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ABSTRACT

A review of Oklahoma State higher education institutions' awarding of academic credit for physical education (PE) courses and the state funding of such courses evaluated current practice and policy and made recommendations for change. The review examined the use of such courses as they relate to graduation requirements, national standards for awarding credit for physical education, the direct costs of physical education activity courses, and the physical education activity course credit hour production. Central to the review was a study of physical education courses for bachelor's degrees for spring 1992 which used the State Regents' Unitized Data System to run listings of all courses taken in the past 6 years for the 11,441 students graduating in spring 1992. Results indicated that students do not use physical education courses to artificially inflate their grade point averages, to qualify for graduation, or to the exclusion of other courses considered to have greater academic content. Cost analysis showed a net per student cost of \$1,470 for physical education. Five policy recommendations advise excluding or limiting the counting of physical education credits from several requirements. Appendixes contain policy statements on retention and requirements for bachelors degrees at state universities; a table of PE course requirements by institution; and a table showing direct costs of PE courses. (JB)

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A STUDY OF PHYSICAL EDUCATION COURSES

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A STUDY OF PHYSICAL EDUCATION COURSES

EXLCUTIVE SUMMARY

PURPOSE AND SCOPE OF STUDY

While the State Regents recognize and encourage the development of healthy lifestyles including good physical fitness, the State Regents have expressed concern about the awarding of academic credit and the state funding of physical education activity courses. This concern is consistent with the State Regents' commitment to focus scarce resources on core academic programs and courses central to higher education's mission.

This study addresses both issues: academic credit and state funding of physical education activity courses. The report details the use of such courses as it relates to graduation requirements as well as the national standard or benchmark for the awarding of credit for such courses. Additionally, the study addresses the direct costs of physical education activity courses and the student fees received from these courses. The report also details the physical education activity course credit hour production. Proposed policy revisions are listed at the end of the study.

- State Regents' Policies:

Three State Regents' policies address the issue of academic credit for physical education activity courses:

The General Education Policy (II-2-79) has as an objective "*good physical health habits*" and lists such courses;

The Associate Degree Requirement Policy (II-2-17) specifically excludes such courses in the credit hours required for graduation;

The Bachelor Degree Requirement Policy (II-2-79) does not exclude such courses in the credit hours required for graduation.

- National/Regional Practices:

The vast majority of institutions at all tiers permits physical education activity courses to count toward degree requirements;

Most of the comprehensive universities do not require physical education activity courses for graduation; most permit such courses to count toward the degrees; some institutions limit the number of credit hours, ranging from four to ten hours;

The majority of the regional institutions requires one to four hours of physical education activity courses and has no limit on the number of such courses which count toward graduation;

The community colleges generally require physical education activity courses and do not limit the number of such courses that count toward degrees;

All institutions offering such courses fund them in the same manner that all other courses are financed.

- Oklahoma Institutional Practices:

The majority of institutions requires physical education courses for graduation, ranging from one to four hours. These hours are over and above the State Regents' 120 credit hour requirement for graduation.

- Review of Use of Physical Education Courses for Bachelor's Degrees Spring 1992 (numbers and percentages include all physical education courses, not just activity):

Just over half of graduates completed no physical education courses; 29 percent took 1 - 2 courses; and 13 percent took 3 - 4 courses;

93 percent of the graduates completed four or fewer physical education courses;

Just over four percent (500 students) of graduates took seven or more physical education courses;

Excluding physical education majors, just over two percent (250 students) of graduates took seven or more physical education courses;

Almost four percent of graduates completed 13 or more credit hours of physical education courses;

Excluding physical education majors, about 1.6 percent of graduates completed 13 or more credit hours of physical education;

It does not appear that graduates are unduly using physical education courses, either activity or lecture, to artificially inflate their grade point averages to qualify for graduation or to the exclusion of other courses considered to have greater academic content.

- Physical Education Activity Course Cost Data:

For the academic year 1991-92, the total state appropriated direct costs for physical education activity courses were approximately \$2.9 million, or less than one-half of one percent of the total state appropriated budget for higher education.

This total direct cost of \$2.9 million is one percent of the total cost of all courses which amounts to \$244.7 million.

The total direct cost of physical education activity courses of \$2.9 million was offset by student fees received for these courses of \$1.1 million; therefore, the net direct cost was \$1.72 million.

- Credit Hour Production of Physical Education Activity Courses:

For the academic year 1991-92, 35,182 physical education activity course credit hours were produced. This represents approximately one percent of the total course credit hours produced of 3,230,582.

Of the total physical education courses, less than half (46.7 percent) were activity courses.

For the academic year 1991-92, physical education activity course credit hours produced 1,173 FTE students. This represents one percent of the total FTE of 109,969.

- Policy Recommendations:

Exclude the counting of physical education activity credit in the 120 hours for a bachelor's degree;

Exclude the counting of physical education activity credit in the 40 hours general education requirement;

Exclude the counting of physical education activity credit in the 40 hours upper-division course requirement;

Exclude the counting of physical education activity credit in the minimum of a 2.0 grade point average for graduation;

Exclude the counting of physical education activity credit in the retention GPA requirement.

A STUDY OF PHYSICAL EDUCATION COURSES

While the State Regents recognize and encourage the development of healthy lifestyles including good physical fitness, in recent years, the Regents have expressed concern about the awarding of academic credit and the state funding of physical education activity courses. Thus, staff has attempted to determine the use, or possible abuse, of such courses as it relates to graduation requirements as well as the national standard or benchmark for the awarding of credit and funding of such courses. The report which follows is divided into six sections: 1) State Regents' Policy Parameters; 2) National/Regional Practices; 3) Oklahoma Institutional Practices; 4) A Review of the Use of Physical Education Courses for Bachelor's Degrees for the Spring of 1992; 5) 1991-92 Physical Education Activity Course Cost Data; and 6) Student Credit Hour Production. Proposed policy revisions are detailed at the end of the study.

I. State Regents' Policy Parameters:

Three State Regents' policies address the issue of academic credit for physical education activity courses (see Appendix A for copies of the policies):

1) Policy Statement on Requirements and Standards for Awarding Bachelor's Degrees at Colleges and Universities of the State System (II-2-79):

One of the eight basic objectives of general education detailed in the policy states, *"To help students develop and maintain good mental and physical health habits and life-styles."* (II-2-81)

The policy continues by identifying components by which the general education objectives may be realized. The policy suggests that study in such disciplines as *"...Health and Physical Education, Nutrition and Developmental Psychology"* might be helpful in furthering the objective of *"the ability to participate in the world of nature....the development and maintenance of health-related activities that are lifelong."* (II-2-82)

2) Policy Statement on the Articulation of Students Among Institutions in The Oklahoma State System of Higher Education (II-2-17):

In the Standards for Arts and Sciences Associate Degrees, the policy states that students must achieve a grade point average of 2.0 as a minimum *"...excluding physical education activity courses or military science courses."* (II-2-17)

3) Policy Statement on Requirements and Standards for Awarding Bachelor's Degrees at Colleges and Universities in the State System (II-2-79):

The standards for the awarding of a bachelor's degree require a minimum of 120 hours of course work. Unlike the associate of arts or the associate of science degrees, physical education activity and military science courses are **not** excluded. (II-2-84)

II. National/Regional Practices:

Staff conducted a phone survey of comprehensive, four-year, and two-year colleges outside the state of Oklahoma to ascertain the use of physical education activity courses toward degree requirements. The questions asked included: 1) are physical education activity courses a degree requirement; 2) does the institution limit the number of physical education activity courses that may count toward a degree as electives; and 3) how are such courses funded. (It is understood that limits on physical education activity courses are subject to the total number of degree hours required and the number of elective course hours within the total degree requirements.)

Appendix B details the survey responses. By way of summary, 41 of the 43 institutions queried permit physical education activity courses to count toward degree requirements. Of the 15 comprehensive universities surveyed, most did not require a physical education activity course for graduation. However, all of the research universities permitted such courses to be counted toward graduation with two institutions limiting the acceptance of such credit to transfer students or to students majoring in kinesiology; nine of the institutions had no set institutional limit on the number of physical education activity courses which could be counted toward a degree, although some specific academic programs had limits. The institutions with credit hour limits ranged from four to ten hours.

Of the 14 four-year universities surveyed, 11 schools required one to four hours of physical education activity courses. Eight of the universities had no institutional limit on the number of physical education activity courses that were acceptable toward graduation. One institution, Evergreen State College in Washington, had no requirement for and did not accept physical education activity courses.

Community colleges generally required physical education activity courses and did not limit the number of such courses that count toward degrees. Only three of the 14 colleges queried had no physical education activity course requirement. Four of the colleges had a limit on the number of physical education activity courses which may count toward degrees, which ranged from two to four hours.

In responding to the question about how physical education activity courses are funded, all institutions offering such courses fund them in the same manner that all other courses are financed. The physical education activity courses are subsidized with state monies.

1.1. Oklahoma Institutional Practices:

The majority of Oklahoma institutions requires physical education courses in the respective degree programs. Only six of the 25 institutions (excluding the University Center at Tulsa) do not have such a requirement: The University of Oklahoma, Oklahoma State University, Connors State College, Northeastern Oklahoma A&M College, Oklahoma City Community College, and Tulsa Junior College. The other institutions require one to four hours.

A snapshot of the physical education requirements looks like this:

<u>Institution</u>	<u>Physical Education Course Requirement</u>	<u>Total Gen. Educ. Course Requirement</u>
OU	none	41-51 hours
OSU	none	40 hours
UCO	2 hrs. activity 2 hrs. other (wellness, military science)	44 hours
ECU	2 hrs. Health, Physical Education, & Recreation	40 hours
NSU	1 hr. activity 3 hrs. health	40 hours
NWOSU	3 hrs. activity 6 hrs. electives	54 hours
SEOSU	Health, Physical Education (not stipulated as required, a guided elective)	50 hours
SWOSU	4 hrs. activity	47 hours
Cameron	4 hrs. activity	50 hours
Langston	2-4 hrs. Health, Physical Education	50 hours
Panhandle	2 semesters activity for 2 hrs.	50 hours
USAO	3 hrs. Health, Physical Education, & Recreation	52 hours
Carl Albert	2 hrs. Health, Physical Education	40 hours
Redlands	2 hrs. activity	39 hours
Murray	2 hrs. Physical Education	41 hours
Rogers	2 hrs. activity 2 hrs. hygiene/first aid	40 hours
Rose State	2 hrs. activity	39 hours
Eastern	2-4 hrs. Health, Physical Education, & Recreation	42 hours
Western	2 hrs. Physical Education	40 hours

<u>Institution</u>	<u>Physical Education Course Requirement</u>	<u>Total Gen. Educ. Course Requirement</u>
Seminole	2 hrs. Physical Education	41 hours
Coanors	none	37 hours,
NOC	2 hrs. Physical Education	39 hours/
NEOAMC	none	37 hours
OCCC	none	37 hours
TJC	none	37 hours

In reviewing the total general education course requirement column, please note that for a bachelor's degree 40 hours are required; for an associate degree 37 hours are required.

It is important to note that, with only isolated exceptions, the minimum number of hours required for a bachelor's degree at each of the baccalaureate degree granting institutions is 124 hours - four hours above the State Regents' policy minimum.

IV. A Review of the Use of Physical Education Courses for Bachelor's Degrees for Spring 1992:

A. Methodology

Unitized Data System staff ran listings of all courses taken in the past six years respectively for the 11,441 students graduating with bachelor's degrees in the spring of 1992. From this total list of courses by graduate by institution, the physical education courses (not just activity courses) were tallied by student. The physical education courses use the Hegis code 0835; it was not possible to isolate the activity courses from the other physical education courses. To offer as complete a picture as possible, a "system search" was conducted on transfer students of all Oklahoma institutions previously attended to pick up any physical education courses. Similarly, for the approximately 10 percent of students without social security numbers, a search was conducted to pick up student IDs; such students are generally from outside the United States.

B. Survey Results

Tables 1, 2, 3, and 4 attached detail the survey's results. Tables 1 and 2 list the numbers of bachelor's degree graduates by tier divided into the numbers and percentages of physical education courses. The tables' breakdown is zero physical education courses; 1 - 2 physical education courses; 3 - 4 physical education courses; 5 - 6 physical education courses; 7 - 10 physical education courses; and more than 10 physical education courses. The difference between Table 1 and Table 2 is the students graduating with degrees in physical education have been omitted from Table 2.

Just over half of the students graduating in the spring completed no physical education courses during their six years of study; 29 percent took 1 - 2 courses; and 13 percent took 3 - 4 courses. Totaling these three columns shows that 93 percent of the graduates completed four or fewer physical education courses in their college careers (defined as the past six years for this study). Just over four percent (500 students) took seven or more physical education courses (see Table 1).

Excluding the physical education majors greatly reduces the numbers and percentages of graduates completing seven or more physical education courses during their college careers. The four percent of graduates taking seven or more physical education courses in Table 1 was reduced to just over two percent of graduates when the physical education majors were excluded; the student numbers dropped by half, from 500 to 250 students (see Table 2).

Tables 3 and 4 list the numbers of bachelor's degree graduates by tier divided into the numbers and percentages of physical education credit hours. The tables' breakdown is zero physical education credit hours; 1 - 3 credit hours; 4 - 6 credit hours; 7 - 9 credit hours; 10 - 12 credit hours; and greater than 12 physical education credit hours. The difference between Table 3 and Table 4 is the students graduating with degrees in physical education have been omitted from Table 4.

Again, just over half of the students graduating in the spring completed no physical education credit hours during the six years of the study; 29 percent took 1 - 3 credit hours; and 13 percent completed 4 - 6 credit hours of physical education courses. Totaling these three columns shows that 93 percent of the graduates completed six or fewer physical education credit hours. This percentage is consistent with the 93 percent of the graduates with four or fewer physical education courses in Table 1. Almost four percent of the graduates completed 13 or more credit hours of physical education courses (see Table 3).

As in Table 2, excluding the physical education majors greatly reduces the number and percentage of graduates completing greater than 12 physical education credit hours during their college careers. About 1.6 percent of graduates (180 students) took 13 or more credit hours of physical education (see Table 4).

In reviewing the tables, it appears that the number and percentage of students graduating with no physical education courses are high given that the majority of baccalaureate degree granting institutions requires physical education activity courses for graduation. One explanation for what appears to be a discrepancy is that the transfer student with an associate of arts or science degree has, by State Regents' policy, fulfilled his/her lower division general education requirements. Thus, such a student would not be required to complete the physical education activity courses for the bachelor's degree.

Institutional academic officers indicate that there are other explanations as well. Some of the universities substitute marching band for physical education activity course

requirements; many of the schools allow adult students to substitute other courses for the requirement; military science courses will usually substitute; and students transferring from private or out-of-state schools with lower division general education requirements satisfied are not required to complete physical education activity courses.

The numbers and percentages of graduates completing an excessive number of physical education courses/credit hours appear to be minuscule. To repeat, the numbers and percentages of students detailed above include all physical education courses, not just the so-called "activity" courses. Thus, the numbers and percentages are higher than they would be if it were possible to isolate the activity courses. In summary, it does not appear that students are unduly using physical education courses, either activity or lecture, to artificially inflate their grade point averages to qualify for graduation or to the exclusion of other courses considered to have greater academic content.

V. 1991-92 Physical Education Activity Course Cost Data:

Given the State Regents' interest in the funding of physical education activity courses, the costs of such courses for the 1991-92 academic year are included in this study. Appendix C details the direct cost in state appropriated funds for 1991-92 for physical education activity courses by tier.

The total system direct cost in state appropriated funds for physical education activity courses for the academic year was \$2,855,571. The comprehensive universities spent \$142,315 (5 percent); the regional schools totaled \$1,544,081 (54 percent); and the community colleges expended \$1,169,175 (41 percent).

The total system direct cost in state appropriated expenditures for physical education activity courses for the 1991-92 academic year of \$2,855,571 compares to total system direct cost of all courses of \$244,689,869.¹ The physical education activity course costs are one percent of the total course costs.

The total direct cost of physical education activity courses of \$2,855,571 was offset by student fees collected for these courses totalling \$1,131,859. The comprehensive universities collected \$91,935; the regional universities received \$649,320; and \$390,604 went to the community colleges. The system's net direct cost of the physical education activity courses was approximately \$1.72 million.

Taking the direct cost of the physical education activity courses, \$2,855,571, subtracting the revenue received, \$1,131,859, yields a net student FTE cost of \$1,470. The net cost/FTE breakdown by tier is as follows: comprehensive universities - \$740; regional universities - \$1,561; and community colleges - \$1,165.

¹This cost figure is from 1990-91, because data were not readily available for 1991-92.

VI. Student Credit Hour Production:

For the academic year 1991-92, 35,182 physical education activity course credit hours were produced. This represents approximately one percent of the total course credit hours of 3,230,582 (see Appendix C). The regional universities produced the most physical education activity courses credit hours - 17,196; followed by the community colleges - 15,943; and the comprehensive universities - 2,043. Only 0.2 percent of the total credit hours generated were physical education activity courses at OU and OSU; 1.4 and 1.5 percent of the total credit hours produced were physical education activity courses at the regional and community college tiers, respectively.

Of the total physical education courses, less than half (46.7 percent) were activity courses. The breakdown by tier is 28.6 percent at the comprehensive institutions; 40.2 percent at the regional schools; and 62.4 percent at the two-year colleges.

For fiscal year 1992, physical education activity course credit hours produced 1,173 FTE students. This represents approximately one percent of the total FTE of 109,969. The comprehensive universities generated 68 FTE students via the physical education activity courses compared to a total FTE of 33,322; the regional universities averaged 573 FTE students using the physical education activity courses compared to a total FTE of 41,281; and the community colleges generated 531 FTE students with the physical education activity courses compared to a total FTE of 35,366.

Policy Recommendations:

Exclude the counting of physical education activity credit in the 120 hours for a bachelor's degree;

Exclude the counting of physical education activity credit in the 40 hours general education requirement;

Exclude the counting of physical education activity credit in the 40 hours upper-division course requirement;

Exclude the counting of physical education activity credit in the minimum of a 2.0 grade point average for graduation;

Exclude the counting of physical education activity credit in the retention GPA requirement.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
SURVEY OF BACHELOR DEGREE GRADUATES 1991-92**

**TABLE ONE
NUMBER OF STUDENTS COMPLETING PHYSICAL EDUCATION COURSES ***

INSTITUTION	TOTAL DEGREES	GRADUATES W/ PHYSICAL EDUCATION COURSES		GRADUATES W/ NO PHYSICAL EDUCATION COURSES		GRADUATES W/ 1-2 PHYSICAL EDUCATION COURSES		GRADUATES W/ 3-4 PHYSICAL EDUCATION COURSES		GRADUATES W/ 5-6 PHYSICAL EDUCATION COURSES		GRADUATES W/ 7-10 PHYSICAL EDUCATION COURSES		GRADUATES W/ > 10 PHYSICAL EDUCATION COURSES	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
COMPREHENSIVE	5184	1158	22.34	4026	77.66	959	18.50	124	2.39	26	0.50	24	0.46	25	0.48
REGIONAL	6257	4396	70.26	1861	29.74	2354	37.62	1320	21.10	271	4.33	136	2.17	315	5.03
SYSTEM TOTALS	11,441	5,554	48.54	5,887	51.46	3313	28.96	1,444	12.62	297	2.60	160	1.40	340	2.97

**TABLE TWO
NUMBER OF STUDENTS COMPLETING PHYSICAL EDUCATION COURSES--NON PE MAJORS ONLY**

INSTITUTION	TOTAL DEGREES	GRADUATES W/ PHYSICAL EDUCATION COURSES		GRADUATES W/ NO PHYSICAL EDUCATION COURSES		GRADUATES W/ 1-2 PHYSICAL EDUCATION COURSES		GRADUATES W/ 3-4 PHYSICAL EDUCATION COURSES		GRADUATES W/ 5-6 PHYSICAL EDUCATION COURSES		GRADUATES W/ 7-10 PHYSICAL EDUCATION COURSES		GRADUATES W/ > 10 PHYSICAL EDUCATION COURSES	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
COMPREHENSIVE	5184	1158	22.34	4026	47.30	958	18.48	123	2.37	24	0.46	18	0.35	7	0.14
REGIONAL	6257	4396	70.26	1832	29.30	2345	37.48	1318	21.06	264	4.22	120	1.92	105	1.68
SYSTEM TOTALS	11,441	5,554	48.54	5,887	51.46	3,303	28.87	1,441	12.60	288	2.52	138	1.21	112	0.96

*Includes all physical education courses--not just activity courses.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
SURVEY OF BACHELOR DEGREE GRADUATES 1991-92**

TABLE THREE

NUMBER OF STUDENTS COMPLETING PHYSICAL EDUCATION COURSES BY CREDIT HOURS

INSTITUTION	TOTAL DEGREES	GRADUATES W/ PHYSICAL EDUCATION HOURS		GRADUATES W/ NO PHYSICAL EDUCATION HOURS		GRADUATES W/ 1-3 PHYSICAL EDUCATION HOURS		GRADUATES W/ 4-6 PHYSICAL EDUCATION HOURS		GRADUATES W/ 7-9 PHYSICAL EDUCATION HOURS		GRADUATES W/ 10-12 PHYSICAL EDUCATION HOURS		GRADUATES W/ > 12 PHYSICAL EDUCATION HOURS	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
COMPREHENSIVE	5184	1158	22.33	4026	77.66	921	17.77	138	2.66	41	0.79	13	0.25	45	0.87
REGIONAL	6257	4396	70.26	1861	29.74	2372	37.91	1302	20.81	247	3.95	90	1.44	385	6.15
SYSTEM TOTALS	11,441	5,554	48.54	5,887	51.46	3,293	28.78	1,440	12.59	288	2.52	103	0.90	430	3.76

TABLE FOUR

NUMBER OF STUDENTS COMPLETING PHYSICAL EDUCATION COURSES BY CREDIT HOURS--NON PE MAJORS

INSTITUTION	TOTAL DEGREES	GRADUATES W/ PHYSICAL EDUCATION HOURS		GRADUATES W/ NO PHYSICAL EDUCATION HOURS		GRADUATES W/ 1-3 PHYSICAL EDUCATION HOURS		GRADUATES W/ 4-6 PHYSICAL EDUCATION HOURS		GRADUATES W/ 7-9 PHYSICAL EDUCATION HOURS		GRADUATES W/ 10-12 PHYSICAL EDUCATION HOURS		GRADUATES W/ > 12 PHYSICAL EDUCATION HOURS	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
COMPREHENSIVE	5184	1158	22.33	4054	78.20	921	17.77	137	2.64	40	0.77	13	0.25	19	0.37
REGIONAL	6257	4396	70.26	1833	29.30	2365	37.80	1299	20.76	243	3.88	84	1.34	161	2.57
SYSTEM TOTALS	11,441	5,554	48.54	5,887	51.46	3,286	28.72	1,436	12.55	283	2.47	97	0.85	180	1.57

APPENDIX A

completed in the fall of 1993, a student must maintain a 2.0 cumulative GPA for the duration of his/her college experience with the exception of freshmen on academic notice and academic probation.

Fall 1991.--A student will be placed on academic probation if s/he fails to meet the following requirements:

<u>Credit Hours Attempted</u>	Cumulative <u>GPA Requirement</u> ⁹
12 through 60 semester credit hours	1.7
Greater than 60 semester credit hours	2.0

Freshman students, 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice.

Fall 1992.--A student will be placed on academic probation if s/he fails to meet the following requirements:

<u>Credit Hours Attempted</u>	Cumulative <u>GPA Requirement</u> ⁹
6 through 45 semester credit hours	1.7
Greater than 45 semester credit hours	2.0

Freshman students, 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice.

Fall 1993.--A student will be placed on academic probation if s/he fails to meet the following requirements:

<u>Credit Hours Attempted</u>	Cumulative <u>GPA Requirement</u> ⁹
0 through 30 semester credit hours	1.7
Greater than 30 semester credit hours	2.0

Freshman students, 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice.

Any student not maintaining satisfactory progress toward his/her academic objective as indicated above will be placed on probation for one semester. At the end of that semester, s/he must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum cumulative GPA

⁹All courses in which a student has a recorded grade will be counted in the calculation of the grade-point average for retention purposes excluding any courses repeated or reprieved as detailed in the State Regents' Grading Policy, and excluding remedial/developmental (pre-college) courses. In 1994, the retention GPA will also exclude physical education activity courses.

POLICY STATEMENT ON REQUIREMENTS AND STANDARDS FOR AWARDING BACHELOR'S DEGREES AT COLLEGES AND UNIVERSITIES OF THE STATE SYSTEM

Article XIII-A of the Constitution of Oklahoma provides that the Oklahoma State Regents for Higher Education "shall constitute a coordinating board of control for all State institutions. . . with the following specific powers: (1) it shall prescribe standards of higher education applicable to each institution; (2) it shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed; and (3) it shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions. . ." In order to carry out these constitutional responsibilities, the State Regents hereby adopt this policy statement establishing guidelines, criteria, and standards for use by State System institutions in developing baccalaureate programs for which degrees will be conferred upon students satisfactorily completing prescribed courses of study.

PART I. DEFINITIONS AND GUIDELINES

The bachelor's degree is an academic title conferred on an individual, usually by an institution of higher education, in recognition of the successful completion of a three- or four-year course of study. The title is typically awarded upon recommendation by the faculty of the college or university conferring the degree.

The baccalaureate program is comprised of three separate parts: general education, specialized education, and elective elements. In a typical program, the three parts will be approximately equal in length, which means that about one-third of the student credit hours required for the degree will be devoted to each of the three parts or segments. In a traditional bachelor's degree program, the part devoted to general education will predominate, whereas in a professional program, specialized courses will consume a larger share of the total hours required for the degree.

1. Types of Degrees

The Oklahoma State Regents for Higher Education recognize three types of baccalaureate degrees: the Bachelor of Arts degree is awarded for successful completion of a program of study that is primarily liberal arts and sciences; the Bachelor of Science degree is awarded for successful completion of a program of study designed to lead to graduate study or to entry into a particular profession; the Bachelor of (Specialty) degree is awarded for successful completion of a program of study of a conservatory or studio nature, or that is designed primarily for entry into a professional or occupational field. It is conceivable that an institution might offer more than one degree in a discipline.

Undergraduate degrees are to be distinguished as follows by the minimum amount of liberal arts and sciences required for each degree type described below.

- A. At least 80 semester credit hours (or the equivalent) of the course work for the Bachelor of Arts (BA) degree shall be in the liberal arts and sciences;
- B. At least 55 semester credit hours (or the equivalent) of the course work for the Bachelor of Science (BS) shall be in the liberal arts and sciences;

- C. At least 40 semester credit hours (or the equivalent) of the course work for the Bachelor of Applied Science, Bachelor of Applied Arts, Bachelor of Technology and Bachelor of (Specialty) shall be in the liberal arts and sciences. The Bachelor of (Specialty) is restricted to a small number of fields in which traditional national practice or demands of the field or discipline require that the degree title include the name of the profession or discipline.

2. Liberal Arts and Sciences

The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communication; natural and life sciences; mathematics; and the history, literature and theory of the fine arts (music, art, drama, dance). Courses whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Education Program are not necessarily synonymous or mutually exclusive with the Liberal Arts and Sciences.

An institution may determine the content and distribution of courses within the bounds of these guidelines and may adopt such additional requirements (e.g., foreign language competence for the B.A.). Such additional degree requirements must be approved by the Oklahoma State Regents for Higher Education and be published in the official catalog of the institution.

PART II. A POLICY FRAMEWORK FOR THE DEVELOPMENT OF GENERAL EDUCATION

The following section seeks to identify the meaning and parameters of general education within The Oklahoma State System of Higher Education. In accomplishing this goal, concern is given to: (1) General education through common goals and purposes; (2) A recognition of the desirability of developing general education programs which fit the individual needs of the several institutions; and (3) An awareness of the need for articulating the relationship and scope of general education in terms of transfer from the two-year colleges to the senior colleges and universities.

General education in the college curriculum emphasizes the learning of *facts, values, understandings, skills, attitudes, and appreciations* believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in the latter half of the current century and making preparation to enter the twenty-first century.

The general education program therefore speaks to a variety of academic experiences depending on the background of the individual student and the philosophical stance of the particular college or university. While this document will suggest relatively broad disciplines within the categories identified as areas of *common learning* incorporated in a general education program, it will leave to the individual institutions responsibility for the designation of particular courses in the institution's general education program.

Ideally, general education should extend throughout the four years of students' baccalaureate programs. While this document stops short of prescribing an upper-division requirement in general education, institutions are encouraged to recognize the value of providing some type of upper division general education experience during the final two years of the bachelor's degree program. It is also imperative that all

institutions provide a means for "credit by examination" and/or a mechanism for "testing out of: established general education courses when individuals already have attained a "college level" grasp of selected subject matter.

While liberal arts subject matter is the major vehicle for implementing the general education program, general education today may involve disciplines not traditionally identified with the liberal arts. In the latter half of the twentieth century new and unique disciplines have emerged which, in terms of common experiences and usages, are vital in the academic development of a large number of college students. Computer Science is an example of such a discipline. The computer age has dawned, and The Oklahoma State System of Higher Education recognizes the need to provide knowledge of computer science, not only as a field of specialization, but also within the framework of general education.

General education, with its foundation in the liberal arts and the implementation of new disciplines not traditionally associated with liberal studies, seeks to provide the college student of today with an education (beyond the foundation stage attained in elementary and secondary school) which moves the individual beyond a narrow self-orientation into a position of grasping educational knowledge and experience that is significant for the individual to function adequately in his or her relationship to the larger community. Therefore, general education so conceived, should include the following elements within the four years which comprise the bachelor's degree:

1. **Basic Objectives of General Education**
 - A. To foster an appreciation of human kind as creatures of worth, capable of rational thought and action.
 - B. To develop responsible citizens for membership in the human family in a dynamic global society.
 - C. To facilitate understanding and use of symbols for communicating effectively in society.
 - D. To explore sensitively those moral and ethical concerns that are common to mankind.
 - E. To foster understanding of man in relationship to nature.
 - F. To expose students to those aesthetic aspects of life toward the end that they may appreciate and utilize beauty in its multiform expressions.
 - G. To demonstrate man's interdependence through a study of production and consumption functions in a global society.
 - H. To help students develop and maintain good mental and physical health habits and life-styles.¹

The end result of general education with its emphasis on the need for both *common and liberal learning* should increase the capacity of students to live meaningfully in relation to others. The emphasis on *rational thought* should help the student synthesize particular knowledge and develop the capacity to *think and behave in an independent, responsible, and productive manner*.

¹See Part III. Requirements and Standards for restrictions on the counting of physical education activity courses for degree requirements.

2. The General Education Core

The objectives of general education may be realized through the following components:

A. Communication and Symbols

- (1) The goals of general education include a recognition that human beings are cognitive creatures separated from other forms of life primarily by an intricate and sophisticated use of symbols. The symbols of the alphabet ordered into meaningful expressions form the basis for communication through reading and writing. The ability to produce and audit sounds which have a referent in experience forms the basis for communicating through speaking and listening.
 - (a) Some disciplines which might be helpful in furthering this objective would include: English Language Studies, Foreign Language Studies, and Speech-Communication Studies.
- (2) A second dimension of communication through symbols is in the quantitative domain with its use of numbers. Numbers provide a universally accepted system of symbols.
 - (a) Some disciplines which might be helpful in furthering this objective would include: Mathematics, Logic, Statistics and Computer Science.

B. Social, Political, and Economic Institutions

- (1) The goals of general education include a recognition that human beings are participants in and creators of social, political, and economic institutions. Within the framework of selected institutions man is nourished in a variety of need fulfillments.
 - (a) Some disciplines which might be helpful in furthering this objective would include: Sociology, Political Science, Economics, and Philosophy.
- (2) Modern economic theorists have developed disciplines that provide knowledge in the means and ends of producing and consuming. Intelligent participation by citizens in a democratic society is predicated upon a basic understanding of economic principles.
 - (a) Some disciplines which might be helpful in furthering this objective would include: Economics and Consumer Education.

C. Understanding of Nature and Man's Place Therein

- (1) The goals of general education include an understanding and appreciation of both the facts and methodology of science. In this area, students will develop knowledge in both pure and applied science.

- (a) Some disciplines which might be helpful in furthering this objective would include: Natural and Physical Sciences as well as Experimental Psychology.
- (2) The ability to participate in the world of nature is conditioned on the development and maintenance of health-related activities that are lifelong.
 - (a) Some disciplines which might be helpful in furthering this objective would include: Health and Physical Education,¹ Nutrition and Developmental Psychology.

D. Understanding of Human Heritage and Culture

- (1) The goals of general education include an inquiry into the roots of civilization with its ebb and flow, progress and regression, war and peace. It will include, besides facts, the seminal ideas and events that have shaped the sweep of history.
 - (a) Some disciplines which might be helpful in furthering this objective would include: History, Political Science, Philosophy, Anthropology, Archeology, and Cultural Geography.
- (2) To understand a culture one must move beyond simple facts into the inter-relationships between ideas and culture.
 - (a) Some disciplines which might be helpful in furthering this objective would include: Language (modern and ancient), Humanities, History, and Cultural Studies.
- (3) An understanding and appreciation of the arts provide aesthetic awareness.
 - (a) Some disciplines which might be helpful in furthering this objective would include: Music, Art, Drama and Dance.

E. Values and Beliefs

- (1) Within the framework of the goals of general education is the assumption that students learn the distinction between "facts and beliefs." Therefore, a study of how values are formed, transmitted and revised is desirable.
 - (a) Some disciplines which might be helpful in furthering this objective would include: Philosophy, Literature, Music and Art History, History and Philosophy of Science, Humanities, Sociology and World Religions.
- (2) Beyond an understanding of the origin and meaning of values, it is helpful for students to identify the source of their own beliefs and to engage in an analysis of the basis of their personal moral and ethical choices.

¹See Part III. Requirements and Standards for restrictions on the counting of physical education activity courses for degree requirements.

- (a) Some disciplines which might be helpful in furthering this objective would include: Psychology, Philosophy, and Ethics.

All of the above disciplines are but examples of those which might be utilized to foster the objectives of general education within each of the Sections A through E, and are not intended to be inclusive of all the disciplines which institutions might wish to utilize in carrying out their individual general education programs.

General education is a life-long process. The general education program at the college level is built on at least twelve years of educational experience of the student in elementary and secondary school. It is hoped that the advanced experiences developed in four years of college will provide the student with an insatiable quest for deeper knowledge and understanding throughout his/her life.

It is recommended that each State System institution carefully review its program of general education in view of establishing a capstone course or other experience toward the end of the student's bachelor's degree program to determine the extent to which the goals of general education have been met. Some institutions might wish to offer a capstone course, some might wish to conduct a written or oral examination, whereas others might prefer to simply move part of the general education requirement to the upper-division level.

PART III. REQUIREMENTS AND STANDARDS.

Part III sets forth a list of requirements, standards, and recommendations for use by institutions in the development and evaluation of bachelor's degree programs. Also, this section will be helpful to the State Regents in reviewing both new and existing baccalaureate programs to help determine their quality and viability.

1. Traditional bachelor's degrees--all degrees with the exception of professional or conservatory-type degrees--should be attainable in four years of full-time academic study. Bachelor's degrees shall be based upon at least 120 semester hours of course work excluding physical education activity courses.
2. The faculty of the awarding institution should have an opportunity to make a judgment as to the candidate's fitness for the degree. Therefore, a minimum of 30 hours of resident credit applied toward the bachelor's degree shall be taken at the awarding institution, exclusive of extension and correspondence work.
3. Each bachelor's degree awarded by a State System institution shall be based on a minimum of 40 hours of general education excluding physical education activity courses. Normally, most general education courses will occur at the lower-division level; however, it is recommended that at least one upper-division general education course be required by the awarding institution.
4. Bachelor's degrees shall be based upon a minimum of 40 hours of upper-division course work excluding physical education activity courses. Ideally, upper-division courses should be taught at a level either sequentially above or conceptually higher than lower-division courses.
5. At least 15 of the final 30 hours applied toward the degree must be done at the awarding institution.

6. Bachelor's degrees should be based upon a minimum of 30 semester hours of credit in the area of specialization; however, the major area is defined by the institution. Of the 30 hours in the major field, 15 must be taken at the upper-division level. (Normally, 50 percent of the area of specialization should be taken at the upper-division level.)
7. Students recommended for the bachelor's degree must achieve a grade-point average of 2.0 as a minimum on all course work attempted, excluding any courses repeated or repleved as detailed in the State Regents' Grading Policy and excluding physical education activity courses.
8. The requirements and standards set forth in this policy statement should be considered minimal, allowing for change by individual institutions upon approval by the State Regents.

Effective Date: The criteria and standards in this policy shall be effective for students entering State System colleges and universities beginning with the fall semester of ~~1984~~ 1994. Students currently pursuing degree programs under criteria and standards contained in existing institutional catalogs and consistent with past State Regents' policy shall have the option of continuing under those requirements so long as continuous progress is being made toward graduation on a systematic basis.

~~Adopted March 28, 1984. Revised May 20, 1992~~

POLICY STATEMENT ON THE ARTICULATION OF STUDENTS AMONG INSTITUTIONS IN THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

Article XIII-A of the Constitution of Oklahoma provides that the Oklahoma State Regents for Higher Education shall constitute a coordinating board of control for all State System institutions with certain specific powers including (a) the prescribing of standards of higher education for each institution, (b) the determination of functions and courses of study in each of the institutions to conform to the standards prescribed, and (c) the granting of degrees and other forms of academic recognition for completion of prescribed courses in all of such institutions.

Oklahoma currently operates 27 public institutions of higher education, including 14 two-year colleges, 10 four- and five-year universities, and two comprehensive graduate universities. One of the primary goals of The Oklahoma State System of Higher Education is to provide access at some public institution for all Oklahoma citizens whose interests and abilities qualify them for admission. Given the large number of individuals who annually seek admission to the State System, it is recognized that no single institution can physically accommodate the total student body, nor can any institutional type meet the diverse needs and demands of all the students for various kinds of educational programs. Therefore each institution and each institutional type has been assigned a specialized role within the total State System, in order that all qualified individuals may be accommodated at some institution, although not necessarily at the institution of first choice.

Oklahoma two-year colleges currently enroll over one-half of the entering freshman students in the public sector, with the regional universities and comprehensive graduate universities sharing the remainder of the entering student load. Given this division of labor at the entering level, it is important that continuing access be provided for students in the two-year colleges who desire to pursue an upper-division program at a public baccalaureate institution. The policy statement to follow is designed to guarantee an orderly transition for students in programs leading toward the Associate of Arts and the Associate of Science degrees at institutions in The Oklahoma State System of Higher Education.

I. Standards of Education for Completion of Associate Degrees

The minimum requirements for the Associate of Arts or the Associate of Science degree at any institution in The Oklahoma State System of Higher Education shall include the following:

STANDARDS FOR ARTS AND SCIENCES ASSOCIATE DEGREES

1. Students recommended for the Associate of Arts or Associate of Sciences degrees must achieve a grade point average of 2.0 as a minimum on all course work attempted (a minimum of 60 hours) excluding any courses repeated or reprobated as detailed in the State Regents' Grading Policy and excluding physical education activity courses or military sciences courses.

The completion, as a portion of the overall 60 semester-credit-hours of a basic general education core, of a minimum of 37 semester-credit-hours which shall include the following:

- a. English Composition 6 hours
- b. American History and U.S. Government 6 hours
- c. Science 6 hours
(One course must be a laboratory science)
- d. Humanities 6 hours
(Chosen from nonperformance courses defined as humanities by the institution granting the associate degree)
- e. At least one course from two of the following areas 6 hours
Mathematics, Psychology, Social Sciences, Foreign Languages, Fine Arts (Art, Music, Dramatics)

Additional liberal arts and science courses needed to meet the minimum total of 37 credit hours required in this policy. (The Oklahoma State Regents' policies require a minimum of 40 semester hours of General Education for the Baccalaureate degree.)

Credits earned consistent with the Oklahoma State Regents' policy, *Standards of Education Relating to Advanced Standing Credit*, may be used to satisfy given requirements.

3. The remaining minimum of 23 semester-credit-hours of academic work shall be applicable to the student's major objective including any prerequisite courses necessary for his/her anticipated upper-division program. A majority of such student credit hours should be taken in courses classified as liberal arts and sciences.
4. The associate degree general education core of 37 semester-credit-hours listed in item 2 above shall be considered minimal and each two-year college may, with the approval of the State Regents, develop additional lower-division general education requirements for its own students.

II. Guidelines for the Transfer of Students Among Institutions

In order that students completing the above degree requirements may move vertically through the State System with a minimum loss of time and financial outlay, the following guidelines for transfer of students among institutions are hereby adopted for The Oklahoma State System of Higher Education.

1. A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in Section 1 of this policy may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper-division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number

of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.

2. It is understood, however, that it might be necessary for certain students to take additional courses in general education to meet minimum professional certification requirements as defined by the state. (Example health and physical education, geography, Oklahoma History, etc., for teacher education certification.) It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular grade points for admission to professional departments or fields.
3. It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshman and sophomore years those lower-division courses which are published prerequisites to pursuit of junior level courses of his or her chosen major disciplinary field.
4. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper division (junior and senior) work. If a student has completed an Associate of Science or Associate of Arts degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, providing the general education requirements specified herein are met. If, for any reason, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institution. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.
5. If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency or discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence of disciplinary study.
6. Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower-division, shall be the responsibility of the institution awarding the degree. However, courses classified as junior-level courses generally taken by sophomores at senior institutions, even though taught at a two-year institution as sophomore-level courses, should be transferable as satisfying that part of the student's requirement in the content area.

7. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a two-year institution provided that such courses are included in the two-year institution's approved instructional program.
8. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfer from such degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility of success of these students in its upper division.
9. Each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree recommending institution shall include in its official catalog information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The catalog in effect at the time of the student's initial full-time enrollment in a State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment as defined in the college or university catalog.

III. Advisory Articulation Committee Philosophy and Functions

1. An advisory articulation committee composed of members of the Oklahoma State Regents for Higher Education Council on Instruction representing the various types of institutions within The Oklahoma State System of Higher Education shall be established to work with the State Regents' staff to review and evaluate articulation policies and practices and to make recommendations for improvement as needed.
2. Institutions planning on making changes in programs which will affect transfer students, such as substantive course revision, addition or deletion of courses, admission requirements, degree requirements, should utilize the advisory articulation committee as an inter-institutional communication process.

Effective Date of Policy

This policy will be effective with the 1987 fall semester.

Adopted December 15, 1975.
Revised May 29, 1992.

APPENDIX B

**Physical Education Activity Course Requirements Survey of
Comprehensive, Four-Year, and Two-Year Institutions**

March 1993

INSTITUTION	ST	CONTACT	PHYSICAL EDUCATION ACTIVITY COURSES REQUIRED FOR DEGREE	PHYSICAL EDUCATION ACTIVITY ELECTIVES ALLOWED TO COUNT TOWARDS DEGREE	FUNDING OF PHYSICAL EDUCATION ACTIVITY COURSES
Comprehensive Universities					
University of Colorado-- Boulder 303-492-7885	CO	Ms. Marge Goter, Secretary to Registrar	No requirement	No PEA courses offered; some specific program limits on transfer credits allowed	No PEA courses are offered
Kansas State University 913-532-6011	KS	Marcella Best, College of Arts and Science	1 hour required	No limit on PEA; 4 hours limit on intercollegiate athletics unless student is PE major	Funded the same as all other classes
University of Missouri-- Columbia 314-882-7651	MO	Dr. Gary Smith, Director of Admission and Registrar	No requirement	No institutional limit; some specific program limits	Funded the same as all other classes
University of Kansas--Main Campus 913-864-2700	KS	Pearl Rovaris, Admission Counselor	No requirement	4 hours limit	Funded the same as all other classes
Iowa State University 515-294-4111	IA	Vern Hawkins, Registrar's office	No institutional requirement	Limited to the number of elective hours allowed in a given program--can fill all electives with PEA	Funded the same as all other classes, plus students pay an activity fee through their Recreation Program

INSTITUTION	ST	CONTACT	PHYSICAL EDUCATION ACTIVITY COURSES REQUIRED FOR DEGREE	PHYSICAL EDUCATION ACTIVITY ELECTIVES ALLOWED TO COUNT TOWARDS DEGREE	FUNDING OF PHYSICAL EDUCATION ACTIVITY COURSES
University of Iowa 319-335-3500	IA	Kim Painter, Graduation Analysis Office	4 hours required	No limit; however, PEA courses receive a grade of S/U which, while fulfills the 4 hours requirement, does not contribute to GPA.	Funded the same as all other classes
University of Nebraska--Omaha 402-554-2800	NE	Shirley Petrowski, College of Arts and Science	No requirement	4 hours limit	Funded the same as all other classes
University of Michigan--Ann Arbor 313-764-1817	MI	Dr. Paul Wright, Assistant University Registrar	No requirement	PEA courses do not count as credit, except in Kinesiology department	Funded the same as all others, plus student fees
Michigan State University 517-355-5052	MI	Lynn Peltier, Planning and Budget Office	No requirement	No institutional limit; some specific program limits	Funded the same as all other classes
Indiana University--Bloomington 812-332-0211 9/93	IN	Anita Milan, Recorder College of Arts & Science	No requirement	10 hours limit	Funded the same as all other classes
Purdue University--Main Campus 317-494-8581	IN	Mr. Roy Johnson, Associate Registrar	No requirement	Limited to number of elective hours allowed in a given program--can fill all electives with PEA courses	Funded the same as all other classes
University of Illinois--Urbana 217-333-1703 9/93	IL	Connie Bensyl, Admission Records Officer	No requirement, except Teacher Ed program, which requires 3 hours of either basic PE, Marching Band, or Health Education	4 hours limit	Funded the same as all other classes.

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INSTITUTION	ST	CONTACT	PHYSICAL EDUCATION ACTIVITY COURSES REQUIRED FOR DEGREE	PHYSICAL EDUCATION ACTIVITY ELECTIVES ALLOWED TO COUNT TOWARDS DEGREE	FUNDING OF PHYSICAL EDUCATION ACTIVITY COURSES
University of Minnesota-- Twin Cities 612-625-5333 9/93	MN	Bob Hammel, Associate Registrar	No requirement	No institutional limit; some specific program limits	Funded the same as all other classes
University of Wisconsin-- Madison 608-262-1234 9/93	WI	Carol Myer, Director, Transfer Program	No requirement	No institutional limit; some specific program limits	Funded the same as all other classes
Ohio State University--Main Campus 614-292-6446 9/93	OH	Brenda Smith, Administrative Secretary, Office of Academic Affairs	No requirement	Limited to number of elective hours allowed in a given program--can fill all electives with PEA courses	Funded the same as all other classes
Four-Year Universities					
Sul Ross State NC University 915-837-8011	TX	Mrs. Dorothy M. Leavitt, Registrar	2 hours required	8 hours limit	Funded the same as all other classes
Western Carolina University 704-227-7211	NC	Carolyn Cook, Registrar's Office	3 hours required	3 hours limit	Funded the same as all other classes
Western New Mexico University 505-538-6011	NM	Debbie Sandoval, Registrar	2 hours PEA required, 2 hours Health theory required	No limit	Funded the same as all other classes
New Mexico Highlands University 505-454-3233	NM	Dr. Clarence Sanchez, Registrar	2 hours required	No institutional limit; some specific program limits; range 6-8 hours	Funded the same as all other classes

INSTITUTION	ST	CONTACT	PHYSICAL EDUCATION ACTIVITY COURSES REQUIRED FOR DEGREE	PHYSICAL EDUCATION ACTIVITY ELECTIVES ALLOWED TO COUNT TOWARDS DEGREE	FUNDING OF PHYSICAL EDUCATION ACTIVITY COURSES
Wayne State College 402-375-7000	NE	Julie Murphy, Secretary II, Registrar's Office	3 hours of health management courses required, one of which may be an activity.	No institutional limit; some specific program limits	Funded the same as all other classes, plus activity fee assessed for Recreation Center
Chadron State College 1-800-242-3766	NE	Mr. Dale Williamson, Director, Admission and Records	Was 3 hours, changed in Fall '91 to 2 hours.	2 hours limit	Funded the same as all other classes
Lincoln University 314-681-5000	MO	Mrs. Tiny Collins, Associate Registrar	4 hours of active PE required	No limit, as long as elective hours	Funded the same as all other classes
Central Missouri State University 816-543-4900	MO	Dusty Rhoads, Assistant Registrar	1 hour of Health lecture or PEA, Marching Band, or Military Science required	No limit	Funded the same as all other classes
North Adams State College 413-664-4511	ME	Mr. Stuart L. Seavey, Registrar	2 hours required	No limit currently, but will change this to a limit of 5 hours within next two years	Funded the same as all other classes
Kentucky State University 502-227-6000	KY	Carrie Morris, Registrar's Office	2 hours required	No institutional limit; some specific program limits	Funded the same as all other classes
Johnson State College 802-635-2356	VT	Mr. John Lord, Registrar	No requirement	No limit	Funded the same as all other classes
Evergreen State College 206-866-6000	WA	Kathy Allen, Evaluation Coordinator	No requirement	Do not accept PEA credits at all	

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INSTITUTION	ST	CONTACT	PHYSICAL EDUCATION ACTIVITY COURSES REQUIRED FOR DEGREE	PHYSICAL EDUCATION ACTIVITY ELECTIVES ALLOWED TO COUNT TOWARDS DEGREE	FUNDING OF PHYSICAL EDUCATION ACTIVITY COURSES
Northern Arizona University 602-523-9011	AZ	Jenise Maxwell, Administrative Secretary to Chris McKaluski	No requirement	No limit	Funded the same as all other classes
University of Central Arkansas 501-450-5000	AR	Colleen, Anthony Sitz's secretary	2 hours required	4 hours limit	Funded the same as all other classes
Two-Year Colleges					
Seward County Community College 316-624-1951	KS	Gayle Buck, Registrar's Office	2 hours required	No limit	Funded the same as all other classes
El Paso County Community College 915-594-2000	TX	Patsy Gunnels, Registrar's Office	2 hours required	No institutional limit, but most colleges will only accept the 2 required hours	Funded the same as all other classes
Tarrant County Community College 817-336-7851	TX	Dr. Van Parker, Associate Registrar	4 hours required; 3 activity, and 1 health concepts lecture which requires as a lab an activity of the student's choice	4 hours limit	Funded the same as all other classes
Western Nebraska Community College 308-635-3606	NE	Mr. Pat Lee, Registrar	Associate of Arts and Science requires 2 hours; Associate of Applied Science requires none	2 hours limit	Funded the same as all other classes
Santa Fe Community College 505-471-8200	NM	Tina Lacaze, Admissions and Records Technician	Require 2 Health and PE hours, can be activity or not	No PEA courses count for credit unless used as the 2 required Health hours	Funded the same as all other classes

INSTITUTION	ST	CONTACT	PHYSICAL EDUCATION ACTIVITY COURSES REQUIRED FOR DEGREE	PHYSICAL EDUCATION ACTIVITY ELECTIVES ALLOWED TO COUNT TOWARDS DEGREE	FUNDING OF PHYSICAL EDUCATION ACTIVITY COURSES
Austin Community College 512-483-7000	TX	Pat Rogers, Director of Admissions and Records	No institutional requirement; some specific program requirements	No institutional limit; some specific program limits	Funded the same as all other classes
Cuyahoga Community College 216-987-4000	OH	Mr. Timothy Dobbs, Full-Time Counselor	4 hours Health Education required--3 can be activity	3 hours limit	Funded the same as all other classes
Casper College 307-268-2110	WY	Lynn Fletcher, Registrar's Office	2 hours required	4 hours limit	Funded the same as all other classes
Coffeyville Community College 316-251-7700	KS	Mary Lee, Registrar's Office	1 hour Health Education required, but not necessarily activity--lecture acceptable	No limit	Funded the same as all other classes
Carl Sandburg College 309-344-2518	IL	Ms. Carol Kreider, Director Admission & Records	No requirement	No limit	Funded the same as all other classes
Vincennes University 812-882-3350	IN	Cinda Martin, Secretary, Degree Completion Program	2 hours required	No limit	Funded the same as all other classes
Pueblo Community College 719-549-3200	CO	Vera Estrada, Director of Enrollment Services	No requirement	PEA courses do not count as credit hours	Funded the same as all other classes
Colorado Northwestern Community College 303-675-2261	CO	Sue Shafer, Registrar	2 hours required	No institutional limit; some specific program limits; range 0-2 hours	Funded the same as all other classes

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INSTITUTION	ST	CONTACT	PHYSICAL EDUCATION ACTIVITY COURSES REQUIRED FOR DEGREE	PHYSICAL EDUCATION ACTIVITY ELECTIVES ALLOWED TO COUNT TOWARDS DEGREE	FUNDING OF PHYSICAL EDUCATION ACTIVITY COURSES
Hutchinson Community College 1-800-289-3501	KS	Dwayne Halpane, Director of Admission and Records Office	2 hours required	No limit--student could conceivably use PEA for all 32 electives allowed	Funded the same as all other classes

APPENDIX C

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Oklahoma State Regents for Higher Education
DIRECT COSTS OF PHYSICAL EDUCATION ACTIVITY COURSES
 1991-92

Institution	Direct Cost - PE Activity Courses	Activity Credit Hrs Produced	% of Total PE Courses	Total Credit Hrs Produced	Total FTE	% of Total Credit Hrs Produced	Revenue from PE Courses	PE Activity FTE	NET Cost/FTE
Comprehensive Tier:	\$142,315	2,043	28.6%	960,514	33,322	0.2%	\$91,935	68	\$740
Regional Four-Year Tier:	\$1,544,081	17,196	40.2%	1,209,109	41,281	1.4%	\$649,320	573	\$1,561
Two-Year Colleges:	\$1,169,175	15,943	62.4%	1,060,959	35,366	1.5%	\$390,604	531	\$1,465
ALL INSTITUTIONS:	\$2,855,571	35,182	46.7%	3,230,582	109,969	1.1%	\$1,131,859	1,173	\$1,470

NOTE: 1992 Direct costs are calculated based on the 1991 direct costs percentage of 1991 total costs (47%).