Folk Dance ()

Sub area points earned _____

Area Points Earned _____

TOTAL POINTS EARNED _____

TOTAL POINTS POSSIBLE _____

APPENDIX B

LETTER TO THE CHAIRMAN

Dear _____:

I propose a study to evaluate the undergraduate professional preparation programs of physical education of junior colleges in Oklahoma. This study has been prompted by the interest shown on the topic by the members of the Oklahoma Professional Standards Board in their July, 1969, meeting. Also, the study will serve as partial fulfillment of my doctoral requirements in physical education at the Oklahoma State University.

I propose to evaluate the existing programs by the use of a score card developed specifically for this purpose by Dr. Karl Bookwalter, Indiana University. Results will be sought in the following areas: status of teacher preparation in physical education in Oklahoma junior colleges, strong areas and weak areas of individual schools, and a comparison of all junior colleges in Oklahoma. In the reporting of this study, the individual schools will remain anonymous.

I will contact you later concerning your willingness to cooperate in this study. An interview date will be set to accommodate all those taking part.

Thank you for your cooperation and prompt reply.

Sincerely,

Thurman Edwards
Graduate Student

VITA

Thurman Henry Edwards, Jr.
Candidate for the Degree of
Doctor of Education

Thesis: AN EVALUATION OF THE UNDERGRADUATE PROFESSIONAL
PREPARATION PROGRAMS IN PHYSICAL EDUCATION IN
OKLAHOMA'S JUNIOR COLLEGES

Major Field: Higher Education Minor Field: Health,
Physical Education, and
Recreation

Biographical:

Personal Data: Born in Seminole, Oklahoma,
January 8, 1944, the son of T. H. Edwards, Sr.

Education: Graduated from Seminole High School,
Seminole, Oklahoma, in 1962; received Bachelor
of Science in Education degree from University
of Kansas, Lawrence, Kansas, in 1967; received
Master of Education degree from Northeastern
State College, Tahlequah, Oklahoma, in 1969;
enrolled in doctoral program at Oklahoma State
University, Stillwater, Oklahoma, 1969-74;
completed requirements for the Doctor of
Education degree in July, 1974.

Professional Experience: Biology instructor,
Tahlequah Public Schools, 1967-69; graduate
teaching assistant in physical education,
Oklahoma State University, 1969-71; physical
education and physiology instructor, Northern
Oklahoma College, 1971-74.