

A Profile of Western (USA) Higher Education Physical Education Degree Programs

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Abstract

The purpose of this study was to provide an updated profile of western United States higher education physical education degree programs. This inquiry reports on present-day departmental nomenclature, school or college affiliation, academic concentrations, and whether such programs administer physical education activity service programs. The findings suggest that physical education degree granting programs are likely to be affiliated with Colleges or Schools of Education, located in Departments of Physical Education (combined with one or two other idioms), offer academic concentrations in pedagogy, athletic training, health promotion/ education, and exercise science, and the administration of physical activity service programs is the singular domain of physical education academic units. Discussion focuses on the profile of Western undergraduate physical education programs as a reflection of professional ancestry and mission.

The term *gymnastics*, a European tradition, was the earliest descriptor of American physical education programs pre-and-post Civil War (Bucher, 1968). *Hygiene, physical culture, and physical training* were popular labels in the late 1800s, either used separately or in tandem with each other (Freeman, 2001). The term *physical education* began to appear in professional literature at the close of the century (Weston, 1962) and gained widespread prominence in the late 1920s and early 1930s (Wilgoose, 1979). Because the term *physical education* was considered misleading and misrepresented during the late

1920s and early 1930s, the physical education academic community, comprised of leadership from the medical profession, vigorously debated the name that best represented fairly the idea of the science that was evolving at the time (Wood, 1932). *Physical education* was considered an ambiguous and non-representative term because of the emergence of a new concept that suggested life-adjustment education should be the focal point. In regards to *physical education*, it meant that the physical act was more than just physical, but also mental and social and that play had a part in the development of the total individual, including personality. *Physical education* remained the consensus nomenclature well into the 1980s until the profession underwent a major reorganization resulting in new terminology attempting to define the field more clearly (Freeman, 2001).

Much like the momentum that fueled the name debate of the late 1920s and early 1930s, the explosion of name changes in the late 1980s was a reaction to the perceived inadequacies and confusion that the term physical education implied (Janz, Cottle, Mahaffey & Phillips, 1989). Some argued that "physical education" no longer described a profession which had become highly diverse and multi-faceted (Caldwell, 1988; Ciccirella, 1988; Thomas, 1987). Both Bressan (1979) and Lucas (1986), in fact, predicted that the term "physical education" would vanish from the vernacular of higher education degree programs. In the benchmark investigation of the 1980s that tested this prophesy, Janz et al (1989) analyzed the survey data of 377 respondents from four-year institutions to determine the extent and

commonality of name changes in physical education degree programs. The results of the investigation confirmed that considerable nomenclature changes were occurring, but the term “physical education” was not as vulnerable to omission as predicted. On the contrary, of the 124 institutions reporting name changes between 1976 and 1988, 81 (65 percent) included the term physical education, most often linked with terms health, leisure studies, or sport studies. Only 37 new names (30 percent) did not include the term physical education; kinesiology, human performance, sport studies, and sport science were titles cited most often.

The purpose of this study is to update the profile of western (USA) higher education physical education degree programs based on data collected during the academic year 2004-2005. In addition to assessing department nomenclature, an exercise absent from the literature since the enormous activity of the late 1980s, this investigation also reports the number of western institutions granting undergraduate (UG) degrees in physical education, campus school or college affiliation, and the various academic concentrations offered by physical education programs. Furthermore, this study reports the number of institutions administering physical education activity service programs and whether such programs are associated with the departments offering UG physical education degrees.

Undergraduate physical education related programs across the country will benefit from the profile provided here, particularly those who are contemplating changing departmental nomenclature, revisiting on-campus school or college affiliation, exploring administrative structures of physical education activity service programs, or reassessing academic concentrations. The following descriptions will provide programs a chance to compare their programs to existing prototypes. At the academic level, the silhouette of western higher education physical education programs established here will broaden the knowledge base regarding the general characteristics of

contemporary western physical education related programs for university level introductory courses.

Methodology

The population for this study consisted of 256 four-year institutions in Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Rather than rely on the hit-and-miss approach of survey responses, as all previous investigations have done, this investigation utilized the internet to access the websites of each institution. The compiled list of institutions was provided by The University of Texas at Austin from their sponsored website (<http://www.utexas.edu/world/univ/>) which was last revised and updated April 27, 2004. The website lists all four-year institutions by state and provides direct links to each institution’s independent website. Each institution’s website was accessed and a laborious and detailed search culminated in the collection of data that included confirmation of UG physical education program, department nomenclature, on-campus school or college affiliation, and academic concentrations offered by physical education programs. Data collection also focused on whether the institutions sponsored physical activity service programs and where such programs are housed.

In each case, institutional websites had been updated prior to the academic year 2003-2004. As a matter of limitation, any website modifications to the information cited hitherto during or after AY 2003-2004 will not be represented here. Furthermore, the accuracy of the data presented here is limited to the accuracy of reporting by the institutions themselves. No attempt was made to classify institutions according to public, private, or faith-based orientation, by enrollment, or Research I or II designation. The intent of this project was to develop a profile of contemporary higher education physical education programs as one collective entity rather than a compilation of conceivably disconnected fragments.

The accumulation of data herein is descriptive. Inferences are provided where appropriate, but no attempt is offered to test hypotheses. Data analysis simply describes systematically the facts and characteristics associated with the existence, organization and structure of western contemporary post-secondary physical education type programs.

Results

Table 1 provides the number of institutions, by state, that offer formal UG baccalaureate degrees in physical education, and whether physical activity service programs exist either as an extension of or independent of formal physical education academic programs.

Of the 256 western institutions comprising the study population, 110 (43%) offer formal UG physical education baccalaureate degree programs. Of those departments offering formal baccalaureate degrees, 104 (95%) also administer a campus-wide physical activity service program. Of those schools not offering formal physical education baccalaureate degrees, 39 (15%) still elect to offer a campus-wide physical activity service program. Combining the information, 149 institutions (58%) offer physical education activity service programs regardless of offering formal baccalaureate degrees or not.

Table 2 identifies on-campus college or school affiliations of 110 formal undergraduate physical education degree programs in the western United States. The interest here is whether physical education related programs are housed more frequently in one on-campus college or school than another (i.e., School of Education, College of Arts and Sciences). Because of the changing diversity and versatility of the physical education profession, which prompted the name change phenomenon of the 1980s, one might surmise that a similar occurrence impacted academic demographics. In other words, as certain institutions dropped physical education from department nomenclature or added a more science-based

descriptor (i.e., exercise science), was there a corresponding movement to consider the advantages or disadvantages of changing campus college or school affiliation? At the University of Montana, for example, shortly after changing their department name from Health and Physical Education to Health and Human Performance, faculty dialogue focused on the best college or school fit within the institution given the changing nature of their curriculum. Though the program remained aligned with the School of Education, serious deliberation was given to relocating in the School of Pharmacy and Allied Health Sciences. Though this investigation does not attempt to explain why or when departments aligned themselves with their current campus schools or colleges, the data does allow us to construct a smaller, yet useful affiliation paradigm which is an important piece in the larger taxonomy of contemporary western post-secondary physical education programs.

As Table 2 illustrates, of the 110 formal UG physical education degree granting departments in the western United States, 35 (31.8%) are aligned with schools or colleges containing the nomenclature *education*. The most prevalent of these were *College of Education* and *School of Education*, accounting for 15 (13.6%) and 6 (5.5%) respectively. As many institutions do not organize themselves by schools or colleges, 27 (24.5%) of the physical education departments were not aligned with any discernable school or college. Following *education*, the next most frequent schools or colleges housing physical education programs were those that included *health* in their nomenclature. The most pervasive example was *College of Health and Human Services* accounting for 19 (17.3 %) of the 110 departments. *Liberal Arts, Liberal Arts & Sciences, Arts & Sciences* or some combination of the three housed 14 (12.7%) of the target departments. Special attention should be given the notation at the bottom of Table 2 which documents the specific decomposition and

frequencies of colleges and schools serving as administrative units for physical education programs.

Table 3 provides the breakdown of departmental nomenclature. Of the 110 physical education degree granting programs, 33 (30%) included *physical education* in the department title. Each department name was counted only once (1) though some overlap existed. The Department of Kinesiology & Physical Education, for example, was included in the physical education category, not the kinesiology group. *Kinesiology* in the title is the preferred nomenclature for 29 or 26.4% of departments. Twenty-one or 19% of departments examined favored *exercise* in their program label. *Health* appeared in 13 departments or 11.8% of the time. Most department titles are comprised of combinations of *physical education*, *kinesiology*, *exercise*, *exercise science*, *health*, *health promotion*, *sport*, and *human performance*. Specific departmental nomenclature is provided at the bottom of Table 3. As indicated, *Kinesiology* is the most pervasive department title followed by *Health & Physical Education*, *Physical Education*, *Exercise & Sport Science* and *Exercise Science*. Other department titles are included on the bottom of Table 3 accompanied by frequency of occurrence.

Table 4 provides the list of concentrations offered by the 110 physical education degree granting departments in the study. As a matter of clarity, the distinction between a Bachelor of Science and Bachelor of Arts undergraduate degree is provided. On the surface, the data in Table 4 certainly supports the notion of academic diversity within the field. Of the 388 concentrations in 110 departments, 271 or 70% are concentrations leading to the awarding of a Bachelor of Science (B.S.) degree whereas 117 or 30% lead to the awarding of a Bachelor of Arts (B.A.) degree. As the data in Table 4 suggests, the most prevalent undergraduate concentration is *pedagogy* occurring 97 times (combining B.S. and B.A. designations). This number translates into

88% of the 110 physical education departments examined offer degrees in teaching. The pedagogy or teaching concentrations primarily focus on physical education, but in some cases the programs prepare students to teach both health and physical education. This latter scenario appeared to be the exception, not the rule.

Continuing to collapse B.S. and B.A. degrees, the next most prominent concentration listed in Table 4 is *athletic training* which is offered by 45 programs representing 42% of the 110 physical education academic units offering physical education degrees. *Exercise Science* is offered at 42 institutions representing 38% of the targeted 110 physical education departments. *Health promotion* and *health education* combined are listed as concentrations in 21 programs representing 19% of the schools offering degrees in physical education. The diversity of concentrations listed in Table 4 clearly substantiates the versatility of contemporary physical education programs. Aside from *pre-physical therapy* and *kinesiology*, however, which are offered at 19 and 9 schools, representing 17% and 8% of the 110 physical education programs, respectively, all other concentrations are available in 6 or less programs. Other than *pedagogy*, *athletic training*, *exercise science*, *health education/promotion*, *pre-physical therapy* and *kinesiology*, the remaining concentrations represent a faint imprint in the mission lineage of physical education programs in the western United States.

Discussion

The data provided herein allows for the opportunity to construct a matter-of-fact profile of western physical education programs. Focusing on primary tendencies, the findings can generally be described as follows:

- 43% of western colleges and universities offer formal UG academic physical education related programs.
- 95% of those offering formal UG academic physical education related academic

programs also administer physical education activity service programs.

- 31.8% of the programs offering UG physical education academic programs align themselves with a campus school or college that contains *education* in the title. The most prevalent of these is *College of Education* (13.6%). Of the programs offering physical education academic programs, 17.3% align themselves with a campus or school that contains *health* in the title. The most prevalent of these is *College of Health and Human Services* (8.2%).
- 30% of the academic programs identified include *physical education* in department titles; 26.4% include *kinesiology*; 19% include *exercise*; 11.8% include *health*. Most department titles are comprised of combinations of *physical education*, *kinesiology*, *exercise*, *exercise science*, *health*, *health promotion*, and *human performance*. The most prevalent occurrence is *kinesiology* (18%) followed by *health & physical education* (7.3%).
- The Bachelor of Science degree is far more prevalent (70%) than the Bachelor of Arts.
- *Pedagogy* is identified as the most common academic concentration (88%) followed by *athletic training* (41%), *exercise science* (38%), *health promotion/health education* (19%). Other than *pedagogy*, *athletic training*, *exercise science*, *health promotion/health education*, *pre-physical therapy* (17.3%) and *kinesiology* (8.2%), the remaining concentrations are minimally represented (four occurrences or less, most often listed only once) in the department nomenclature of physical education programs in the western United States. Of all the concentrations identified in the investigation, *pre-physical therapy* represents the most noticeable addition to the official list of academic concentrations.

The Janz et al (1989) benchmark study reported that 65% of the 377 returned completed

questionnaires indicated that the term *physical education* was included in department nomenclature. This investigation, though concentrating only on western institutions as compared to the national focus of the Janz et al inquiry, found only 30% of the degree programs included *physical education* in department titles. As such, it appears as though the term *physical education*, though far from being extinct, is appreciably less prominent than it was during the 1980s. The depreciation of the term *physical education* in department titles is manifested in the increased appearance of *kinesiology* (26.4%) and *exercise* (19%). It should be noted that though *physical education* appears in 30% of the department titles, often used in tandem with other idioms, the term *kinesiology* was found to be the most prevalent stand-alone descriptor appearing 20 times, representing 18% of the entire population of undergraduate physical education related degree programs.

The Janz et al study (1989) also reported the term *physical education* was most often linked with idioms such as *health*, *leisure studies*, or *sport studies*. This investigation found that most department titles are comprised of combinations of *physical education*, *kinesiology*, *exercise*, *exercise science*, *health*, *health promotion* and *human performance*. Considerable changes, then, have occurred with the terms used in tandem with physical education. Most notably, *leisure studies* and *sport studies* are disappearing while idioms such as *kinesiology*, *exercise*, *exercise science*, and *human performance* are gaining wider acceptance.

The results of this investigation do not support previous predictions (Bressan, 1979; Lucas 1986) that “physical education” would vanish from the vernacular of higher education degree programs. Two decades later, the practice of using the term *physical education* remains widespread though usage is thinning. Though the usage of term *physical education* is diminishing, its resiliency is unmistakable. If *physical education* does disappear from the vernacular of higher education

degree programs, which appears doubtful, it will not be in the near future.

This profile of undergraduate physical education programs in the western United States appears to reflect professional ancestry. In other words, the historical roots in teacher preparation and pragmatic applications are evident by virtue of campus alignments and the prevailing nomenclature still utilized to describe academic units. Early twenty-first century UG physical education degree granting programs, for example, are likely to be affiliated with Colleges or Schools of *Education* (combined with one or two other idioms), located in Departments of *Physical Education* (combined with one or two other idioms), offer academic concentrations in *pedagogy*, and are explicitly committed to promoting physical activity by administering physical education service programs (the significance of this latter distinction should not be undervalued because it represents an undeniable insight into the role and mission of the profession). Physical education traditionalists may be pleased by this inference, but in contrasting the findings of this investigation with the vast collection of 1980s literature regarding reorganization and renaming of academic departments and colleges (Bird, 1988; Greendorfer, 1987; Martens, 1982; Piper, 1988; Sage, 1984; Thomas, 1987), it is apparent that our historical and traditional roots, though clearly discernable, are fading.

Though the technical and professional nomenclature is diminishing, such a revelation does not support the notion that physical education is more discipline than profession. What is evident is that diversity is a pervasive feature of the field. This is particularly the case with campus affiliations, department titles, and academic concentrations. Aside from the regularity of occurrences reported earlier, the majority (43.6%) of physical education type programs align themselves with schools or colleges containing descriptors other than education. Likewise, 67% of department titles are something other than physical education.

Of the total 388 concentrations identified, 268 are not related to pedagogy, physical or health education. This should not undermine the importance of traditional concentrations because they do represent the highest frequency of occurrence and remain recognizable components of the overall mission. What is obvious from this breakdown is that diversification, which was set in motion during the 1960s (Sage, 1984; Thomas, 1987), continues to be the unique persona of undergraduate physical education related academic units. Diversity, in this case, is synonymous with specialization. With this in mind, the field of physical education, kinesiology, human movement, health and human performance, or whatever nomenclature one might prefer, is evolving as a discipline supported by professional underpinning.

The data collected for this investigation strongly suggests a splintered field, but it seems a disservice to use language implying disparagement, insecurity, or confusion. If anything, the field is complex. We are an assemblage of units, an integration of impulses and ideas related to a particular activity, but together we form a single, comprehensive group. We are a vibrant academic organism which developed from a primitive to more specialized state. Yet, the process of becoming continues. We have adapted to adapt. Let us celebrate our complexity and diversity. Let us revere our building blocks. The ancestral groundwork of German and Swedish gymnastics, the Sargent System, the “new” physical education of the early twentieth century, the recreational focus of the depression era, the physical training model of the war years, the sport research agenda of the 1960s and 1970s, and the discipline (specialization) explosion of the 1980s and 1990s, are all important pieces in our ongoing quest for identity and purpose. As a matter of proper perspective and fairness, however, let us be cognizant that before *exercise science*, *athletic training*, *health promotion*, *kinesiology*, or a host of other present-day specializations, there was ***physical education***. As we develop as a

profession and discipline, let us be reminiscent and respectful of our embryonic and adolescent periods, and enthusiastically embrace the transformations to come because we are above all things, as our history dictates, a “dynamic” profession.

The literature is spirited with prophetic activity (Caldwell, 1988; Greendorfer, 1987; Martens, 1982; Word, 1988), but numerous disagreements exist on what directions the field will take. In fact, there is enormous variance between predictions. Regardless of conjecture, it is crucial for all physical education professionals to be active in the shaping of our field. As it is with inevitability of change, let us endeavor to be attentive, conscientious and diligent in our motives. With tomorrow approaching, let us remember past predictions regarding the omission of the term *physical education* from the higher education vernacular and heed the sagacious remarks of Charles Poskanzer (1983):

Academic respectability is acquired and maintained through intellectual honesty and professional integrity. The name matters not, the label is unimportant. The ingredients are the important things. It's the substance, not the style, that counts. (1983, p. 7)

Using Poskanzer's remarks as a compass, perhaps the field should become more ingenuous about essence. This might be done by identifying the common thread connecting the diversity of concentrations and specializations. As mentioned earlier, we are an assemblage of units, an integration of impulses and ideas *related to a particular activity*, but together we form a single, comprehensive group. The question begging to be asked is what is that particular activity, the common ambition?

As a blend of both profession and discipline, physical education is a broad field with a primary interest in human movement. Theoretically, we focus on the various aspects of physical activity to produce holistic improvements in an

individual's intellectual, emotional, spiritual, and physical dimensions. The unity concept has been our signature card. Is the unity principle still our guiding light? If not, what is?

Presumably, as the field evolves, with increased emphasis on specialization, the unintended outcome may be the abandonment of the unity principle and the subsequent transformation of our collective mission. Exercise science, pre-physical therapy, and athletic training are concentrations already lending themselves to the medical model which permeated early physical education programs in the latter part of the twentieth century. The influence of the medical profession, with its interest in physical education for the health benefits it provided, was a *dualistic* approach that implied that physical and intellectual qualities were unrelated and had no effect on each other. As contemporary physical education programs modify their departments to become breeding grounds for specialized programs in pre-medicine, physician assistant certification, nursing, nutrition and others, are we, in effect, inviting dualism to be our *modus operandi*?

The unity principle extends far beyond individual dimensions. It can be applied to collective entities as well. The terminology itself implies the importance of relationships and shared goals. By its very nature, the field of human movement, though multi-faceted, is an inseparable entity of reality (Barrow & Brown, 1988). Perhaps we should redirect ourselves to the benefits of *monism*, the most unique and substantive feature of our mission. Without a unifying theme we invite a discrepancy between intellect and character. It is time we practice what our predecessors adamantly professed. The thought of a professional future void of a unified approach (voice) is alarming given the scenario described by W.H. Freeman:

Instead of a unified field with shared goals toward which all member work, we find an endless number of small, self-important, specialized groups whose

primary interest appears to be their own professional aggrandizement, regardless of the cost to the field. There is an oversupply of mice who see themselves as lions. (2001, p. 328)

Freeman's words do not represent a prescription for academic respectability, intellectual honesty, professional integrity, or substance. It is a prescription for the eventual injury of an educational province the world is in desperate need.

Summary

What is apparent in the findings is that diversity is a pervasive feature of the field. Aside from diversity, contemporary western physical education related undergraduate academic programs are a distinct reflection of physical education's historical roots by virtue of campus alignments and the prevailing nomenclature still utilized to describe academic units. This is particularly the case with the application of the terms *education* in school and department titles, and *pedagogy* as the most ubiquitous area of specialization.

Discussion focused on the futility of nomenclature as well as profession versus discipline debates. The field, instead, should be cognizant of inadvertently promoting dualism. To maintain our collective mission and further promote our importance as an educational province, it appears advisable to build on the past, especially in regards to the benefits of monism, not just for the welfare of the individuals we touch, but for the field as a much needed educational entity.

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Table 1. Western U.S. Colleges and Universities: Baccalaureate Physical Education and Physical Activity Service Programs

STATE	TOTAL BACCALAUREATE GRANTING INSTITUTIONS	FORMAL UG BACCALAUREATE PROGRAM/FORMAL UG PROGRAM WITH PHYSICAL ACTIVITY SERVICE PROGRAM	NO FORMAL UG BACCALAUREATE PROGRAM WITH PHYSICAL ACTIVITY SERVICE PROGRAM
Arizona	15	5 / 3	0
California	127	42 / 42	19
Colorado	24	9 / 8	7
Idaho	7	6 / 6	1
Montana	10	8 / 8	1
Nevada	3	1 / 0	2
New Mexico	10	7 / 7	1
Oregon	27	13 / 12	3
Utah	9	6 / 6	1
Washington	23	12 / 11	4
Wyoming	1	1 / 1	0
TOTALS	256	110/104 (43%) (95%)	39 (15%)

- Formal physical education program is defined as some variation of baccalaureate academic degree preparation for professional careers in the field of human movement.
- Formal physical activity service program is defined as a collection of course offerings intended to promote active physical participation to the larger campus community regardless of major.

Table 2. School or College Affiliation of Western Physical Education Programs

SCHOOL OF COLLEGE AFFILIATION	FREQUENCY/PERCENTAGE
Education or Education and Other (i.e., College of Education and Human Services; School of Education and Graduate Studies)	35 / 31.8%
No Discernable School or College	27 / 24.5%
Health or Health and Other or Health Sciences or Health Sciences and other or Health Professions (i.e., College of Health Sciences; School of Health and Human Services; College of Health Professions; School of Health Sciences and Human Performance)	19 / 17.3%
Liberal Arts (LA) or LA & Sciences or Arts & Sciences (AS) or Letters, A & S	14 / 12.7%
Professional Studies or Professional Studies and Other (i.e., College of Professional Studies; School of Business and Professional Studies)	6 / 5.5%
Science or Science and Other or Natural Sciences (i.e., School of Science; College of Science and Mathematics; College of Natural Sciences)	4 / 3.6%
Social Sciences and Behavioral Sciences and/or other and/or Humanities (i.e., Division of Social and Behavioral Sciences; College of Humanities and Social Sciences)	3 / 2.7%
Human Development and Community Service or Urban and Public Affairs (Division of Human Development and Community Service; College of Urban and Public Affairs)	2 / 1.8%
Total	110

Note: The following colleges or schools were most prevalent in regards to housing baccalaureate physical education programs: College of Education (15); College of Health & Human Services (9); School of Education (6); College of Arts & Sciences (6); College of Liberal Arts (2); College of Liberal Arts & Sciences (2); College of Letters, Arts & Sciences (2); all others (1 each)

Table 3. Department of Nomenclature

Department Name	Frequency
Physical Education or Physical Education and other (i.e., Physical Education and Health; Physical Education and Exercise Science; Health, Exercise Science & Physical Education; Kinesiology & Physical Education)	33
Kinesiology or Kinesiology and other (i.e., Kinesiology & Health Promotion; Kinesiology & Health; Kinesiology & Leisure Studies)	29
Exercise or Exercise Science and other (i.e., Exercise & Wellness; Exercise Science, Health & Nutrition; Exercise, Health Promotion and Recreation; Health & Exercise Science)	21
Health or Human Performance and other (i.e., Health & Human Kinetics; Human Performance; Health & Human Performance; Human Performance and Wellness; Health Promotion and Human Performance)	13
Sport or Sport Sciences and other (i.e., Sport Sciences; Sport Sciences & Physical Education; Movement and Sport Sciences; Sport & Exercise Sciences)	5
Human Physiology; Wellness & Movement Sciences; Physical Performance & Development; Natural Sciences, Community Health	5
Education (2); Educational Leadership; Educational Leadership & Counseling Psychology	4
Total	110

Note: The following department names were most prevalent: Kinesiology (20); Health & Physical Education (8); Physical Education (6); Exercise & Sport Science (6); Exercise Science (5); Health & Human Performance (3); Physical Education & Health (3); Human Performance (2); Kinesiology & Health Science (2); Sport Sciences (2); Physical Education & Exercise Science (2); Physical Education, Recreation & Dance (2); Education (2); all others (1 each)

Table 4. Degrees and Emphases/Options

EMPHASIS/OPTION	B.S.	B.A.	EMPHASIS/OPTION	B.S.	B.A.
Adapted Physical Education	2	3	Health & Sports Medicine	1	
Adult Fitness & Exercise Science		1	Health Studies	1	
Allied Health	1		Health & Wellness Promotion		1
Allied Health & Applied Exercise & Sport Science	1		Human Movement	1	
Applied Health Sciences	1		Human Performance	3	1
Athletic Training (AT)	33	12	Human Performance Management	1	1
AT & Physical Education		2	Human Physiology	1	1
Pre-AT	1	2	Individualized Course of Study	1	
Biodynamics	1		Interdisciplinary Studies	4	1
Biomechanics	1		Integrated Studies	1	
Coaching		1	Kinesiology	6	3
Commercial Fitness Management	1		Kinesiotherapy	2	
Community Health	3	3	Leisure Services		1
Community Leadership	1		Liberal Studies	2	2
Corporate Fitness	1		Mind/Body	1	1
Dance	3	1	Movement Science	2	
Exercise & Human Performance	1		Nutrition	1	
Exercise, Nutrition & Wellness	1		Outdoor Adventure Education	1	
Exercise Physiology	4		Outdoor Recreation	1	3
Exercise Science	32	10	Paramedics	1	
Exercise Science & Wellness	1		Parks & Recreation	1	
Exercise Specialist		1	Pedagogy	62	35
Exercise & Sport Sciences	2		Physical Activity/Exercise	1	
Exercise & Wellness	2		Physical Education (non-teaching)	4	
Family & Consumer Sciences	1		Physical Education & Health	1	
Fitness	2	1	Pre-Medicine	1	
Fitness Director		1	Pre-Physician's Assistant		1
Fitness Evaluation & Programming	1		Pre-Physical Therapy	15	4
Fitness & Health Promotion	1		Recreation	3	2
Fitness Leadership	2	1	Recreation Management & Therapeutic Recreation		1
Fitness Management	2		Recreation & Tourism	1	
Fitness, Nutrition & Health	1		Rehabilitation		1
Fitness & Wellness Management	1		Rehabilitation & Therapeutic Exercise	2	
Food & Nutrition	1		School & Community Health	1	
General Studies	2		School Health	1	
Generalist	1	1	Scientific Basis	1	
Gerokinesiology	1		Special Studies	1	
Health Education	6	2	Sport Administration	1	1
Health & Fitness	3		Sport & Exercise Management		1

Table 4. Degrees and Emphases/Options (Continued)

Health, Fitness & Wellness		1	Sport Fitness	1	
Health & Physical Education	1		Sport & Fitness Management	1	1
Health Professional	1	1	Sport Industry Operations		1
Health Promotion	13		Sport Injury Studies	1	
Health Promotion & Education	1		Sport Management		5
Health Promotion/Wellness	2	1	Sports Medicine	2	
Health Science	2	1	Sport & Recreation Management	1	3
Total Bachelor of Science	271		Total Bachelor of Arts		117