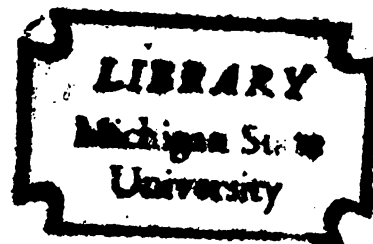


THE ADMINISTRATIVE AND CURRICULUM DEVELOPMENT
OF A PHYSICAL EDUCATION PROGRAM IN A CHRISTIAN
LIBERAL ARTS COLLEGE, 1967-1974

Dissertation for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
WALTER LYLLE BOWMAN
1975



This is to certify that the
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The Administrative and Curriculum Development
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ABSTRACT

THE ADMINISTRATIVE AND CURRICULUM DEVELOPMENT OF A
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LIBERAL ARTS COLLEGE, 1967-1974

By

Walter Lylle Bowman

The purpose of this study was to show the planning and development of activities of the Covenant College Physical Education Department in order to assess the process in

1. developing a physical education major and minor in the Christian liberal arts college, and
2. to ascertain what literature has to say concerning the role of physical education in the liberal arts college.

Literature was reviewed showing the role and place of physical education in the liberal arts curriculum, and a rationale was developed supporting the proper role of physical education in the Christian liberal arts college.

Specifically examined was the development of a physical education program at Covenant College between 1967 and 1974.

Factual data for the study was selected from the following sources:

1. Interviews with professional educators
2. Southern Association
3. Georgia Department of Education
4. Covenant College Teacher Education Program
5. Minutes and memorandums from the Physical Education Department, Curriculum Committee and college administrators.

Havelock's model for effecting planned change was used to analyze the change effort, and to develop suggestions and recommendations for other efforts in other similar institutions.

The following conclusions were reached as a result of the study:

1. As a result of the preparation, adoption of the program was immediate, once it was presented.
2. The physical education major was instrumental in meeting student's needs and reducing the college attrition rate.
3. The physical education program at Covenant College provided students with a Christian emphasis in the discipline.
4. The change in attitudes toward the Physical Education Department where enhanced by the process of

building relationships among the Physical Education Department, faculty and students.

5. Certain phases of the change process were not adequately handled, using Havelock's model as a criterion for judgment.

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Walter Lylle Bowman

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CHAPTER I

INTRODUCTION TO THE STUDY

This is a study of a curriculum change project in a small Christian liberal arts college. It is a descriptive study; the emphasis is on the use of that project to exemplify a model for curriculum development in a special kind of higher education institution. The dissertation will include a chapter which combines a review of literature with a description of the Christian liberal arts environment, along with the development of a rationale for the change effort which was effected. The following chapter will describe that change effort, using a model developed by Havelock to help clarify the successes and problems faced during the change effort. Because it involves the development of a physical education program in a specific religious atmosphere, this study may be of guidance to others in similar situations, as well as those in liberal arts colleges without religious affiliations.

Background of the Study

Quite often a college begins because a group of people feels a need to advance higher education from a religious viewpoint which emphasizes the philosophies

and convictions of that church synod. Such was the case in 1954 when Covenant College and Seminary began in California. Later, the combined institution moved to St. Louis (1958) and eventually divided into a college and a seminary, the seminary remaining in St. Louis and the college moving to Lookout Mountain, Tennessee (1964).

Covenant College is a four year Christian liberal arts institution operated under the auspices of the Reformed Presbyterian Synod. Covering eight hundred acres of beautiful mountainous terrain, the college is located atop Lookout Mountain overlooking the city of Chattanooga, Tennessee. Covenant offers a wide variety of programs and major fields of study leading to the Bachelor of Science and Bachelor of Arts degrees. The major educational thrust of the college is the integration of the Bible with all areas of the curriculum, as the Reformed Presbyterians believe that the Bible is the inspired Word of God, therefore, infallible.

Along with this basic and fundamental belief, the Reformed Presbyterian Synod holds to the doctrine of predestination which ascribes to the belief that man's life is predetermined by God and that He knows all things and choices people will make, even though one has the free will to act. A second precept of the Reformed faith is the belief in infant baptism as a means of showing the dedication of the child to the Lord. The infant is

dedicated by the parents and by those watching, who then raise the child knowing he belongs to God. The symbolic act of sprinkling water on the child's head is a sign of the Covenant: God's promise to watch over the child. Baptism is not to be misunderstood as salvation and a passport to heaven.

A third precept is the belief that Christ will some day return and claim those who have believed and trusted in Him, and they will live eternally with Him.

Although students from many denominations attend Covenant, it began as a college which would espouse these views and to which parents who believed as Reformed Presbyterians could send their children. The motto of the school presents the philosophy clearly: "In all things . . . Christ pre-eminent."¹

Many colleges and universities, including the Ivy League colleges, began with the backing of a religious denomination and with a purpose stated in their preamble concerning a religious doctrine or viewpoint that the college was interested in fostering. The greater portion of these schools has long ago left what Christian liberal arts colleges would view as any religious stance. Years of changing times, ideas, cultures, morals and leadership have reshaped these colleges from their inception.

¹Colossians 1:18.

In contrast to secular schools, Covenant College, because of its close ties with the Reformed Presbyterian Synod, has built into its system a way of protecting its traditions and original viewpoint. All trustees are elected by the Synod. Those trustees maintain control over the administration of the college and its programs. Initially the faculty and administrators of Covenant College with the direct approval of the trustees, constructed a curriculum of those fields they considered "academic." The more vocational fields of music, art, and physical education were not represented in the curriculum.

At the start of the 1974 academic year there were five hundred and eighty students enrolled at Covenant College. All students applying for admission to Covenant must write a brief statement of faith. Only those students who attest to a personal relationship with Jesus Christ and who recognize Him as their Lord and Savior are accepted to attend. Those who do not profess to have this relationship are rejected and their application fee returned. The students who attend are expected to refrain from the use of profanity, tobacco, drugs and alcoholic beverages. There is no dress code, nor other major restrictions placed on the student. The greater percentage of students live in dormitories on campus.

The facilities at Covenant consist of a library, men's dormitory, physical education complex, music building and a renovated five story hotel. The hotel, constructed in the likeness of a castle, serves as the main building and is located in the center of the campus. It houses the mailroom, college bookstore, dining hall, snack shop, administrative offices, one half of the faculty offices and classroom space, one floor of men's dormitory rooms and three floors of women's dormitory rooms. There are two physical education and recreational fields, and a 180 acre farm located five miles from the main campus.

The budget at Covenant College depends on student fees, (average \$3,400.00 per student each year) and an anticipated income from gifts and grants of \$450,000.00 each year. Departmental budgets usually estimate \$100.00 to \$1,000.00 per department depending upon anticipated expenses. The physical education budget is \$100.00 each year. The library budget for ordering books is \$500.00 to \$8,500.00 per department.

Need for the Study

Curriculum should be a constantly changing phenomena. While this study concerns a major change effort in the context of a special kind of college environment, it may also add to the knowledge of change process and thus aid those who participate in ongoing educational change. There is also a need for a:

1. Philosophical base for physical education programs in Christian liberal arts colleges, and a need for a
2. Study which helps change agents in Christian liberal arts colleges deal with their client system effectively.

Purpose of the Study

The purpose of this study is two fold. The first is to show how a physical education program can be defended within a Christian liberal arts philosophy. The second is to trace the process on which a curriculum was developed, identify elements of that process, and analyze the development process, imposing, in retrospect, a model for planned change on that process for the purpose of evaluating and analyzing that change process.

Statement of the Problem

In 1967 the author brought a vocational philosophy (physical education) to Covenant College, which has a liberal arts background. This presented a problem in that physical education (a vocation) was not considered a part of the liberal arts curriculum. The effort here is to identify, analyze and evaluate the change process of introducing a vocational field of study into the curriculum of a college which strongly espouses a liberal arts

philosophy, and is thus, at least by implication, anti-vocational.

Havelock's² model is used to clarify the following:

1. Were adequate relationships formed?
2. Was the problem properly diagnosed?
3. Were resources acquired in order to present sufficient flexible alternatives from which to choose a solution?
4. Was the solution chosen the most appropriate to meet the needs of Covenant?
5. Were the steps taken in gaining acceptance a logical outcome, or a forced procedure?
6. Were the author to leave, would the program continue the process of self-renewal?

The data used are records and correspondence gathered from the inception in thought through the final acceptance of the program. Included in this will be the minutes and memorandums of the Curriculum Committee, Dean of the Faculty, and President of the college.

Limitations of the Study

The study is limited to an examination of a particular Christian liberal arts college. Hopefully, the

²Ronald Havelock, The Change Agent's Guide to Innovation in Education (Englewood Cliffs, N.J.: Educational Technology Publications, 1973).

process used is transferable to similar institutions, but because the curriculum development project was in itself unique, this may not necessarily be so.

Significance of the Study

Very few programs begin with the meticulous development of rationale in order to gain acceptance in a Christian college. Ours was even more difficult due to the educational nature and background of the faculty and administration. It is hoped that the rationale developed and the problems which were overcome can be a useful tool, not only in the development and administrative use, but a clearer understanding and unique duty and obligation that a Christian liberal arts college has in presenting a physical education program. Similar colleges, as well as others with a strong liberal arts tradition but not influenced by ties to religious denominations, may find both the rationale and the analysis of change process helpful in their own efforts toward significant program development.

Scope and Overview of the Study

This study is a description and analysis of the administrative and curriculum development of a physical education program in a Christian liberal arts college from 1967-1974.

Chapter two combines a review of the literature with a description of a Christian liberal arts environment, along with the development of a rationale for the change effort which was effected.

Chapter three describes the change effort, using a model developed by Havelock³ to help clarify the successes and failures of the change effort, and to analyze that process.

Chapter four presents conclusions, recommendations and implications for future study.

¹Ibid.

CHAPTER II

REVIEW OF LITERATURE

In recent years educators at Christian liberal arts colleges have begun to examine more closely the role of physical education in institutions of higher education. Emphasis over the last decade has been on those areas of the curriculum traditionally labeled "liberal arts," which excluded physical education. "Academic" subject areas were given the college's greatest attention. With the changing times and a trend toward a curriculum dealing with educating the "whole person," the role that physical education was to play in the educational pattern of a Christian liberal arts college had to be clearly defined. Little, however, has been written concerning the basis for physical education in a Christian liberal arts curriculum.

In order that we might see what physical education in higher education means to a Christian liberal arts college, and to clarify a few of the issues which plague educators when dealing with the physical education subject area, this chapter is organized around the following four areas:

1. Liberal Arts Education and the Christian
Liberal Arts Focus
2. Physical Education's Role in the Curriculum
3. Christian Liberal Arts Education
4. The Role of the Change Agent.

Liberal Arts Education

Covenant College is a Christian liberal arts college. The administration and faculty hold what Wingo describes as a perennialist position concerning the liberal arts. In order to understand this philosophy it is necessary to examine the perennialist position.¹

The perennialist holds that education is the shaping of man. This task is primarily accomplished by the development of the intellect. There is one major difference between man and animal, that being the intellect of the man. He develops a thought process and becomes a rational being. The perennialist believes that the drive to develop the intellect is triggered by the fact that all men want to know. Since men everywhere want to know, there exists a common basis for education. The primary purpose of education centers around the training of the mind and the creation of a rational human being. Since all men want these outcomes of education, and men

¹Max G. Wingo, Philosophies of Education: An Introduction (Lexington, Massachusetts: D. C. Heath and Company, 1974), p. 247.

everywhere are the same, then the process used can be applied in a universal manner.

The role of education in early times was to aid in the development of this rational being. Education was centered around classical learning. The classics were divided into the literary arts: grammar, rhetoric, and dialectic; and the mathematical arts: arithmetic, geometry, astronomy and music. According to the perennialist, education uses the classics to help man realize his potential in developing his intellectual powers.

As education passed from the Greek era into the Middle Ages these classics became the basis for the liberal arts. The classics became a common denominator for all general education.

The liberal arts are, by their very nature, mental discipline. Since all discipline of this type needed a source, the perennialist urged the reading, discussing and analyzing of the great books, the classics. Only by reading and understanding these classics could the development of the modern world be viewed and comprehended. The study of Latin and other areas were not only important for the content and values covered, but for the mental discipline involved.

The early liberal arts college was not as we see it today. The early college combined part of the high

school years with a portion of the college years. From here the student would go to the university which was called "higher education." The foremost prerequisite was total mastery of the classics. The study of these great books and knowledge of the seven classic areas were the first basis for liberal arts education for the "making of a man."

Taba saw the original element of a liberal arts education as a mental discipline in stating:

Part of the philosophy of subject organization is that there is a hierarchy of priority among the subjects according to their value as mental disciplines. This idea is the basis for the distinction of the 'hard' and the 'soft' subjects.²

Hook's view of liberal education centers around the classics. He displays his approach when he says:

Education should aim to develop students' capacities to write and speak clearly and effectively, to deal competently with numbers and figure, to think critically and constructively, to judge discriminately and observe carefully, to appreciate and respect personal and cultural differences, to enjoy with trained sensibility and worlds of art and music, and to enrich the imagination and deepen insight into the hearts of men by the study of literature, drama and poetry. . . .³

Over the years the original philosophy of liberal arts education as a mental discipline became inundated

²Hilda Taba, Curriculum Development (New York: Harcourt, Brace & World, Inc., 1962), p. 386.

³Sidney Hook, "Education in the Age of Science," Daedalus (Winter, 1959), 384-385.

and saturated with new programs. Consequently, today we see a watered down philosophy of a liberal arts education.

Since education is not the same to all people today, we no longer see the universal principle applied to liberal education. This is noted by Silberman, according to Saylor and Alexander, when he accuses education as being "mindlessness, the purpose of education is to educate educators."⁴ These same authors go on to quote Joyce as saying "the curriculum field is undefined, planners have not agreed on a set of concepts or modes, planners 'do their own things.'"⁵

Saylor and Alexander continue by quoting Gardner as wanting "to shift to the individual the burden of pursuing his own education,"⁶ while Joyce agrees "students should have power to educate themselves in human ways"⁷ as one option. In order that students are able to choose their path, today's liberal arts colleges have had to change some of their traditional concepts. Change is a cooperative thing. Saylor and Alexander state:

⁴J. Galen Saylor and William Alexander, Planning Curriculum for Schools (New York: Holt, Rinehart & Winston, 1974), p. 18.

⁵Ibid., p. 15.

⁶Ibid., p. 19.

⁷Ibid., p. 19.

. . . the key unit for educational change is the individual school with its principals, teachers, students, parents, community setting. The basic ingredients for learning and the teaching are here. Anything elsewhere must find its way into the school or is impotent.⁸

Many colleges have been forced to change their educational position due to changing times--new student interest, economic stress and numerous others reasons. Vaccaro reflects a new position he sees for liberal education:

After the dust of the present revolution has settled, our colleges and universities will bear little resemblance to those of the 1950s. In a sense, America stands at the threshold of unprecedented change and challenge to ignore the opportunities for redefinition of our social and educational institutions is to invite moral backsliding.

The principles of personal freedom, equality of opportunity, and democratic government can only be realized through informed involvement and full participation of an educated populace. If citizens are to achieve the desired levels of participation and personal freedom, our institutions will have to discard the practices that make them instruments of the old order.⁹

The Role of Physical Education in the Curriculum

Physical education in the curriculum has not always been accepted. Pointing to both past and present problems, Neilson says:

⁸ Ibid., p. 7.

⁹ Louis C. Vaccaro, "The Future Look of American Education," Phi Delta Kappan, LVI (February, 1975), 389.

Three prejudices have handicapped physical education severely. Historically, these prejudices are asceticism, scholasticism, and puritanism. The ascetics believe that the individual was composed of three parts, body, mind, and soul, and that the body should be degraded, if necessary, in order to elevate the spirit and the soul. Physical education could not be held in high regard under such a philosophy. The second prejudice is the attitude that all education is found in books. To be educated means to be a scholar. Boys and girls who are engaging in physical-education activities are not reading books and hence the attitude is that these activities do not have educational value. The puritans had to struggle hard to secure a living so that there was little time left after work, sleep, and worship. To them, play was sinful and was engaged in only during idle time. These three prejudices have created a struggle which might be called 'the battle of physical education versus the curriculum.'¹⁰

C. A. Jessen continues this same thought in an article when he states:

The fine arts and physical education made their debuts into the curriculums of American high schools at a later date than did most of the subjects importantly represented in the five major academic fields. In the earlier days, much of the material comprehended in fine arts and physical education was not admitted to the inner circle where moved the better established bigwigs of the curriculum. Even today in some quarters the feeling is entertained that equal status should not be accorded these newcomers. It is, therefore, not astonishing to find that they have led varied careers.¹¹

Sonborn and Hartman add: "But laws requiring physical education did not assure acceptance of the subject

¹⁰N. P. Neilson, "The Essentials of a Program in Physical Education," The High School Journal, XXII (October, 1939), 235.

¹¹C. A. Jessen, "Registrations in Fine Arts and Physical Education," School Life, XXIII (October, 1937), 55.

by the 'academics,'"¹² But as Lee concludes, "physical education is education in every way."¹³

Education cannot be divided into separate units, but must remain as a whole. Taba, pointing out the problem, states: "Perhaps the most serious weakness of the traditional concept of subject organization is its assumption that a rigorous training in academic disciplines detached from social reality develops the abilities and skills most needed in meeting the demands of life problems."¹⁴ McClelland continues the same trend of thought by saying that "recent manpower studies similarly suggest that characteristics other than high academic performance--values, motives and skills in social perception--are important factors which among equally able people differentiate those who succeed in life from those who do not."¹⁵ Whitehead adds to this with:

There is only one subject matter for education, and that is Life in all its manifestations. Instead of this single unity, offer children--Algebra, from which nothing follows; Geometry, from which nothing follows; Science, from which nothing follows; History,

¹²Marion Alice Sanborn and Betty G. Hartman, Issues in Physical Education (Philadelphia, Pa.: Lea & Febiger, 1964), p. 158.

¹³Mabel Lee, The Conduct of Physical Education (New York: A. S. Barnes & Co., 1937), p. 79.

¹⁴Taba, op. cit., p. 391.

¹⁵D. C. McClelland, The Achievement Motive (New York: Appleton-Century-Crofts, 1953), pp. 248-249.

from which nothing follows; a couple of Languages, never mastered; and lastly, most dreary of all, Literature, represented by plays of Shakespeare, with philological notes and short analysis of plot and character to be in substance committed to memory. Can such a list be said to represent Life, as it is known in the midst of the living of it? The best that can be said of it is that it is a rapid table of contents which a deity might run over in his mind while he was thinking of creating a world, and had not yet determined how to put it together.¹⁶

Oberteuffer calls for curriculum units saying "correlation or integration makes for a more meaningful education for the student."¹⁷ Sanborn and Hartman add:

When the student can see relationships between parts, then each part becomes more significant. Man seeks unity and dislikes segmentation. We need to help him put himself together or integrate himself. Physical education can be easily used or adapted for both correlation and integration. There are trends in education in general toward more correlation and integration. This is noticeable throughout the school.¹⁸

The same authors continue:

The child is a whole and cannot be divided. He does not contain separate compartments for morals, mentality or physique. Therefore we cannot teach in isolated units because . . . education does not work that way.¹⁹

¹⁶A. N. Whitehead, Aims of Education (New York: Macmillan, 1929), p. 11.

¹⁷Delbert Oberteuffer, Physical Education: A Textbook of Principles for Professional Students (New York: Harper & Row, Publishers, 1956), p. 353.

¹⁸Sanborn and Hartman, op. cit., p. 158.

¹⁹Ibid., p. 104.

The objectives, subject matter, procedures and evaluations are educational. If we profess to educate the whole child, we cannot neglect his physical education which makes unique contributions to his total development.²⁰

If we are to educate the whole we need to start early. Humphrey points out: "In view of the fact that we are now attempting to educate the whole child, it is absolutely imperative that physical education be given its rightful place in the program of the elementary school."²¹

Charles Cowell contends:

Good education requires pregressive planning from kindergarten through the high school and college. Physical education is no exception.²²

With this in mind, we need to start with a purpose.

Physical education is not 'play' alone. It is not just 'fun.' Physical education is not 'perspiration.' Instruction in physical education is a planned experience which seeks educational outcomes for students in terms of improved skills, increased knowledge and understanding, and better attitudes and appreciations. On this basis, physical education qualifies as a respected member of the school program and should receive credit accordingly.²³

²⁰ Ibid., p. 114.

²¹ James H. Humphrey, "Physical Education in the Elementary School," The Ohio High School Athlete, 8 (December, 1948), 51.

²² Charles Cowell, Scientific Foundation of Physical Education (New York: Harper & Row Publishers, 1953), p. 188.

²³ "Problems in Physical Education: The Physical Education Program," Bulletin of National Association of Secondary School Principals, 37 (May, 1953), p. 74.

Sanborn and Hartman continue:

Some school administrators look upon physical education as a play period requiring little or no supervision. There are teachers of physical education who feel, judging by their practice, that their job is one of attendance-taking and organization of teams and tournaments, and that it is not necessary to instruct beyond the basic skills. This general point of view is in direct opposition to that which maintains that the physical education period should be instructional throughout.²⁴

There are probably those aspects of a physical education program, when taken alone, result in only play. However, physical education needs to constantly underline the basic understanding of how his body functions through the applied science of biology, anatomy, physiology and kinesiology.

In terms of education, Oberteuffer and Ulrich state:

We only become confused about physical education when we debate its purposes, political or otherwise, or when we argue over whether to grant academic credit for it in a modern school. These are merely questions for academicians. The physical education of a child goes on whether in school or out, with or without credit, sanctioned or unsanctioned. It is fundamental to life, to growth, and to development. The truly important question is, how are we to control or to organize this contribution, which inevitable will be made to human development, or order to bring about planned or desired results in human behavior?²⁵

²⁴ Sanborn and Hartman, op. cit., p. 139.

²⁵ Delbert Oberteuffer and Celeste Ulrich, Physical Education (3rd ed.; New York: Harper & Row, Publishers, 1962), p. 21.

Oberteuffer and Ulrich stress the unity of the mind and body as related to physical education in the following statements: "Life is lived as a whole and physical education must contribute toward all of it." "Modern physical education is based upon the biologic unity of mind and body." ". . . no one has the right to ignore the wholeness of man while giving special attention to certain of his aspects." And finally, "modern physical education involves the whole man, not only his body."²⁵

Halsey suggests:

The public doesn't understand modern physical education. Often school boards, administrators, teachers in other fields, and even parents are likely to think of physical education as it was in their day: calisthenics. Or they think of it as varsity athletics, with all the problems inherent in that program. . . . Yet if he knows that the present trend of science and society is to emphasize all-around development, if he is sure of his ground and has acceptable ways of developing the prestige of his field, he may find this lack of understanding an opportunity instead of an obstacle.²⁷

The curriculum which involves physical education need not lower its standards, but demand scholarship. David Baggs notes: "Physical education is an ideal vehicle for developing intellectual skills."²⁸

²⁶ Ibid., pp. 51, 63, 54, 26.

²⁷ Elizabeth Halsey, Women in Physical Education: Their Role in Work, Home, and History (New York: G. P. Putnam's Sons, 1961), p. 35.

²⁸ David W. Baggs and Edward G. Buffei, "Invention, Innovation and Physical Education," JOHPER, 45 (October, 1974), p. 19.

As Franklin Henry points out:

An academic discipline is an organized body of knowledge collectively embraced in a formal course of learning. Actually it is both possible and practical to offer a degree with an academic major in the subject field of physical education.²⁹

P. J. Arnold continues: "There need be no artificial division between physical education and academic education."³⁰

Clifford Brownell observes that:

Colleges and universities generally have liberalized the curriculum in the attempt to meet the demand of industrialism, capitalism, and individualism.³¹

Physical training changed to physical education and found a place in most schools and colleges. Finally, in the majority of colleges, the Bachelor of Science degree attained respectability comparable to the Bachelor of Arts degree.³²

Many colleges today have utilized the physical education program by incorporating it with other disciplines. They have developed this program as an alternative to a physical education major. They see the importance of physical education but incorporate it in a different manner. Douglas points out that:

²⁹Franklin Henry, "Physical Education an Academic Discipline," JOHPER, 35 (June, 1964), p. 32.

³⁰P. J. Arnold, Education, Physical Education and Personality Development (New York: Atherton Press, 1968), p. 70.

³¹Clifford Brownell, Physical Education (New York: McGraw-Hill, 1951), p. 109.

³²Ibid., p. 101.

For more than a decade, many individuals, faculties, and groups have been attempting to extend the academic parameters of physical education and to encourage a more intensive investigation of man as he relates to his culture. Physical education, if it is to continue to develop and provide effective leadership for our society, must expand the breadth of its academic foundations from within its own boundaries and include, where possible, knowledge and understanding provided by other disciplines. Recognizing this, the faculty of the School of Physical Education at West Virginia University examined the identity of its program and concluded that the traditional orientation, i.e., preparation of elementary and secondary school physical educators, must be altered. While it was not the intent to eliminate or reduce the teacher certification program, it was strongly felt a nonteacher certification program designed to formulate, systematically analyze, and disseminate concepts and principles pertaining to the study of sport and physical activity from within and as related to other academic disciplines on an interdisciplinary basis should be developed.³³

Barbara Kelly, in a recent article, notes the following:

A semester of integrated learning is the dream of many professors and students. The efforts of students and faculty at the University of Delaware recently made this dream a reality. The Integrated Learning Semester (ILS), a student-initiated program in alternative study, is open to all undergraduates with courses fulfilling major or elective requirements.

One of the major purposes of ILS is to provide the student and faculty with an in-depth concentration in interdisciplinary learning.

'Sport and Human Values' is an in-depth study of such topics as economics, politics, and the athletic revolution; the joy of sport; and commitment, competition, and women in sport. Students receive credit in both English and Physical Education. They enroll in no other courses for the seven week period,

³³William Douglas, "Preparation for Nonteaching Professionals," JOHPER, 46 (March, 1975), p. 38.

allowing them to arrange their schedules according to the availability of speakers, film, and plays.³⁴

Andrew Ostrow cites:

An undergraduate course titled Motor Learning was offered for the first time last year by the professional Physical Education Department at West Virginia University. It had no prerequisites, but was an academic requirement for both men and women physical education majors. The course focused on providing as many alternatives as possible to the attainment of motor learning competencies.³⁵

Jack Razor adds: "Educators are examining the major role that each discipline, including physical education, plays in man's adjustment to his world."³⁶

One aspect in Adler's view is:

Liberal education is education for leisure; it is general in character; it is an intrinsic and not an extrinsic end; and, as compared with vocational training, which is the education of slaves and workers, liberal education is the education of free men. . . . It is clear, I think, that liberal education is absolutely necessary for human happiness, for living a good human life. The most prevalent of all human ills are these two: a man's discontent with the work he does and the necessity of having time to kill. Both these ills can be, in part, cured by liberal education. Liberal schooling prepared for a life of learning and for the leisure activities of a whole life-time. Adult liberal education is an indispensable part of the life of leisure, which is a life of learning.³⁷

³⁴Barbara Kelly, "Getting It All Together: The Integrated Learning Semester," JOHPER, 45 (October, 1974), pp. 32-33.

³⁵Andrew Ostrow, "More Choices to Motivate Deeper Study," JOHPER, 46 (March, 1975), p. 37.

³⁶Jack E. Razor, "College Physical Education Council--Projects and Progress," JOHPER, 46 (March, 1975), 59.

³⁷Mortimer J. Adler, "Labor, Leisure and Liberal Education," Journal of General Education, 66 (October, 1951), 35.

With physical education in the liberal arts education curriculum, these are a few areas of concern which occasionally arise. Educators at times still question the overall value of physical education in a liberal arts college. Some questions point to problems which are real and need to be guarded against; others are often impressions which have remained from their physical education experiences; still others are an outgrowth of an extreme emphasis on intellectual processes.

One area of legitimate concern surrounds the concern that only athletes will be in physical education and thus college standards will suffer. There is no necessary reason why physical education programs need restrict themselves only to Intercollegiate Athletics. As Oberteuffer and Ulrich point out:

There is a belief that physical education is only for the few who are highly skilled--the athlete--and that others are to be content with the role of spectator. This misconception is singularly unfortunate. Often the program itself, though distressingly limited to a few, is excellent in its biological and special values and were it spread over the many it would make a very real contribution. Modern physical education is not, however, best represented by the vast competitive athletic programs offered to selected school-boys and college men. Such are, or may be if they properly meet educational criteria, only a part of the total program. They are within the broad concept and an integral part of it, but they are not its whole, and modern physical education cannot safely be judged by the standards sometimes applied to athletic programs. Where athletics dominate the program, where they even exclude all effort for the less skilled boys and girls, it must be said that the physical education within that school is wholly inadequate.

Physical education implies, on the other hand, expression from within, self-discipline, choices in recognition of consequences, initiated response, reflective thinking, participation in planning, as well as the desired outcomes in strength and organic vigor. The latter are related to purpose and are means, not ends. Physical education accepts the purposes of all modern education and strives to attain them through the means of motor activity.³⁸

A second concern is that "anyone can teach physical education so why should a liberal arts college bother with a physical education curriculum?" Oberteuffer and Ulrich note:

Some may have the impression that physical education is mainly play and that play needs neither instruction nor supervision. Let young people alone and they will play! Instruction is needed only for the more serious aspects of school life! Or, if instruction is provided, surely one instructor can handle a hundred children--or two hundred. This misconception persists in many places. It acknowledges no responsibility on the part of the school to teach either the skills of the activities or the associated learnings which give them meaning in terms of social behaviors. It assumes that the 'gym class' is merely a place to put any given number of students and that the teacher can care for them all, i.e., can keep them all out of mischief! This is essentially a negative conception. It does not envisage the teacher in the role of personal guide or counselor to human beings--merely as an exerciser of them.³⁹

Halsey cites:

Academic ability is important to the career of any teacher, although it may not affect progress in the first few years as much as it does later. Sometimes the idea gets around that physical skill and high grades do not go together: the 'dumb athlete' is a stereotype found more often in fiction than in fact. True, the highly specialized athletic champion may

³⁸ Oberteuffer and Ulrich, op. cit., pp. 24-26.

³⁹ Ibid., p. 25.

often give too much of his time to his specialization, be it basketball, swimming, golf, or baseball, and not enough time to study or to develop good work habits in school. But present day research nevertheless shows the academic average of this group (majors in health, physical education and recreation) near the college average.⁴⁰

Recent dissertations show the acceptance of a physical education program in the liberal arts colleges. Reeves brings out the acceptance of physical education in accordance with the teacher education program.⁴¹ Smith compares groups of colleges and shows acceptance of physical education at these liberal arts colleges in her dissertation.⁴² Birkie's work shows how physical education was accepted in particular California institutions before laws were enacted.⁴³

⁴⁰Halsey, op. cit., p. 52.

⁴¹William Earl Reeves, "An Evaluation of the Undergraduate Professional Preparation Programs in Physical Education in Selected Mississippi Colleges and Universities" (unpublished Ph.D. dissertation, University of Alabama, 1970).

⁴²Claudius Roy Smith, "An Analysis of Men's Physical Education Programs in Texas Baptist College and A Comparison of Physical Education Programs in Texas Baptist Colleges with Selected Texas State Colleges and Universities" (unpublished Ph.D. dissertation, North Texas State University, 1970).

⁴³Constance Gardiner Birkie, "The Impact of the State Legislative Decisions (1935-1968) Upon Five Physical Education Teacher Education Programs of Higher Education in California" (unpublished Ph.D. dissertation, University of California at Berkeley, 1970).

Christian Liberal Arts Education

Most colleges and universities were started or associated with a theological foundation. Time has changed most of these colleges and the religious framework has been left by the wayside. The college referred to today as a Christian college stands apart from the other institutions labeled liberal arts. It combines the traditional liberal arts (perennialist) philosophy with the value system and doctrine of fundamental Christianity. The Christian liberal arts college is unique in its beliefs and purpose. One area of this uniqueness, and one that the Christian college must incorporate, is seen by DeGraaff and Olthuis in that:

. . . all people share certain common responsibilities. Together these common responsibilities constitute a person's many-sided, religious calling. The school's program of learning ought to help the pupils to take up these common tasks, particularly by helping them to deepen their understanding of the Word of God which structures all of life. For it is in the midst of daily life that they are called to love God above all else and their neighbor as themselves.

Very briefly, these common life tasks can be described as follows. Each person is called to take up his responsibilities within the fellowship of believers. Each person hopes to be married, start a new family and raise children. . . . All persons are called to take up their responsibilities as citizens of a particular nation. Every person is called to engage in some kind of work and to make decisions with regard to the use of resources and possessions. All are confronted by different art forms. All bear responsibility with regard to recreation. All are neighbors to someone and establish many interpersonal relationships. Everyone is called to seek

and further emotional health. Everyone ought to seek physical well-being and care for the sick and the aged. All people bear responsibility for the physical environment and the planning of cities.

There, in those areas of life, God wants us to experience His salvation, for He redeems the total person in all his relationships and activities. In these areas of life, we are to witness to the new life in Jesus Christ in word and deed, raising signs of the coming of His Kingdom by the power of His Spirit. It is with regard to these concrete tasks that the school must provide fundamental guidance. Together, these tasks provide the broad outline for the school's entire program of learning.⁴⁴

Many Christian liberal arts colleges are interested in expanding their program into new fields, but at the same time are concerned that their original meaning and purpose not be jeopardized. Covenant College feels that "the Christian liberal arts college should be broad and inclusive, involving the student with ideas and values of continuing concern and providing him with historical and spiritual perspectives against which to view the complex problems of society."⁴⁵ They feel that this can be done and yet hold to their stated purpose which is to "acknowledge Christ preeminent as the creator of all things, as the redeemer of men fallen into sin, as the

⁴⁴"Educational Perspective of Joy in Learning" (excerpted from manual Joy in Learning, ed. by A. DeGraaff and Jean Olthuis), Christian Educators Journal, XIV (January, 1975), 28.

⁴⁵Covenant College Catalog 1974-1975, pp. 15-16.



touchstone of all truth, and as the sovereign ruler over all areas of life."⁴⁶

This role can be fulfilled in a Christian liberal arts college, according to Steensma, when

. . . the Christian educator sees his students as men in whom lie the possibility of a restored relationship to God, to their fellowmen, and to their rightful privilege as rulers of creation. With this view the educator begins to develop his understanding of what his educative task is. Each student needs to find meaning for his existence, and the Christian educator is committed to guiding each student in his own search for a complete and truly meaningful life.⁴⁷

Educators also observe that their students function morally, esthetically, psychologically, physically, economically, and even spiritually. Information about these functions has accumulated through the centuries as men organized their endeavors into categories we now label scientific studies or academic disciplines. Information from these disciplines will enlarge, enrich, and correct educators' views of their students.⁴⁸

Can physical education be accommodated in a college which espouses fundamental Christian doctrine? Oberteuffer and Ulrich propose:

There is nothing in any definition of the term which would categorize such efforts as are thoughtfully expended by a modern program of physical education as 'non-academic.' Only if efforts in the 'classical, literary, or mathematical pursuit' ignored the student completely and eliminated the human equation

⁴⁶Covenant College "Statement of Purpose," 44 (October, 1974).

⁴⁷Geraldine Steensma, "The First Key," Christian Educators Journal, XIV (January, 1975), 20.

⁴⁸Ibid., p. 19.

in their teaching would physical education disclaim relationship to the best in the academic world.⁴⁹

Physical education cannot be considered an outside area or appendage to the regular curriculum. It is Bontz's belief: "If a program of physical education is to be successful in a school system the philosophy of physical education must be in harmony with the philosophy of the school administration."⁵⁰ Once in harmony, Arwood suggests: "Physical education, as an accepted part of the curriculum should have the same standards and follow the same procedures as other areas."⁵¹

Physical education stands on the threshold of greatness. If educators and administrators can arrive at some basis of unity and understanding concerning physical education, curriculum and liberal arts, then maybe we will truly be able to educate.

A liberal arts college can include almost any area within its curriculum structure. A Christian liberal arts college should have little problem with incorporating a physical education program into its curriculum, since it believes each person is called to

⁴⁹Oberteuffer and Ulrich, op. cit., p. 30.

⁵⁰Jean Bontz, "Some Problems in Physical Education in the Elementary School," JOHPER, 19 (June, 1948), 406.

⁵¹Frank Arwood, "The Use of Marks in Physical Education," The High School Journal, 36 (April, 1953), 215.

perform a task. It is from this task one can experience His salvation, and redeem the times in all our relationships and activities. The Christian college provides the fundamental guidance and framework for this education. A nonextensive development of this rationale will be found in Chapter III, where that becomes a part of the underlying rationale for the change process.

The Role of the Change Agent

In order for a physical education program to find its way into the curriculum at Covenant College a change in the philosophy of the institution had to take place. The author became the change agent, upon being hired, in this effort. The following is a brief review of the literature relating to the role of the change agent and the change effort. While this section dealing with the role of the change agent is brief, the author would direct attention to the extensive bibliography listed in Havelock's book.⁵²

Havelock⁵³ presents a six step model which outlines how the change agent works. Listed below are his six steps and the role of the change agent in each step:

⁵²Ronald Havelock, The Change Agent's Guide to Innovation in Education (Englewood Cliffs, N.J.: Educational Technology Publications, 1973), pp. 217-259.

⁵³Ibid., pp. 13-15.

1. Relationship: The first thing the successful change agent needs to develop is a viable relationship with the client system.
2. Diagnosis: Once established in the client system, the change agent must turn to the problem at hand. He must find out if the client is aware of his own needs and if the client has been able to articulate his needs as problem statements.
3. Acquiring Relevant Resources: With a well-defined problem, the client system needs to be able to identify and obtain resources relevant to solutions.
4. Choosing the Solution: With a defined problem and a lot of relevant information, the client needs to be able to derive implications, generate a range of alternatives, and settle upon a potential solution.
5. Gaining Acceptance: After a solution has been developed and adopted, it needs to be moved toward acceptance and adoption by the widest possible number in the client system.
6. Stabilization and Self-Renewal: Finally, the client needs to develop an internal capability to maintain the innovation and to continue appropriate use without outside help.

Lippitt in his book refers to the various aspects of the change agents role.⁵⁴ These are:

1. A diagnostic classification of the problem: nearly all change agents reveal in their reports a recognition of their responsibility to think diagnostically about the nature of the client system's problem.⁵⁵

⁵⁴ Ronald Lippitt, Jeanne Watson, and Bruce Westley, The Dynamics of Planned Change: A Comparative Study of Principles and Techniques (New York: Harcourt, Brace and World, Inc., 1958).

⁵⁵ Ibid., p. 92.

2. Assessment of the client system's motivation and capacity to change: the change agent must assess the client's readiness to enter into a helping relationship, and he must determine whether or not the client possesses sufficient motivation and capacity to hold up its end of the partnership.⁵⁶
3. Assessment of the change agent's motivations and resources: in any examination of the process of giving help is whether or not the change agent actually possesses the motivations and resources which are required for his job.⁵⁷
4. Selecting appropriate change objectives: usually the change agent must provide some initiative in the decisions about 'what are we aiming at,' 'how shall we go about it,' and 'what shall we do first.' The client may know in general terms what he wants, but the agent's unique skill and experience are needed to give these wants shape and plausibility.⁵⁸
5. Choosing the appropriate helping role: another aspect of the change agent's strategic considerations is the selection of the role he himself will take in making his contributions to the change process.⁵⁹
6. Establishment and maintenance of the relationship with the client system: this particular relationship which he has developed with the client system is called the change relationship. It encompasses the joint plans, shared experiences, and mutual expectations which over a period of time the change agent and client system have developed together.⁶⁰

⁵⁶Ibid., p. 92.

⁵⁷Ibid., pp. 92-93.

⁵⁸Ibid., p. 99.

⁵⁹Ibid., p. 112.

⁶⁰Ibid., p. 115.

7. Recognizing and guiding the phases of change:
 - A. The client system discovers the need for help, sometimes with the stimulation by the change agent.
 - B. The helping relationship is established and defined.
 - C. Alternative possibilities for change are examined; change goals or intentions are established.
 - D. Change efforts in the 'reality situation' are attempted.
 - E. Change is generalized and stabilized.
 - F. The helping relationship ends or a different type of continuing relationship is defined.⁶¹
8. Choosing appropriate specific techniques and modes of behavior: using whatever criteria he has available, he must choose from his repertoire of helping skills the precise means to deal with each progressive moment of decision. Some change agents depend very much on the behavior of the client system; they regulate their own contribution to the helping process in accordance with the progressive responses of the client.⁶²

It appears on the surface that Havelock's model⁶³ compares favorably with the seven guiding phases of Lippitt's model.⁶⁴

In their book, The Planning of Change, Bennis, Benne, and Chin⁶⁵ notes the theories, strategies and

⁶¹ Ibid., p. 123.

⁶² Ibid., p. 125.

⁶³ Havelock, op. cit., pp. 13-15.

⁶⁴ Lippitt, op. cit., p. 123.

⁶⁵ Warren G. Bennis, Kenneth O. Benne, and Robert Chin, The Planning of Change (2nd ed.; New York: Holt, Rinehart and Winston, 1969).

methods used in change and building a helpful relationship. The change agent role of expert, consultant and defender is explained. This book "deals with the emerging social technologies, and on knowledge utilization in planned change."⁶⁶

Another book which helps us see the role of change agents in educational settings is Miles,⁶⁷ Innovation in Education. This book deals with nine case studies and shows the successes or failures which happened in each case when innovative ideas were introduced.

Miles⁶⁸ points out two reasons why educational systems adopt change slowly: the lack of change agents to promote new educational ideas; and a lack of economic incentive to adopt innovations. The reasons listed by Havelock⁶⁹ and Lippitt⁷⁰ in their models for failure are supported by Miles;⁷¹ "failure to achieve adoption of an innovation have been suggested to be inadequate planning, insufficient attention to "preparing" teachers for the

⁶⁶Havelock, op. cit., p. 220.

⁶⁷Mathew B. Miles, Innovations in Education (New York: Teachers College, Columbia University, 1964).

⁶⁸Ibid., p. 634.

⁶⁹Havelock, op. cit.

⁷⁰Lippitt, op. cit.

⁷¹Miles, op. cit., p. 659.

change, lack of commitment by the teachers or community, and other deficiencies in resources or power."

Again we can see the need to define the common problem and the living cup of resources and alternatives in order to choose a solution which will result in acceptance. The change agent again is dependent upon developing that relationship of trust which will help in opening up minds to change.

Miles⁷² points out the categories for success which change agents would agree. These are: "use of the innovation to accomplish broader purposes than originally envisioned; subsequent use of portions of the innovation, or its "flavor;" the existence of publications designed to draw the attention of a wider audience to the innovation; improved attitudes or skills of the innovating group members which may affect this later innovativeness. Others can be suggested: spread or diffusion of the innovation to other systems; stimulation of innovation in similar areas of school practice, and upward job mobility on the part of practitioners who use the innovation.

Miller's⁷³ book Perspectives on Educational Change deals with change at different education levels with the

⁷²Ibid., p. 660.

⁷³Richard Miller, Perspectives on Educational Change (New York: Appleton-Century-Crofts, 1967).

role that the local school plays in implimenting change. Educational change is reviewed in this book with candid observations given.

Summary

This chapter has tried to show that through implication or actual practice that the physical education program has a place in a Christian liberal arts college. The review shows us the role that physical education can play, and answers a few of the questions in related areas of concern. The day of the traditional disciplines along "hard" and "soft" lines is disappearing. The view of physical education as a non-academic discipline is fading. Change, when it comes about, is usually planned and executed by a person acting as "change agent." This chapter has also examined, briefly, the role of such person or persons, leading to an examination of one such change agent's efforts in the third chapter, which follows.

CHAPTER III

THE CHANGE PROCESS

Introduction

In 1967, having made a decision to move toward regional accreditation, the administration of Covenant College decided to employ a fulltime physical education instructor. Up until this time the existing physical education program, involving freshman only, was staffed by a professor from the Bible Department and his wife, both on a part time basis. Their freshman year program was organized around a number of loosely constructed unit activities: touch football, vollyball, basketball, softball. With no gymnasium or inside facility, inclement weather was just cause to cancel physical education classes. The three colder months, December through February, brought the end of physical education activities and everyone moved inside to a basic health unit. Activities during these three months consisted of intramural basketball and vollyball and one athletic program: varsity basketball for men and for women. A small gymnasium located five miles from the college was used for these programs.

The decision to hire a fulltime physical educator resulted in a more extensive physical education program. From this obscure beginning, over a period of seven years, a program gradually emerged that not only serves all students at Covenant but that also includes a major and a minor in physical education. It is this process of growth upon which this study focuses. For this purpose of analysis of the change process described the general framework of Havelock's change agent model will be imposed on that process. It should be noted here that Havelock's model was not used in the implementation of this change process. The following is Havelock's model in six steps with a brief explanation of each step:¹

1. Relationship--The purpose here is to develop a client relationship of trust and form a common bond so change can be accomplished. Attention is given to determining the client, the establishment of the relationship, how to manage initial encounters, the ideal relationship, danger signals in the relationship, and how to size up the relationship.
2. Diagnosis--The need here is to assess the current situation and see if a problem exists and then try to define that problem. Emphasis is on the ability to make a good diagnosis and avoiding the pitfalls of making a bad diagnosis.
3. Acquisition--The objective is to gather resources from those sources which can aid in solutions and alternatives to

¹Abridged and paraphrased from Ronald Havelock's: The Change Agent's Guide to Innovation in Education (Englewood Cliffs, N.J.: Educational Technology Publications, 1973), p. v.

the problem. Important here is the acquisition strategy and the building a permanent capacity for resource acquisition.

4. Choosing--The task is to separate the relevant alternatives from the irrelevant and settle upon a potential solution. The purpose is to generate a wide range of solution ideas and test the feasibility of these alternatives.
5. Acceptance--The process is to sell the change and gain acceptance from the widest possible group. A study of how individuals and groups accept innovations, and how to communicate in an effective manner is presented.
6. Self-renewal--The effort here is directed at leaving the person or process in a position to self-sustain while the change agent withdraws.

The author feels that before showing the change process which took place at Covenant College, we need to understand his interpretation of physical education in the Christian liberal arts college.

An Interpretation of Physical Education in a Christian Liberal Arts College

Prior to an analysis of change process itself, it would seem appropriate to identify the underlying rationale for what happened at Covenant College during the years 1967-1974. To a considerable extent the rationale also represents underlying biases and predispositions of the author, who was also the primary agent of change.

Since man is to "present his body as a living sacrifice," (Romans 12:1) it therefore is our duty to

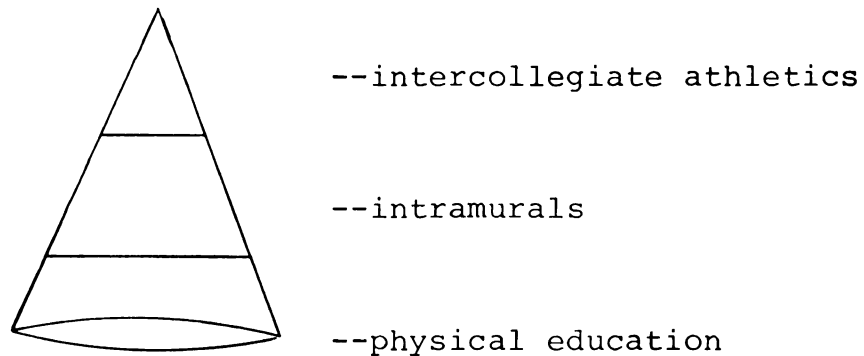
maintain and promote a program which will aid in this endeavor. We are admonished (I Corinthians 3:16) that our body is the temple and not to be defiled. A body that is obese, or one that suffers from malnutrition, or not physically fit, is unable to do God's supreme commandment (Matthew 28:19-20), and therefore defiles God's temple and must stand in judgment. As men saved by grace and freed from the clutches of the laws, we are to redeem the times. For this we need stamina and energy.

The Christian educator has a distinct end from the secular educator in that the end he strives to achieve has a unique purpose in accordance to God's Word. This Word we recognize as the infallible truth. One often asks why we are so unified and what makes our curriculum special in that we integrate all subjects and materials. The solution is simple when you recognize that our belief is unified, and our goals and purposes through this belief are rooted and attainable. Our college motto thus becomes operational since we move from a common base which sees God as the Alpha and Omega.

Physical education has suffered a certain loss of prestige by the complacent attitude, and "roll out a ball" atmosphere. Many secular and sometimes Christian physical education teachers have lent support to this cause in their lackadasical approach. At Covenant the

writer recognizes the role that physical education can play by creating an awareness of the body and how it functions, and the teaching of skills and activities which will provide an outlet in future years.

Educators often confuse the roles of physical education, intramurals and athletics. The inverted cone philosophy will aid those confused concerning the roles of physical education and its differentiation from athletics:



Physical education is interwoven into the academic realm, while athletics is extra curricular. The broad base of the cone (physical process whereby energy and stamina are achieved, games and skills learned and an awareness of how the body is developed). Intramurals are for all students who choose to participate in those activities which each individual has come to enjoy. Athletics are for the cream-of-the-crop and only open to those few people who have the unique ability to master a given sport. At Covenant the role of athletics is

somewhat different in that seldom are cuts made and all who show up to participate usually make the teams.

It is important for the Christian instructor not to stress the body over the mind. But rather to realize that a body in tone increases the mental productivity. The Bible, while not stressing the physical, does not necessarily stress the mental but rather the Bible urges us toward action. A combination of the physical and mental is required to fulfill this calling. We see the call to action in the lives of men such as David, Samson, Saul and Gideon, and only hope to be as faithful in our calling.

Teaching is more than preparation. It is the involvement of the thought process at its highest level. It is more than the assimilation of facts and philosophies. It is the uniqueness to instill in others the ability to cope with life and self and all its gifts, limitations and weaknesses.

At Covenant we believe (as stated in our purpose) in the calling of the whole man, which then makes physical education one of the mandatory elements.

The author believes that we are called to relate to each other. Physical education gives us this chance for a personal relationship. The relaxed atmosphere encourages an openness whereby our calling may be fulfilled.

At Covenant we strongly believe in the Doctrine of Creation, where, from the physical education standpoint, the activity of the sixth day (man's creation) produces a human body and God views His work as "good" (Genesis 1:31). From this beautiful aspect of Creation, we turn to the end and recognize the importance of the body when the Bible speaks of the "resurrection of the body." With these truths indelibly impressed in our minds, the author is firmly convinced that physical education has a most important role in the Christian liberal arts college.

As a Christian and a member of the Covenant College faculty, the author fully realizes his task as one of training and equipping God's children for the world they will soon occupy and rule. This task is not undertaken lightly or with any sense of complacency. The author's task is bathed in prayer by his fellow colleagues and friends. His task is made simpler because of the common bond of Jesus love and our desire to serve Him that has yoked us together. It is this writer's purpose in fulfilling his role as a physical education instructor to continue to strive toward the calling of his Lord. His earnest prayer is that he will be found fair and honest in his calling, in all his dealing with others, and that these efforts be solely directed to God and for His use.

Having identified the author's interpretation of physical education in the Christian liberal arts college (the underlying rationale for the change effort) the next task is to examine the process itself, beginning with Havelock's first step.

Havelock's Model

The Development of Relationships

The author was hired in the Fall of 1967 with an interest in starting with a few select courses for freshman and working toward a physical education major. A program of this magnitude would require a considerable re-examination and discussion of ideology, if it was to succeed, on the part of the administration, faculty and students. The author's role was to develop relationships and broaden a base of support if he hoped to implement change. The climate of the administration and faculty at this point in time was: strong support from the President for a physical education major; support from the Academic Dean dependent upon the rationale for physical education in the curriculum; and very minimal support on the part of the faculty for a physical education program.

The author became, in effect, a change agent in bringing about this transformation. Ronald Havelock states: "The first thing the successful change agent

needs to develop is a viable relationship with the client system or a solid base within it. A secure and reasonable well-delineated helping role is an essential place from which to start."² In most cases this support is not quickly established. This was true on the part of the writer as he tried to remain poised while working through many conflicts.

Havelock refers to a "client system." In the case of Covenant's move toward a comprehensive physical education program, the client system involved several individuals, groups, and organizations:

1. The faculty
2. The college president
3. The academic dean
4. The board of trustees
5. The student body

to some extent, too, the Georgia State Department of Education, as an accrediting agency, was also involved in the system.

One of the first undertakings of the author was to persuade the college administration to drop an intramural requirement (each student was to register to play one intramural sport per semester). Many students would sign up for an activity, forfeit the first round and be

²Ibid., p. 13.

finished with the requirement for that term. The author was able to show that this requirement was more of an infringement upon student's time, as well as taking away fulfillment from those who wanted to participate and were always faced with forfeits. It was also felt that deep animosities were developing on the part of many students toward the physical education department because of this requirement. The removal of the requirement seemed to show the students that the author was receptive to their ideas.

The author next undertook to change the physical education credit from one-half (1/2) to one full credit per term. Since physical education met twice weekly for one and one-half hours each time, the writer showed the relationship of this to laboratories offered in other academic areas which received one credit per three (3) hours. Williams contends that "physical education should be assigned credits for its courses on the same basis as that which prevails in laboratory courses."³ Other leading experts in the field, Brownell⁴ and Irwin⁵ express a similar viewpoint. This change would help by giving

³Jesse Feiring Williams, The Principles of Physical Education (Philadelphia: W.B. Saunders Co., 1969), p. 434.

⁴Clifford Lee Brownell, Physical Education Foundations and Principles (New York: McGraw Hill Co., 1951).

⁵Leslie W. Irwin, The Curriculum in Health and Physical Education (Dubuque, Iowa: William C. Brown, 1969).

credence to the fact that physical education was important and not just an appendage to the curriculum. This change may not seem important, but again the minority position it held with one-half credit, dimmed physical education as a viable area in the eyes of the student, and subconsciously, in the faculty's minds.

Change is sometimes slow. Because the author was quietly at work with the proper administrators and committees, the change process at Covenant was evolutionary rather than revolutionary. The President, Dean of Faculty and Registrar were all approached for their ideas and thoughts concerning numerous events relating to physical education. During this period of change the President on several occasions espoused his view that he hoped one day Covenant College would offer a physical education major and minor, for he believed in the unity of the mind and body. He felt that Christians could interpret and defend a Biblical basis for physical education. The Dean of the Faculty urged the development of new courses in physical education that would relate to the student's interest. The Registrar worked closely with the author and served as a valuable liaison between the writer and the Curriculum Committee. At Covenant the Curriculum Committee's task is generally to aid in clarification of purpose, content and rationale for new offerings,

and after committee approval to send recommendations to the faculty for final adoption.

These procedures involving the entire college unit were instrumental in bringing about slow, but forward moving change. Usually this process met with success. At times, when barriers were evident, it was simply a matter of redefining a position and rationale. The Curriculum Committee normally handled this and change was instituted.

The Dean of the Faculty asked the author in 1969 to lead a Faculty Forum. A Faculty Forum is similar to an in-service program. The fact that the writer was given a Faculty Forum was a sign of a good, positive relationship. This gave the author the opportunity to both show and tell what was happening in his academic area and the faculty had a chance to respond. That forum, in retrospect, seems to mark the beginning of a trend toward the eventual achievement of a major and a minor. Many faculty members still in informal conversation refer to that meeting in positive terms, indicating the beginning of a new relationship between the physical education department and the proponents of academic programs.

In August of 1971, the writer submitted a position paper defending the appropriate place of physical education in regard to Scriptural and college principles. From this paper our President sent a memorandum to the Dean of the

Faculty: "I think that Walt has made some worthwhile statements and seems to have now a pretty good understanding of what the relationship of physical education should be to the rest of the curriculum."⁶ Since the writer was now working on a physical education minor this seemed to give the final green light to continue.

In analyzing the change process which took place at Covenant College it is easy to point out the errors which beset our efforts as compared to the process Havelock urges.⁷ A good client relationship was not formed during the early stages because the author did not understand the philosophical stance of the college concerning the "liberal arts." Because of this the obstacles which appeared in the relationship were overcome by a process of relationship manipulation, rather than working from a common base whereby a relationship of mutual trust and respect could be formed.

The author formed perceptions of the faculty and then tried to overcome these perceptions. Those perceptions may not have stood the test of reality. This led to hostility on the part of the author thereby interfering with the development of an ideal relationship.

⁶Memorandum from Dr. Marion Barnes to Dean Nicholas Barker, December 28, 1971.

⁷Havelock, op. cit., pp. 43-62.

The managing of encounters brought on needless conflict as the author tended to view every hinderance as a personal attack on his area of physical education.

The administration and faculty while attempting to aid the writer showed patience and understanding. They gave numerous opportunities to the author to discuss his opinions, and then helped him clarify his positions. Because of this patience a change took place in the writer which enabled the change process he wanted to continue.

Due to the problem listed above the building of a viable relationship took three years to develop. Had the author taken time to understand the climate he moved into, the time used to build a relationship would have been cut immeasurably.

Diagnosis

With rapport established, the author turned his attention to the problem of developing a major and a minor. Havelock says, "once established in the client system, the change agent must turn to the problem at hand. He must find out if the client is aware of his own needs."⁸

The writer became aware of a number of students who wanted either a major or a minor in physical education.

⁸Ibid., p. 13.

The author, who also played a large role in recruiting students for the college knew that some students did not choose Covenant because it did not have a physical education program; students who might normally attend Covenant were going elsewhere because the college did not offer a discipline in their field of interest. A list was compiled showing students who never came to Covenant because we did not have a program in physical education, those who were at Covenant and wanted a physical education program, and those who left or were leaving because they could not wait for a program any longer. Earle Zeigler, in his book Philosophical Foundations for Physical, Health and Recreation Education⁹ felt that student's interest and choices are imperative for any program. The author, having completed this statistical analysis, took the list to the President and the Administrative Council. Their reaction was positive in that they recognized that a program, if instituted, could alleviate some of the enrollment problems and thus ease the economic picture of the college. The writer was now authorized to begin developing courses which might lead to a minor.

⁹Earle F. Zeigler, Philosophical Foundations for Physical, Health and Recreation Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 101.

In analyzing the next step the author became acutely aware that any new discipline must fit within the framework of the college's "Statement of Purpose." It was felt that a physical education program could be developed that was consistent with the stated purpose; which would "acknowledge Christ preeminent as the creator of all things, as the redeemer of men fallen into sin, as the touchstone of all truth, and as the sovereign ruler over all areas of life."¹⁰ The proposed program would fit into the college's philosophy since both the author and the college felt that "the Christian liberal arts college should be broad and inclusive, involving the student with ideas and values of continuing concern and providing him with historical and spiritual perspectives against which to view the complex problems of society."¹¹

It is probable that a correct diagnosis of the problem at Covenant was made. A number of students who attended the college were leaving in their freshman or sophomore year. In order to help reduce this attrition rate the author had made a study of student needs to present to the administration. The author was able to produce a factual sheet which showed students who had

¹⁰Covenant College "Statement of Purpose,"
October 4, 1974.

¹¹Covenant College Catalog 1974-1975, pp. 15-16.

either left, or were contemplating leaving, because their interest were not being met.¹² Since the college was able to determine at least part of the reason for high attrition a program to meet this need could be developed.

The process used in determining the problem and the steps we used to avoid the pitfalls of a wrong diagnosis seem to fit into Havelock's model.¹³

Now that the problem was diagnosed, and the college gave permission to advance, the writer proceeded to gather resources for his program.

Acquisition of Resources

Beginning a physical education minor which would eventually lead to a major, the author felt it would be wise to engage in long range planning. Resources were acquired on the assumption that the change effort would result in a recognized major field of study, and to teacher certification.

In order to develop resources, the author probed and gathered information along three lines. The immediate goal was to ascertain Georgia's requirements for certification, see Appendix A. A second task was to survey physical education programs in Christian colleges similar

¹²This document was regrettably unavailable for inclusion in the appendix. It was used during the early years, and became a casualty of the lack of systemized change effort at that time.

¹³Havelock, op. cit., pp. 63-76.

to Covenant. The third was to write to the Department of Education of every state and ask for their guidelines and requirements for physical education majors and minors. Copies of the first and third step are located in the college library and physical education offices for student use.

While all of this was going on, the author was interviewing college personnel from the local area. Meetings took place between the writer, the Academic Dean, the Curriculum Committee, and the President of the College for the purpose of ascertaining how best to begin this program.

Books, magazines, pamphlets and articles were gathered, read and distributed to interested personnel. Outside contacts with local and state agencies were made to receive additional input. Meetings were set up between these local agencies and state organizations for the purpose of acquiring as much information as possible.

With the data gathered, the author was able to begin work with the Curriculum Committee on courses and content. The following is a record of these proceedings.

On January 18, 1971, the Curriculum Committee met to discuss a memorandum sent to them by this writer. The minutes state:

Chairman's request for additional Physical Education Courses:

Rationale for making some of the Physical Education courses upper division. Dr. Lothers thought he was only suggesting the change of numbers to upper division (from 100 to 300). New recommendations were: Camping and Recreation, Introduction to Physical Education, Problems in Physical Education, and Administration of Secondary School Athletics. It was noted that courses would be 200 division. The Chairman said that Theory of Physical Education should be upper division and Physical Education Skills a lower division course. Dr. Barker moved that we approve numbering of courses pending the decision of Dean Barker and that we ask the Chairman to give course descriptions. The motion was seconded and passes.

Plans were made to meet next Monday and at that time examine meeting every two weeks. Dr. Lothers said he would inform Dean Barker of the Chairman's request and request course descriptions.¹⁴

On February 1, 1971, this request was answered:

The main item for consideration was presented by the Physical Education Chairman. Four course descriptions of possible Physical Education Courses were presented to the committee for approval of content.

Separate motions were made to accept the three following course descriptions:

1. Introduction of Physical Education
This is meant to be an introduction into the movement, men and methods of physical education from the Greco-Roman era to the present day. The contributions of the men and the changing methods will be researched. Each student will be required to do an individual project.
2. Problems in Physical Education
To create an awareness into the current problems, trends and issues in the field of physical education. To identify and utilize varied sources of information and be aware of new methods and materials.

¹⁴Curriculum Committee Minutes, January 18, 1971.

3. Administration of Secondary School Athletics
Study and discuss the various phases of organization and administration. Administrative principles and the development of athletics in the school and community.

The three courses were approved by the committee.

Course number four was discussed:

4. Camping and Recreation
Development of the recreational movement in America in respect to leisure time. Community and national programs and laws. The organization and administrative aspects of camping programs, the basis on which a camping program is developed.

This description was discussed, and concern was expressed for the need of a practical element in this course. No action was taken on this course. It was suggested that the Chairman and Dean Barker be present at the next meeting, February 15, to discuss this issue.¹⁵

The Curriculum Committee again met on March 29, 1971, for further discussion and consideration of some potential problems:

The first business discussed was the additional Physical Education courses. Three new Physical Education courses had already been discussed-- Introduction to Physical Education (3 hours), Problems of Physical Education (2 hours), Administration of Secondary School Athletics (3 hours). The course to be discussed at this meeting was Camping and Recreation, a 2 hour course. Several questions were brought up concerning these courses. Dr. Will Barker was at the meeting to present the points to be considered concerning these possible courses. (1) Would these new courses amount to a minor in Physical Education? This is something to which we are not yet committed. (2) The whole faculty must be involved in any decision. (3) Must consider the Chairman's schedule. He does have a

¹⁵Curriculum Committee Minutes, February 1, 1971.

heavy schedule with Freshman Physical Education classes, plus his other activities. (4) Do we really want students to fill out their requirements with Physical Education courses?

If we are to prepare students for graduate studies in Physical Education, it will be necessary to first learn from the Chairman what pre-requisites are required for graduate studies in Physical Education. The Curriculum Committee will then get more specifics on sequence and required courses for the future Physical Education program, weigh the program, then it will be presented to the whole faculty.¹⁶

The minutes of a departmental meeting held March 30, 1971, show:

The Physical Education Chairman reported that a number of students plan to go on in Physical Education on the graduate or undergraduate level. He is working with the Science Department and Curriculum Committee toward establishing a physical education minor.¹⁷

According to the minutes of April 5, 1971, the Curriculum Committee was in a position to take the proposal of the program to the faculty.

The Physical Education minor was discussed. There is the possibility of offering four new Physical Education courses. Three courses had been approved. Camping and Recreation was the only course not acted on.

The Chairman of the department sent a proposal to the Curriculum Committee for the Physical Education minor. He proposed to mold together theory, skill and science courses to create the minor. There would most likely be eight hours in each area.

¹⁶Curriculum Committee Minutes, March 29, 1971.

¹⁷Minutes: Department of Psychology and Education, March 30, 1971.

Theory

Problems in Physical Education *

Physical Education in the Elementary Schools

Physical Education in the Secondary Schools

The Psychology of Coaching

Introduction to Physical Education *

Science

Biology *

Comparative Anatomy *

Human Physiology

Skill

Individual Sports *

Team Sports

Camping & Recreation

* Indicates required courses. Other courses would be electives.

It was agreed to take the idea of a Physical Education minor to the faculty.¹⁸

On April 20, 1971, the faculty passed a motion incorporating the physical education minor into the college curriculum.

In summary, the author has shown how information was acquired and the format that was used in dialogue and maintaining a good relationship while building a proposal from these resources. All of the information gathered played an important role in the designing of the physical education minor proposal. At the same time it provided the framework for which a major could later be developed.

However, Havelock's model¹⁹ specifies a logical process whereby resources may be acquired. In comparison the process used by the author appears to be somewhat haphazard. No logical pattern was followed and no record

¹⁸Curriculum Committee Minutes, April 5, 1971.

¹⁹Havelock, op. cit., pp. 77-96.

of what was acquired was kept. The author did no evaluation of materials to see if they met the criteria we were after. There was no strategy set or effort put forth to develop alternatives.

From the resources gathered a list of courses to be offered was compiled and sent to the Curriculum Committee to be acted upon. Little thought was given to the end product as all efforts were geared toward program acceptance and Georgia certification.

Choosing a Solution

Having previously diagnosed the problem area, the author was now ready to move toward its last goal, a physical education major. A good relationship existed between the faculty, the administration, and the author. A careful rationale was developed merging the department philosophy and the goals of physical education. Data were collected, and the time to begin toward this goal was at hand.

Havelock suggests that:

. . . with a defined problem and a lot of relevant information, the client needs to be able to derive implications, generate a range of alternatives, and settle upon a potential solution. Even a good solution needs adaptation and needs to be reshaped to fit the special characteristics of the client.
 . . .²⁰

²⁰Ibid., p. 14.

The physical education minor was now progressing and information was available concerning student response and the effects of the program. The number of students responding to the minor was gratifying. Many students were beginning to use the physical education minor as one area of an Inter-disciplinary major. The Inter-disciplinary major consisted of two subject areas of 12 hours and one subject area of 18 hours.

The author was in a position to begin to draw some implications and make some observations about the effect of the efforts at that stage. They were:

1. The need to obtain approval for the physical education minor as one area of the Inter-disciplinary major. A department memorandum dated September 1, 1972, to the Curriculum Committee requested:

We would like to ask that the Physical Education minor be officially approved for one of the areas of the Inter-disciplinary major.

We feel that our minor consisting of 24 hours, including 8-12 hours from the field of Science, has proven its merit to the academic community of Covenant College.

We feel that the omission of the Physical Education minor from the list of possible choices for Inter-disciplinary major is unfair legislation against those who so desire to expand their academic grasp in this area.²¹

²¹Memorandum from the Physical Education Department to the Curriculum Committee, September 1, 1972.

2. The number of students who previously desired to transfer was reduced.

3. The adoption of the program as a minor had developed a greater awareness concerning the department.

4. A greater number of student interests was now being met through the minor.

5. Students who were interested in teaching physical education as a career were concerned that here was no major.

6. A greater variety of courses was desired.

Now that the author had developed a list of concrete implications and observations he began to study alternatives. One alternative was to develop the offering of skill or activity level courses. A brief position paper from the writer to the Curriculum Committee dated September 1, 1972, urged:

For the last five years, we have watched with dismay the poor physical condition of the student body. We do not believe that this condition exemplifies the Christian mandate. Steps are needed to correct this situation and we feel that the adoption of the following program will start a reversal of current trends.

We would propose keeping the freshman year as it now runs. That is the presentation of 12-15 team and individual activities and the correct teaching of the fundamentals, skills, rules and strategies involved. This would be one year, both semesters for one hour (1) credit per semester.

Having now experienced numerous activities the student would be required to sign up for and take 3 additional semesters of any of the activities

that were offered in the freshman year. This would now mean that during a normal eight (8) semester college career each student would be physically involved five (5) semesters.

Not only would this provide a much needed outlet, but in our mind would reduce pressure brought on by a demanding college curriculum. It would also aid the student's overall health, plus provide a physical release from the fatty and starchy foods. The implications are numerous beyond this from a physical education standpoint.

'That in all things. . . . He might have the pre-eminence,' cannot be held constant while we train and attempt to cultivate the mental and neglect the physical. This program would be demanding in terms of time and energies for those of us in the physical education department. We have started our pre-planning and feel that with your co-operation and backing this program can start with this year's freshman.²²

Another alternative in order to bring us closer to a major and the possibility of expanding course offerings was to employ additional personnel. A February 8, 1973, department memo to the Curriculum Committee proposes:

We would like to urge the hiring of two full time instructors in the Physical Education Department for the 1973-74 academic year.

Rationale

With the projected enrollment of 150-200 freshmen during the 1973-74 year, this will mean six to eight sections. We recommend 22-25 per section, but realize that this is ideal and that we will have to have at least 30. Anything above 30 is grossly unfair to student and instructor. It is also completely impractical in a course which does not depend on the lecture method. All freshmen are

²²Position paper from the Department of Physical Education to the Curriculum Committee, September 1, 1972.

required to take physical education so we cannot argue that we could phase this group (150-200) over four years.

Also, all Sophomores are required to take First Aid. With a projected enrollment of over 100 Sophomores we will probably have an additional 3 or 4 sections of First Aid.

Along with this we still offer courses to meet the general standards of the physical education minor. At the moment we offer two courses per semester from a rotating list of eight in the physical education minor. These classes carry anywhere from 5-30 students. With the inclusion of the physical education courses as an accepted area of the interdisciplinary major these class sizes will grow.

We feel that in order to adequately fulfill our role as Christian educators, we must educate the total man and especially in our area, the physical man.

As physical education instructors we realize that one year of physical education, at one hour per week, for 28 weeks, does not educate the whole man. We propose that in the six remaining semesters (sophomore, junior, senior level) that students be required to engage in four semesters of activity courses in the area of individual or team activities. Such courses might be volley ball, bowling, golf, swimming, soccer, horse-shoes, etc. We believe that with two full time instructors we are better able to implement the 'whole man' philosophy along these lines. We also realize that graduation credit hours are already at a maximum, and we recommend the following: these additional four semesters will not be taken for credit, but will be required for graduation. We could use a pass-fail system not affecting credit hours or grade point.

Scheduling

We alluded earlier to class size and number of sections. Class size in the activity units, as in physical education, should be held to an average of 22-25. Our thrust is really on a one to one basis. Our trained eyes must pick out fault, postural defects, muscle deformities, body weakness and imbalance. We feel class size can be a definite detriment in our academic field if too large.

Conclusion

If academic excellence is our aim, then the above recommendation takes on a significant meaning. We cannot educate the whole man by doing half a job.²³

These position papers produced some unexpected results. Students saw the department zeal and began to urge additional courses and extra personnel. Since students sit in on all committees their voice was being heard. On April 10, 1973, the Curriculum Committee rejected the first alternative. Their reply read: "That the Physical Education Department recommendation for four semesters of activities beyond freshman physical education be referred to the Student Affairs office with the recommendation that they work with the Physical Education Department to encourage physical activity on a less structured basis, such as athletic clubs."²⁴

The President by now recognized that without additional staff we would not be in a position to offer new courses. The Curriculum Committee, by rejecting the new courses, in effect, helped our cause by drawing attention to our plight. It was virtually impossible to add the courses without the staff.

During this flurry of activity the Athletic Commission was quietly meeting. The athletic program

²³Memorandum from the Department of Physical Education to the Curriculum Committee, February 8, 1973.

²⁴Curriculum Committee Minutes, April 10, 1973.

had grown to such proportions that additional staff was required. The Athletic Commission passed a recommendation to the President for additional help. The help requested was someone in physical education who could handle coaching duties. The President accepted this recommendation and instructed the Dean to proceed. In early June of 1973 the Physical Education Department had at least part of its needed additional personnel.

The physical education staff now was ready for the third alternative: the recommendation of a physical education major. The department was on the threshold of a dream dating back to 1967. The proposed program had to cover a full range of objectives and concerns. It had to be based on a concrete framework which was carefully devised. The staff decided to test the third alternative on the basis of the Georgia criteria. The major was envisioned as a program dealing with and designed to prepare students to teach physical education in public and non-public schools and to "insure that all students attain (1) desirable physical and mental health practices, (2) knowledge and understanding of, as well as respect for, their bodies, (3) an understanding of the dynamics of human movement, (4) a high degree of physical and neuromuscular development and fitness, (5) knowledge of and the ability to perform a wide variety of physical skills, (6) a sound set of values and attitudes concerning

themselves and others, and (7) the ability to perform several types of recreational skills for leisure time."²⁵

The solution generated for the physical education program at Covenant was derived largely as a result of felt pressure from the Georgia teacher education program. It was also a solution which was chosen before the fact; it began as a function of the author's initial reading of the situation, not entirely as an outgrowth of the change process which was followed prior to this stage. The author in his attempt to push a program through the curriculum committee did not systematically follow the steps suggested in Havelock's model.²⁶ The author did not attempt to draw implications for other programs, nor did he produce a range of flexible alternatives. No one else at Covenant College took up the slack. Adoption centered around the teacher education program with little thought given the direction and philosophy of Covenant and whether this approach met institutional needs. This is not to say the program set forth was not proper, but simply that nothing was developed whereby we might have measured its effectiveness. It is also true that there are a probable list of other possible solutions which

²⁵"Criteria for Teacher Education Programs in Health and Physical Education" (Atlanta, Georgia: State Department of Education, February 15, 1967), p. 147.

²⁶Havelock, op. cit., pp. 97-110.

were not available, thus not acted on and the success of change effort may have been diminished somewhat as a result.

Gaining Acceptance

The Physical Education Department was now ready to initiate a proposal and work through channels to gain acceptance of a physical education major. Havelock gives a brief background of the task the Physical Education Department was about to undertake. He says:

After a solution has been developed and adopted, it needs to be moved toward acceptance and adoption by the widest possible number in the client system. By describing, discussing, and demonstrating, the change team helps the client to gain awareness, develop interest, evaluate, try out, and finally adopt the innovation. In doing so they rely on many channels and make a maximum use of natural leadership and informal communication.²⁷

The Physical Education Department was ready to include the widest number of people into this project in order that understanding and acceptance of the program would be enhanced.

On October 3, 1973, the Chairman of the Physical Education Department sent to the Curriculum Committee a proposal for their consideration. The proposal read:

The Equivalence of a Major for Physical Education:

The Physical Education Department of Covenant College has undertaken the following project to see how we

²⁷ Ibid., p. 14.

can further aid the college student concerning our discipline. This project has been undertaken to evaluate the effectiveness of our curriculum and to aid in the possible reduction in student attrition.

We feel the following facts are only a small sampling of what is happening in our program. We also believe that with a few minor changes, course offerings can be increased, the program enhanced, and attrition lessened.

- Fact: Students leave Covenant who want a Physical Education major.
 - Fact: Students who took minor and want to teach Physical Education must take undergraduate courses elsewhere before they can achieve M.A.
 - Fact: Former students who graduated now teaching Physical Education are not properly qualified.
 - Fact: Number of students now in minor who want major and are deciding risk or transfer.
 - Fact: The addition of the equivalent of the Physical Education major would aid in overall college recruiting. i.e.: number of lost students, both those who applied and those who didn't apply as a result of no major offered.
 - Fact: We can offer major and have it cretified in states with present personnel. No additions needed. i.e.: Science Department, Physical Education Department, Mathematics Department, Education Department.
- Total 36 hours--this much maximum requirement of all majors.

12 School

- 4 Biology
- 4 Anatomy
- 4 Physiology
- 4 Kinesiology

16

12 Theory

- 3 Introduction to Physical Education
- 3 Physical Education Elementary School
- 3 Physical Education Secondary School
- 3 Individual Sports
- 3 Team Sports
- 3 Administration of Athletics
- 3 Recreation and Camping
- 3 Psychology of Coaching
- 3 Problems in Physical Education
- 3 Statistics

30

12 Practical

- 1 Archery
- 1 Bowling
- 1 Gymnastics
- 1 Tennis
- 1 Golf
- 1 Judo
- 1 Swimming
- 1 Soccer
- 1 Basketball
- 1 Softball
- 1 Baseball
- 1 Speedball
- 1 Handball
- 1 Raq. Ball
- 1 Squash
- 1 Volleyball
- 1 Football
- 1 Wrestling

18

Extra Physical Education Course Offering:

- | | |
|---------------------|----------------|
| 1 Freshman Physical | 1 Horsemanship |
| 1 First Aid | 1 Life Saving |

We now have all science courses but kinesiology. (We could offer this every 2-3 years). This class would have at least 10 Physical Education majors. We also offer 24 hours of theory course. We might consider moving both individual and team sports into the practical column, and combine three of the activities into each of these courses, i.e. individual sports--combine golf, tennis, and bowling. We could then add one or two courses to the theory section, i.e. Treatment of Athletic Injuries (2), Officiating (2).

The Physical Education staff could offer (3) 1 hour courses per semester and cover a minimum of 12 hours of practical courses every two years.

What this means is that with no new personnel, and little added expense (which we now have in Physical Education budget), we can offer a program of interest and desire to students. As a result, they would be accepted and certified for teaching positions in most states. By offering this type of program our recruiting efforts would be enhanced and the rate of attrition reduced.

The addition of this type of a vigorous discipline would not result in lower academics, but would produce a new dimension in the total curriculum. This would result in a renewed spirit of achievement and interest for those students enrolled in such a program.

We in the Physical Education Department feel that the addition of this program will give unlimited opportunities to the Covenant student as he prepares for his or her ministry to mankind. Today's world needs dedicated young men and women who are properly trained in the area of physical education. They need to be trained in the area of physical education. They need to be trained not only in the therapy, recreation and playground cost, nursing homes, and resort areas. Can we hinder Covenant's growth or continue to let the student's needs go unanswered? We in the Physical Education Department say no! We trust that by your prayerful and careful analysis of this above program that you will agree.

Related Topics to Discuss:

Verbal backing and aid in drawing attention to Inter-disciplinary Committee to accept a college approved minor as one of related area. The continuation of non-acceptance creates an undue hardship for the students in the Physical Education minor, and a set of legislation, that to my knowledge, is placed on no other discipline.²⁸

Now began a process of individual and group meetings involving Physical Education personnel, Curriculum Committee, the Dean, the Registrar and the President. Other members of the faculty were informed and articles appeared in the Bagpipe and Reflections (college newspaper and news release).

The minutes of the Curriculum Committee, October 4, 1973, show discussion relating to the proposal.

²⁸Proposal from the Department of Physical Education to the Curriculum Committee, October 3, 1973.

The Chairman was present at the meeting to discuss a basic proposal for a Major in Physical Education. He submitted a proposal to the Committee. Discussion was made about the following issues:

- a. Will the Southern Association approve a major without a Ph.D. in the Physical Education Department?
- b. How many hours would constitute a Major at Covenant College in Physical Education?
- c. Course requirements
- d. The need to bring Physical Education in as part of an Inter-disciplinary Major.²⁹

The Assistant Dean of the Faculty was authorized to write the Southern Association concerning the Ph.D. requirement. They replied that one quarter of the courses had to be covered by a Ph.D. Since 12 of 36 required hours offered were from the Science Department, and these men had earned doctorates, the proposal was in compliance.

The major was to be 36 hours with 21 of these required, the rest chosen from list of electives. The course requirements were covered in the course descriptions. Attention was drawn to a section of related topics from the proposal. Discussion of the proposal is revealed by the minutes:

Curriculum Committee Meeting: October 11, 1973

The minutes were read by the secretary. The following corrections were made:

- a. In the first sentence of #1 'a Major' was replaced by 'an Equivalence of a Major.'

²⁹Curriculum Committee Minutes, October 4, 1973.

- b. The last paragraph was changed to read: the Curriculum Committee plans to discuss the physical education proposal at its next meeting.

The minutes were approved as corrected.

The Committee discussed the proposal concerning the 'Equivalence of a Major' in Physical Education and how it relates to the statement of purpose of Covenant College. We concluded that a purpose statement from the Physical Education Department should be submitted to the Curriculum Committee to show how this proposal will fit in with Covenant College's statement of purpose.³⁰

The Curriculum Committee meeting November 1, 1973 added:

The Committee discussed the need for a purpose statement from the Physical Education Department dealing with the staff's proposal, 'The Equivalence of a Major for Physical Education.' We decided that a note should be given to both members of the Physical Education Department as to points to be included in their purpose statement.

The Committee also discussed the need for an emphasis of theory on the Introduction to Physical Education course and changing Kinesiology from a Science requirement to a Theory requirement.³¹

In answer to questions raised at the October 11 and November 1 Curriculum Committee meetings, the Physical Education Department responded with a position paper. This position paper to the Curriculum Committee on November 26, 1973, reads:

In a recent article in Reflections, Dr. Barnes said:

A strong athletic and physical education program is justified largely on the basis of the college's

³⁰Curriculum Committee Minutes, October 11, 1973.

³¹Curriculum Committee Minutes, November 1, 1973.

educational objective of developing the whole man. Any definition of the whole man must include, in addition to mind and spirit, his body. Beyond benefits to his physical body, however, other benefits arise from an athletic-physical education program.

Among these several advantages are the development of leadership capabilities on the part of students, the discipline of bringing one's body under control (as commanded by the Apostle Paul), the practice of high moral and ethical values, the handling of highly emotional situations, and the demonstration of individual responsibility as well as team work.

Along with this rationale it is recognized that God, the Creator of mind and body, is at the center of our academic endeavor. We feel that the principles of Covenant as stated in the college purpose are implemented through the physical education program as expressed in the 'Criteria for Teacher Education Programs in Health and Physical Education' for Georgia. We try to achieve understanding of physical education by the incorporation of all courses into

A well-planned health and physical education program which is designed to insure that all students attain (1) desirable physical and mental health practices, (3) knowledge and understanding of, as well as respect for, their bodies, (3) an understanding of the dynamics of human movement, (4) a high degree of physical and neuromuscular development and fitness, (5) knowledge of and the ability to perform a wide variety of physical skills, (6) a sound set of values and attitudes concerning themselves and others, and (7) the ability to perform several types of recreational skills for leisure time.*

These principles listed above are now fused into the various science, theory and practical courses offered and proposed.

We agree that all the science courses should be required and that Kinesiology should be moved over to the theory column.

If further explanation is necessary, please contact us.³²

* "Criteria for Teacher Education Programs in Health and Physical Education," p. 147.

On November 29, 1973, the physical education major was passed by the Curriculum Committee. The minutes show:

The Committee discussed a purpose statement that was received from the Physical Education Department. The following changes are to be made in the proposal for the 'Equivalence of a Major' in Physical Education.

- A. Kinesiology is to be changed from a Science course to a required theory course.
- B. Introduction to Physical Education is a required theory course.
- C. Administration of Athletics is changed to Administration of High School Athletics.
- D. Individual Sports and Team Sports are eliminated from the curriculum.

Dr. Donaldson moved to approve the Physical Education program as a major program without specifying the date which it is to be implemented. This motion was seconded and passed.³³

The faculty, on March 5, 1974, voted to begin a physical education major effective the 1974-75 calendar year.

Seven years may seem like a long time. However, the physical education staff felt that the acceptance of the major within a year of its actual proposal was relatively quick. It appears now that taking time to develop relationships over the whole period beginning in 1967 was paramount to the final acceptance.

³²Position paper from the Department of Physical Education to the Curriculum Committee, November 26, 1973.

³³Curriculum Committee Minutes, November 29, 1973.

In viewing Havelock's model for acceptance³⁴ the author realized that he offered only one program with no alternatives. By limiting the range of program choices, the possibility of rejection was increased. However, by incorporating the widest possible number of people into the decision process, the overall potential for rejection was decreased. It was during the phase that the author feels he did the best job of not only communicating his own position clearly, but also opening up avenues of communication between all parties within the college. By allowing all concerned to see how the program was to be run and how it would effect any one person or group, fears were reduced and a pathway for acceptance was paved.

Self-Renewal

Havelock states, "finally the client needs to develop an internal capacity to maintain the innovation and to continue appropriate use without outside help."³⁵ For the purpose of self-renewal at Covenant the Georgia Department of Certification was asked to come in and evaluate our program.

Early in January of 1975, the Georgia Department of Certification came to Covenant College to assess the

³⁴Havelock, op. cit., pp. 111-132.

³⁵Ibid., p. 15.

teacher education program and the physical education major (see Appendix B).

The recommendations of the committee urged:

1. The development of new courses.
2. The re-numbering of available courses.
3. The obtaining of current materials for the curriculum center.
4. The continuing professional staff improvement.
5. Better utilization of existing facilities and equipment.

Attention should be given in the following areas to insure that the program thus achieved can self-sustain and that the program can continue to show growth.

1. The physical education facility should be set up to meet the needs of the physical education program and not the athletic program.

2. Present physical education equipment could be set up for use all day by better utilization of present space.

3. Physical education staff should be hired to teach the science courses for the physical education major. At the present, these courses do not meet all the criteria that is required of physical education majors and minors.

4. Qualified personnel for some skill area courses (gymnastics, archery) should be obtained either on a full or part time basis.

5. Additional tennis courts, location for archery, and practice driving area for golf should be installed.

6. Additional outside play and practice areas should be developed.

There would be nothing that the author has done in order to insure self-renewal as seen in Havelock's model.³⁶ Final Georgia certification has not been achieved. (No other person in the department has been trained to carry on.) This may, in part, be the fault of the author who has tended to view the program as a personal effort and thus tending not to show the development and management of the program with other department members.

One year after adoption by the Covenant faculty the author could probably not disengage himself from the process, with any assurance the program would continue to self-renew. Had the author trained others and should more of the process be used as he went along this problem may have been avoided.

It is evident that some of the issues involved in the various steps of the change process were not

³⁶Ibid., pp. 133-141.

considered, with proper attention given to details. There may have been a lack of sensitivity in dealing with the related problems that accompany the formation of a major discipline. A portion of this might have been avoided if greater flexibility had been developed within the program, and a more in-depth evaluation by the Covenant staff prior to the visit from the Georgia certification committee.

The problems that have been expressed, however, do not seem to present a major stumbling block, perhaps because the client relationship which was eventually established at the beginning of this change process has continued to be effective, therefore providing a basis for effecting change in the future.

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

This chapter will be divided into four sections. The first section will contain a summary of the study; the second section will contain the conclusions; the third section the recommendations for the physical education program; and the final section will deal with suggestions for further research.

Summary

The purpose of this study was to show the

1. place of physical education in the liberal arts college, and specifically
2. the development of a physical education program for the Christian liberal arts college.

A rationale for the curriculum change effort was developed in the review of literature in Chapter II.

The process of developing a physical education program for the Christian liberal arts college over a seven year period was traced and analyzed in Chapter III. The steps taken in formulating a minor and major in

physical education were carefully reconstructed. Special emphasis and attention were given to the collection of minutes and memorandums which were exchanged among the Physical Education Department, Curriculum Committee and administrators of the college.

Conclusions

As a result of the study, the following conclusions would seem to be valid:

1. Supporting evidence has been found concerning the role of physical education in the Christian liberal arts college. The review of literature implied the role and place of physical education in the liberal arts college. The review showed that man does not learn in accordance to individual units, but rather they learn physically, emotionally, mentally and socially as a whole. The physical educator who educates for the "whole man" is concerned with more than the physical welfare.

2. The administration of the college accepted this supporting evidence as shown by the adoption of a physical education major and minor. This was a result of a seven year program beginning with the relationship building process and continuing through the diagnosis, acquisition, and choosing stages. The final stage of acceptance was accomplished March 5, 1974 with a positive vote on the part of the faculty.

3. The major and minor have met new student interest as evidenced by student enrollment in the program. From a beginning with no students in 1967, to twelve students in 1971, the physical education major boasted approximately thirty fulltime students in the major in 1974-1975. This was the first year the major was offered.

4. Recruiting efforts have been increased and enhanced by the physical education major. Prior to 1974 the recruiting office reported about ten percent of the prospective students asked about a physical education major. The greater majority of these students went elsewhere when they found out that there was no physical education program. Since the addition of the major, a higher percentage of the students who inquire about the physical education program now attend the college as evidenced by twenty-one freshmen enrolled in the first year of the program.

5. The attrition rate of those students interested in a physical education program has been reduced. Students interested in physical education as a major before 1974 would often leave Covenant by their junior year. Upper-class students have now entered the program and 1974-1975 saw no attrition from the physical education program.

6. A greater understanding and awareness of physical education has been created among faculty of all departments. Faculty members have come to appreciate

the Physical Education Department since they can now see a program and realize that physical education faculty do more than just coach.

7. Since attrition has decreased and the interest of new students in the physical education program has been enhanced, the economic stability of the college has increased. A growing college which loses students from its base of support finds its economic base eroding. The physical education major has reduced the attrition rate because it now offers a program for students interested in physical education. These students no longer transfer after the sophomore year.

8. The general outlook of the student body has improved as they view the physical education program as a worthwhile experience. Student awareness has increased as they realize that physical education staff are interested in more than physical welfare, and have more than a "roll-out-the-ball" attitude.

9. Increased needs and interests of non physical education majors are being met through additional course offerings. Many students who did not want either a physical education major or minor, but did want additional physical education courses, are now given that opportunity. The area most used is a selection of eighteen activity courses which would not be available without the major program.

10. The physical education major has met the needs of both athletes and non athletes in a flexible manner, and yet maintained its academic thrust. Prior to the adoption of the physical education major there was a concern that only athletes would enroll in the major and it would become an easy passport to graduation. By integrating the physical education, science, mathematics, and teacher education departments, criticism has been avoided, and the entire program strengthened.

11. The pressure of adding a physical education major and minor drew attention to inadequate facilities and paved the way for construction of a new physical education complex. Covenant College never had any type of physical education facility, but as the college grew and the minor was adopted, the importance of a facility became apparent. It was realized that there could not be a major unless the college had a physical education complex. In 1973 the physical education complex was built and the major was adopted one year later.

12. The change agent did not include all parties in the relationship building process. This resulted in conflict which otherwise may have been avoided.

13. The problem which was diagnosed was correct, but it emerged more out of a strategy to be followed than from an analysis of the problem. Other problems which may have been present were never ascertained.



14. The resources gathered did not follow any organized, systematic pattern. This resulted in confusion and a lack of flexible alternatives being offered.

15. The solution given in the form of a teacher education program was the only choice the change agent offered. This approach may have greatly limited the department and college from choosing other or additional courses of action.

16. The acceptance process used provided a workable format because all lines of communication were open. Great care was taken in seeing that all parties involved understood their relationship to the program.

17. There has been little done in the area of self-renewal which would allow the change agent to withdraw. Other members in the department should have been trained to carry on the change process.

18. It might be concluded that the author was too personally involved in the study to be objective in all respects. Many mistakes which were made might have been avoided had the author sought out additional advice instead of attempting to shield the change process from others.

19. In attempting to use the Havelock model,¹ it became apparent that in many ways the change process

¹Havelock, op. cit., pp. 13-15.

could have been more effective. Relationships were sometimes not properly formed; the diagnosis was not general enough to find all of the problems; the resources gathered did not generate a range of alternatives, the solution could have been broader in scope, the acceptance procedure was followed, and the author came to the time for self-renewal and realized he had trained no one to carry on the process so that he might withdraw. There also was a lack of flexibility built into the program so that it might adapt to changing ideas and interests.

Recommendations

When developing a physical education program and acting as a change agent, great care needs to be used in determining who the client is and building relationships with all the parties involved. It is important to go back into the relationship building process and provide a means whereby new students, faculty and administrators may become a part of the relationship system.

The diagnosis of the problems relating to the physical education program need to be carefully analyzed so that the client and the change agent understand the task to be performed. Since certification has not been granted other problems might be studied at this time, so that they do not become obstacles in the future.

Resources that are gathered for the implementation of a physical education program need to be complete and compiled

in a systematic manner. This will be helpful in generating a wider range of alternatives. Additional resources might be gathered to provide a basis for future study should the physical education department want to develop alternative programs to the teacher education program now in effect.

When choosing the correct solution for a physical education program all of the alternatives should be studied. From this the best possible solution which meets individual, group, and institutional needs may be chosen.

The acceptance process should clearly define the role and scope of the physical education program being planned, so that all parties involved and effected understand their relationship to the program.

Efforts in self-renewal should be aimed toward the time when the change agent withdraws. The physical education program should be flexible in nature, and be able to self-sustaining. Efforts should be made to train others to carry on the program and change effort.

Suggestions for Future Study

Suggestions here are for possible areas for future dissertation study:

1. What are the implications of curriculum change process with respect to planning and building of a physical education complex for a physical education

major and minor? What facilities are minimally necessary for such a process to succeed in a Christian liberal arts college?

2. An evaluation of the physical education program at Covenant College and other Christian liberal arts colleges. This might be a study about how graduates of Covenant compare to physical education graduates of other colleges as seen by superintendents, principals, and department chairmen.

3. A study based upon the first five graduating classes in the physical education major. This would be a graduate's analysis of the program at Covenant College and how qualified they feel they are in their discipline. It would include shortcomings and recommendations for program improvement.

4. A study of comparable change efforts in other Christian liberal arts colleges to help apply more effectively what is now known about the change process to the efforts toward change in this unique learning environment.

Concluding Statement

Although it is evident that some of the stages of the change process were not given proper attention, the client relationship which was established at the beginning of this change process has continued to be effective, therefore providing a basis for effecting change in the future.

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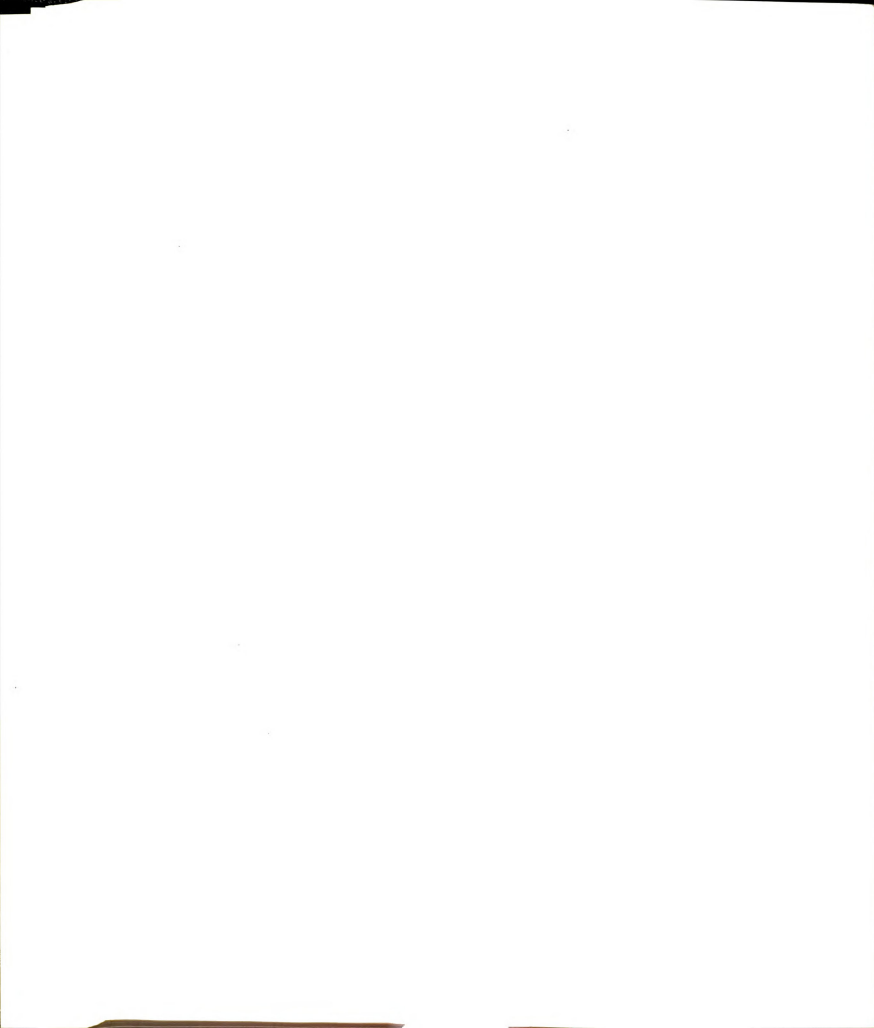
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APPENDICES

APPENDIX A

FOR TEACHER EDUCATION PROGRAMS IN HEALTH
AND PHYSICAL EDUCATION

STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, GEORGIA 30334

FOR TEACHER EDUCATION PROGRAMS IN HEALTH AND PHYSICAL EDUCATION

Office of Instructional Services
DIVISION OF TEACHER EDUCATION AND CERTIFICATION



Jack P. Nix
State Superintendent of Schools

B. Criteria for Teacher Education Programs in Health and Physical Education
(Approved February 15, 1967)

1. Frame of Reference

Almost any statement of goals to be found in schools today will include reference to principles of democracy, to helping the student develop a sound sense of values, to the development of social skills, and to self-fulfillment for the individual. Such statements will usually continue by stating that each area of the curriculum will make its contribution to these goals. This contribution is as much an objective of the health and physical education program as it is of each of the other curriculum areas.

A well-planned health and physical education program is one which is designed to insure that all students attain (1) desirable physical and mental health practices, (2) knowledge and understanding of, as well as respect for, their bodies, (3) an understanding of the dynamics of human movement, (4) a high degree of physical and neuromuscular development and fitness, (5) knowledge of and the ability to perform a wide variety of physical skills, (6) a sound set of values and attitudes concerning themselves and others, and (7) the ability to perform several types of recreational skills for leisure time.

Sound programs of personal maintenance, involving appropriate rest, diet, and recreational activities contribute to self-fulfillment. They also constitute effective combatives against illnesses resulting from undue physical and mental strain and duress. For many of our citizens desirable health practice will best be developed through public school health and physical education programs. Therefore, these programs must be adequately designed and developed to meet the needs of our changing society.

Health and physical education programs should be so organized that there is a progressive sequence of knowledge and skills in accordance with the characteristics and needs of each age group, with attention to the uniqueness of individuals within the group. Such programs should provide children with experience and opportunities for learning in both health and physical education. Health and physical education are closely related and inter-dependent. However, they are separate and distinct fields with a body of knowledge unique to each. The specific concerns of these two areas are listed below.

a. Health:

- (1) Instruction which includes personal hygiene and cleanliness; the human body, including its organic functions, structure, and maintenance; nutrition; dental hygiene; mental and emotional health; sex education, including preparation for marriage and the family; communicable diseases; safety education; stimulants and depressants; and community health and consumer health.

- (2) A healthful school environment which should be used as a teaching and learning experience.
 - (3) Health services, including individual screening, counseling, and referral, and first aid.
- b. Physical education which includes:

Neuromuscular and physiological development; movement education; forms of play activities common to our culture; recreational and sports skills for leisure time; outdoor education, including aquatics, camping, boating; self-testing and evaluative techniques; dance and rhythmical activities; gymnastics and tumbling; and track and field.

2. Procedures for Program Development

The development of a program for educating teachers of health and physical education must provide for competencies in Health and Physical Education at elementary, junior high, and secondary levels. Preparation for supervisors of elementary, junior high, and secondary school programs should be at the graduate level.

3. Program Design

Teachers prepared in programs designed according to the following guidelines should be able to teach health and physical education effectively.

a. General education

Several types of understandings and competencies needed by the teacher of health and physical education are attainable through his involvement in the college general education program. Such understandings may be obtained through study in the areas of the natural and physical sciences, the arts, the humanities, the social sciences, health and physical education, and the areas concerned with communication skills. (Persons responsible for planning programs for the professional preparation of health and physical education teachers should review Chapter Two, page 11 of this bulletin for further direction as to the role of general education in the preparation of teachers.)

b. Health and physical education content courses

Because the psychological, sociological, and physiological characteristics and needs of children differ so greatly between the elementary, junior high, and secondary school levels, the health and physical education programs appropriate to each of these levels must also differ greatly in terms of content, methods, and purpose. Therefore, it is only logical that the health and physical education teacher who is responsible for such programs would have need for a great number of understandings and abilities.

This part of the section on program design is subdivided into three subsections. The first subsection consists of competencies considered basic to the effective teaching of either health or physical education at the elementary or secondary level. The second or third subsections concern competencies specifically related to the effective teaching of health and physical education respectively.

(1) General competencies of health and physical education teachers.

- (a) An understanding of the purposes of school health and physical education programs and their relationships to the goals of public school education.
- (b) An understanding of the relationships between school health and physical education programs and the related fields of safety, recreation, and outdoor education.
- (c) An understanding of how health and physical education classes may be so organized and conducted as to have a positive effect on the student's attempts at developing a set of moral and social values and patterns of behavior.
- (d) Knowledge and understanding of the sciences of anatomy, physiology, and kinesiology and the ability to apply this knowledge in his teaching responsibilities.
- (e) An understanding of the relationships between the aims and content of school health programs and the aims and content of school physical education programs.
- (f) An understanding of the relationships between the aims of school physical education programs, school intramural programs, and interscholastic athletic programs.
- (g) The ability to successfully perform and demonstrate a wide variety of the skills involved in the physical activities, games, and sports of our culture, as well as the basic human movements of all age levels.
- (h) An understanding of the historical development of health and physical education as influencing present day philosophy in those areas.

(2) Competencies needed by teachers of elementary and secondary school health.

- (a) An understanding of the aims and nature of school health education and health services programs in elementary and secondary schools.
- (b) Understanding and knowledge of the content within the following areas as it would relate to the elementary and the secondary school health programs.

Personal hygiene and cleanliness

The human body, its organic structure, functioning, and maintenance

Nutrition (including planning family nutrition)

Dental hygiene

Mental and emotional health

Community, national, international and world health problems

Sex education, including preparation for marriage and the family

Depressants and stimulants (including alcohol, narcotics, and tobacco)

Accident prevention

Communicable diseases

Consumer health (including health misconceptions and quackery)

- (c) The ability to recognize normal physical, mental, and emotional growth and developmental patterns of school-age children and the ability to identify deviations from such patterns.
 - (d) An understanding of the illnesses and health problems encountered by children and teenagers and knowledge of techniques and procedures which are effective remedies and preventives of such problems.
 - (e) The ability to consult with and advise individual students of all age levels concerning their personal health problems.
 - (f) The ability to initiate and conduct programs of specialized instruction and activities for students with individual needs or problems.
 - (g) The ability to conduct health screening procedures.
 - (h) The ability to interpret and relate the findings of physical examinations to the total school health program.
 - (i) The ability to use surveys and other research techniques and statistics in studying community health problems.
 - (j) An understanding of desirable health habits, practices, and attitudes commensurate with the elementary age child, in order that health education programs at upper grade levels may be founded upon the awareness of such attitudes and understandings by the student.
- (3) Competencies needed by teachers of elementary and secondary school physical education
- (a) The ability to design wholesome and effective physical education programs.

- (b) An understanding of the rules, principles, regulations, skills, and equipment facilities, and procedures of activities suited for:

...Elementary school physical education programs from such as the following:

Games of low organization and skill
 Rhythmic and mimetic activities
 Simple team games
 Beginning and elementary stunts and tumbling
 Beginning swimming
 Simple individual physical skills
 Movement education

...Junior and senior high school physical education programs from areas such as the following:

Team sports
 Individuals and dual sports
 Aquatics (beginning, intermediate, and advanced)
 Gymnastics and tumbling
 Dance
 Isometric and isotonic exercises
 Outdoor living (including camping, boating, etc.)
 Adult recreational activities
 Safety and first aid
 Track and field
 Self-testing activities
 Body mechanics
 Coeducational recreation activities

- (c) An understanding of patterns of normal growth and development of school children and the enhancement of such growth which is possible through physical education activities.
- (d) An understanding of and the ability to design physical education programs and activities for children with exceptional needs.
- (e) An understanding of and the ability to use several types of testing devices to measure physical strength, growth, and fitness, and the ability to incorporate the findings of such tests into the design of physical education programs.
- (f) An understanding of a desirable sequence of physical education activities which may be implemented into the design of school physical education programs to provide optimal learning and development on the part of children.

- (g) The ability to purchase, store, maintain, improvise and use facilities and equipment needed in the physical education program.
- (h) An understanding of the various types of injuries which may occur through participation in physical education and sports activities and the ability to administer necessary and immediate treatment.
- (i) The ability to design and conduct intramural sports programs which include a wide range of activities and which can accommodate the needs and interests of all interested students.
- (j) The following competencies relate to the role of the secondary school physical education teacher in coaching interscholastic athletic teams.

...An understanding of the relationships between secondary school physical education intramural sports, and interscholastic athletic programs.

...An understanding and appreciation of the positive values of participation in interscholastic athletics and the ability to conduct such programs from this frame of reference.

...The ability to organize and arrange interscholastic athletic schedules which reflect concern for the school's aims and objectives and consideration for the welfare of team members.

...An understanding of the various strategies, fundamentals, and skills involved in the activities included in interscholastic athletic programs.

c. Professional education

The following competencies which are needed by health and physical education teachers are usually considered to be a part of the concerns of professional education and are offered as amplification of information in Chapter Two of this bulletin.

- (1) An understanding of the approach to the teaching of health and physical education.
- (2) An understanding of physiological, psychological, and sociological patterns of human growth and development of learners at all levels.
- (3) The ability to evaluate learning and skills in health and physical education.
- (4) The ability to interpret the aims and objectives of physical education and health to the public.



4. Staff and Facilities

The organization and optimal functioning of the educational enterprise is dependent on a staff, qualified by academic preparation, experience, skills and attitudes from which effective learning derives. The educational process also requires facilities developed and used as an integral part of the teaching-learning experience. It is therefore the responsibility of administration to provide, in addition to a qualified staff, facilities adequate in quantity and quality for progressive learning, through which the student grows in skills, satisfaction and achievement.

To achieve these ends:

a. Staff

- (1) All members of the regular teaching and administrative staff of the health and physical education department should be qualified by appropriate experience and education for their duties. The director of the department should have a doctoral degree or its equivalent, and should have had teaching and administrative experience. All other full-time staff members should have at least the master's degree.
- (2) There should be a sufficient number of qualified staff members to meet the teaching requirements of the program.
- (3) Standards relating to staff load, tenure, retirement, academic work, and other matters applicable to the general staff of the institution should apply equally to staff members in health and physical education.
- (4) The use of undergraduate students and non-degree personnel as instructors, in any phase of the institution's instructional program, is not recommended.
- (5) Staff members should be encouraged in personal and professional growth through study, travel, research, writing and attendance at staff and professional meetings. Funds should be set aside for this purpose.
- (6) Additional departmental duties should be evaluated in determining each staff member's total work load.
- (7) Class size should be such as to provide for maximum opportunities for effective instruction. In determining class size, recognition must be given to such factors as: type of activity, efficiency of teaching personnel, facilities, equipment and staff available.

b. Facilities

- (1) Facilities should be developed and used as an integral part of the teaching-learning experience.

- (2) Facilities should meet the needs of men and women for developing the competencies sought in the instructional, intramural, recreation and intercollegiate programs.
- (3) A variety of facilities should be provided to insure the possibility of a broad program. Adequate playing fields, courts, gymnasias, dance studios, swimming pools, and other necessary activity areas should be provided.
- (4) A functional and adequately housed, equipped, and staffed student health service, and a guidance and counseling service are necessary.
- (5) Physical education equipment of sufficient quantity and good quality is necessary for success of the program. A budget sufficient for meeting these requirements should be provided.

5. Admission and Guidance Procedures

To insure the entrance of desirable and well qualified health and physical education teachers into the teaching profession, the institution should develop a well defined plan of admission and guidance. This should be a cooperative effort of the Health and Physical Education Department and the Education Department.

a. Admission

- (1) The policies governing entrance to the institution should be such that only those applicants possessing the potential to successfully complete the college program will be admitted.
- (2) Provision should be made for a screening committee to determine, through interviews, tests, and current and adequate records, the status and abilities of the applicant.
- (3) Admission to the teacher education program and to specialization in Health and Physical Education should be determined by the evaluation of factors such as: ability to do acceptable academic work; proper usage of the English language; emotional maturity; demonstrated competence in the basic skills of physical education and/or motor educability; physical, moral, and social fitness; general intelligence; professional interest; demonstration of a desire to work with people of various ages and characteristics; and physical appearance.

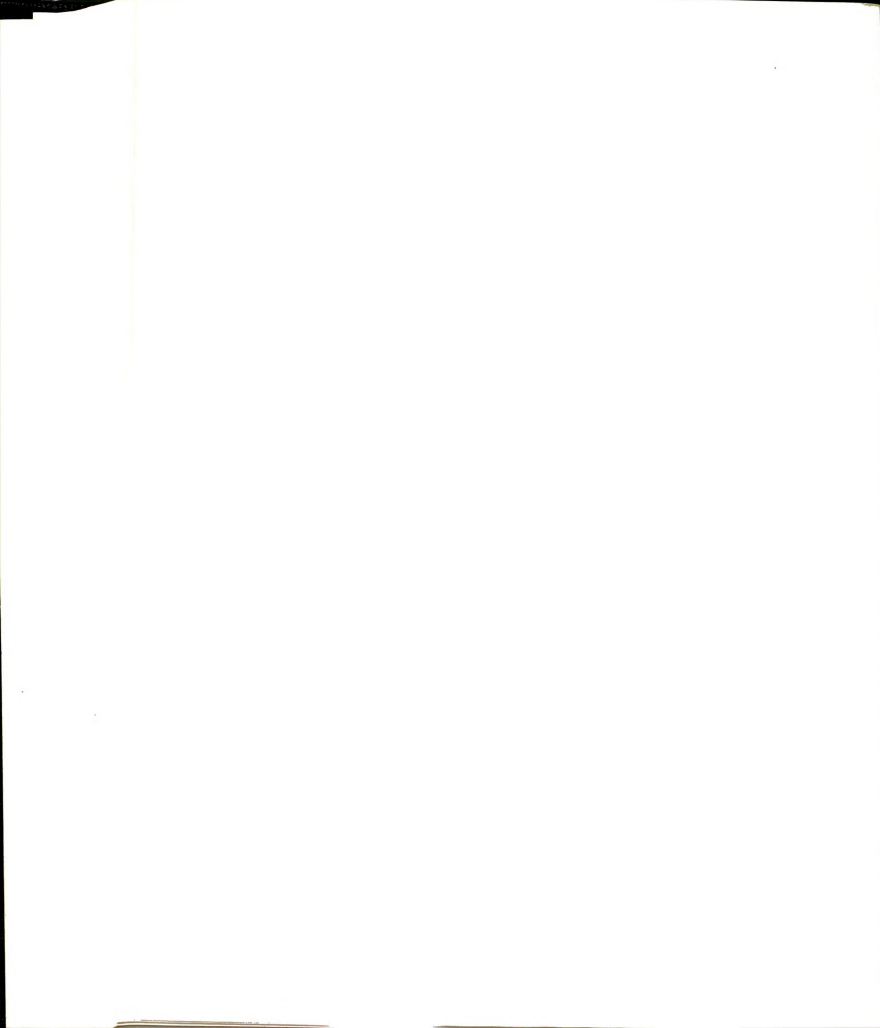
b. Guidance

- (1) After an applicant has been admitted to the Health and Physical Education program, he should be assigned to a department advisor who will review his performance record and planned program at regular intervals.
- (2) Conferences should be scheduled with the student in which he is encouraged to engage in self-evaluation of his academic and professional progress.

APPENDIX B

EVALUATION OF TEACHER

EDUCATION PROGRAMS



PRESENTED BY COVENANT COLLEGE
(Report of the Visiting Committee
January 20-23, 1975)

PHYSICAL EDUCATION

Frame of Reference

The physical education instructional program for student majors is in a neophyte stage and capable of growth and expansion which will offer many alternatives to students. Growth is apparent and exemplified by the erection of a new physical education facility and a lease plan with Dade County for outdoor areas.

The unique opportunities offered students are unlimited.

Commendations

A viable, enthusiastic intramural program exists for both males and females.

The policy that inhibits smoking by students and faculty on campus is a commendable one and a wise positive health decision.

The physical education facility is aesthetically pleasing and functional.

Criteria Not Met or Partially Met

Criterion (3) (b), page 151 stating: "An understanding of the rules, principles, regulations, skills, equipment, facilities and procedures for Elementary,

Junior and Senior High Schools," is not met with the present system of substitute courses.

Criteria (1) (a) (b) (e) are not met due to the lack of student majors' involvement in Health Education.

Criterion (4) (a) STAFF (1) states the director of the Department should have a doctoral degree and all other full-time staff members should have at least the masters degree. This criterion has not been met.

Recommendations

For program accreditation:

Student majors should take both PE 235 and PE 238 as outlined by the criteria (3,b,pp. 150-151).

Student majors should receive instruction in methods and content in health education, and general education majors should also have exposure to general health education (1, a,e,2,a,j,p. 149).

It should be noted that accreditation standards require faculty members to have a masters degree prior to employment (4, a, 1, p. 153).

For program improvement:

The curriculum center and the physical education staff and students should have at least 3-5 copies of the following State Department of Education Guides:

Curriculum Planning in Secondary Physical Education
Building a Better You

Building a Better You, Volume II

Viewpoint: Drug Use, Misuse and Abuse

Viewpoint: Venereal Disease

Inside-Out

Ready? Set - Go! Level I

Ready? Set - Go! Level II

The Media Center (library) has 242 volumes in health and physical education which make up .008 of the total volumes. No funds are budgeted for new volumes although the need is apparent. The Journal of Health, Physical Education and Recreation and The Research Quarterly were not in the volumes. The D.G.W.S. guidelines were outdated. It is recommended that proper volumes and periodicals be made a part of the Media Center.

Utilization of video tape media should be made in the total instructional program and not be restricted to interscholastic athletics.

It is recommended that a syllabus for each course offered be prepared and available for program evaluation and planning.

Course titles and descriptions failed to reveal that student majors experience instruction in physiology of exercise, measurement and evaluation in physical education and creative movement. It is recommended that experiences in these areas are offered as facets of courses or as special courses.

Additional elective courses in outdoor education should be offered.

Physical education 237 and 331 should be elective courses and not an alternate in the grouping of PE 235, PE 236, PE 237, PE 331 and PE 332.

Additional physical education equipment should be made available for physical educational instruction and separate storage and inventory should be initiated.

In-depth instruction should be provided for some students wishing direction and structure in the general physical education program and a careful study should be made of the global goals and goal attainment.

Physical education instructional staff members should be members of their state and national professional organizations.

Physical education instructional staff members should complete formal education to the doctoral degree level.

Provisions for student written anonymous evaluation of both instructor and instructional experiences should be made and change should be made on planned assessment.

Plans for meeting the stipulations of Title IX of the 1972 Education Amendments should be made and employment of a female physical education instructor should be considered.



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