

Seeking Common Ground: JROTC versus Wellness



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Executive Summary

The substitution of Junior Reserve Officer's Training Corps (JROTC) for Lifetime Wellness in the high school curriculum is a contested issue among educators and JROTC personnel. In 1994 Lifetime Wellness, a one-unit course, became part of the core curriculum for high school students, replacing the previous one unit of physical education and half unit of health. Before the implementation of Wellness, students could substitute JROTC for the physical education unit. Educators, however, are less willing to allow the substitution for Wellness because it is a core course and it has already been reduced to a half unit less credit than before. JROTC officials have sought permission to substitute their program for the Wellness course to maintain enrollment since students find it difficult to take all their core courses and take JROTC.

Of the state's 139 school systems, 32 offer JROTC; slightly more than 7,000 students are enrolled in the program. The majority of schools allow one year of JROTC to substitute for Wellness. The remainder require two years of JROTC for the substitution; require an extra unit of Physical Education for which the JROTC may be substituted; or allow no substitution.

The State Board of Education requested that the Office of Education Accountability examine the issue of substitution and report its conclusions. The report concludes:

Both Wellness and JROTC provide valuable benefits for students. Each program teaches information that is beneficial to the growth and development of students. Although considered by some to be completely different, JROTC and Lifetime Wellness share some common elements and both appear to be valuable subjects in the high school curriculum. (See page 5.)

It is questionable whether or not JROTC can successfully substitute for Lifetime Wellness after one year. A limited review of the curriculum for both programs and interviews with interested parties on both sides of the issue indicate that the time is not adequate to cover the required subject matter. Although JROTC officials have taken strides to implement Wellness objectives, the course appears unable to compete with a class totally devoted to teaching the principles and objectives of wellness. The fact that JROTC must extensively cover the areas of leadership, map reading, American history, and citizenship makes the direct substitution problematic. The two-year substitution, however, appears to be workable. (See page 6.)

In the event of substitution, certification of JROTC instructors appears to be unnecessary, but in-service training should be required. Each instructor has had ample training in the military and many have completed several graduate school courses. In addition, 90 percent of all JROTC officers who are the head instructors have master's degrees. Their education appears sufficient for teaching wellness/physical education information, but all should take the state wellness training class and participate in continuing education courses related to health and wellness. (See page 7.)

Job security appears to be the major factor in the dispute. Wellness instructors fear that with the ease of JROTC substitution, more students will take JROTC and thus eliminate the need for a certified teacher. JROTC instructors are worried as well because the loss of a JROTC program will result in the loss of a JROTC instructor position. The reality of losing a certified teacher appears unlikely since only 2.8 percent of Tennessee students in grades 9-12 take the first year of JROTC, which may be substituted for Wellness. (See page 7.)

There are apparently no accountability measures designed to determine the effectiveness of special course substitution. The Department of Education exercises little oversight of the Wellness and JROTC programs. Several people have expressed concern that JROTC instructors are not covering Wellness materials as promised. In addition there is no measure of students' competency. Since this is the only special course that has ever substituted for a core class, and has had to change its basic curriculum to do so, the Department of Education should consider establishing an evaluation process to assure that JROTC meets the Wellness objectives. (See page 7.)

Based on the findings of the report and the conclusions reached, the report recommends:

- The Department of Education should gather information on the success of JROTC substitution for Lifetime Wellness to assure that wellness topics are covered adequately.
- The State Board should consider instituting a Wellness test that all students would be required to take whether they took Wellness or JROTC/LW.
- The State Board should reconsider the one-year substitution for Lifetime Wellness. Alternatives might include allowing a two-year course to substitute, or requiring an extra unit of physical education for graduation for which JROTC could substitute.
- The State Board of Education could specify minimum areas of Wellness that had to be taught in JROTC. Since some Wellness topics are covered in other grades and classes the State Board could require JROTC to focus on those wellness topics not addressed elsewhere. This could make the one-year option workable since the state would specify the amount and material to be taught.
- The State Board of Education should mandate additional requirements for those JROTC instructors who teach Wellness in the special course setting.
- The State Board and the Department of Education should consider ways to encourage greater collaboration between the Wellness instructors and the JROTC instructors. Both programs could benefit from team teaching and greater interaction between the Wellness and JROTC instructors. Presently, there appears to be little cooperation in many schools.

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Introduction

On July 12, 1996, the State Board of Education requested that the Office of Education Accountability conduct a study of issues surrounding the substitution of JROTC classes for Lifetime Wellness. In May 1994 the State Board of Education had rejected the substitution, but later reversed the ruling and now allows the integrated JROTC/Lifetime Wellness special course to substitute.

Methodology

The conclusions and recommendations in this report are based on the following:

- interviews with persons knowledgeable in the area of Lifetime Wellness and JROTC, including members of the Departments of Education in Tennessee, Oregon, Florida, Georgia, Michigan, and South Carolina; members of the Tennessee Association of Health, Physical Education, Recreation, and Dance, area educators, the State Board of Education, Tennessee Education Association, and JROTC representatives.
- a review of the Lifetime Wellness and JROTC curricula.
- a review of Army JROTC Leadership, Education and Training (LET I) manuals.
- a review of State Board of Education meeting minutes.

What is JROTC?

Junior Reserve Officer's Training Corps (JROTC) is a joint program between the military and a host high school. The core of this program encompasses:

- Citizenship
- Communications
- Leadership
- Drug Abuse Prevention
- Physical Fitness
- Map Reading
- History
- Career Opportunities
- Technology
- First Aid, and
- Life Management Skills¹

While maintaining a well disciplined, constructive learning environment, JROTC attempts to motivate young people to learn and to practice what they have learned in order to be better prepared to meet the challenges they will face later in life. Although this is a military sponsored program, no warrior skills are taught and no military commitment is expected. JROTC's mission is to motivate young people to be better Americans.

The program was first developed in the 1916 National Defense Act which called for the establishment of JROTC. These programs were to be fairly and equitably distributed across the U.S. to ensure that all students have the opportunity to participate. According

¹JROTC, *Junior ROTC Brief for the Tennessee State Board of Education*, January 1995.

to federal law, schools applying for the program must submit to a facilities inspection, maintain the enrollment requirement, provide a course of military instruction of not less than three academic years' duration, and agree to limit membership in the unit to students who maintain acceptable standards of academic achievement and conduct.² Failure to meet these minimum requirements in addition to unsuccessful performance in the triennial inspection could result in probation and disestablishment.

What is Lifetime Wellness?

Lifetime Wellness is a high school core course emphasizing positive lifestyle management that seeks to integrate the emotional, social, intellectual, and physical dimensions of self for a longer, more productive, and higher quality of life. The class is a new approach to physical education and health, which focuses on the principles of lifetime wellness, not solely activity and sports. Consistent with the "Healthy People 2000" federal goals, Lifetime Wellness is a comprehensive program consisting of seven areas of wellness that are considered vital to a student's overall well-being. The seven areas are:

- Disease Prevention
- Mental Health
- Nutrition
- Personal Fitness and Related Skills
- Safety and First Aid
- Sexuality and Family Life, and
- Substance Use/Abuse

By stressing all seven areas of wellness, the program attempts to instigate positive behavioral changes for healthy lifestyles and lower health costs as a result of regular activity and heightened awareness of the benefits of lifetime wellness.

This one-year class replaced the previous requirement for one unit of physical education and 1/2 unit of health after the Education Improvement Act of 1992 mandated that the State Board of Education develop and approve a high school curriculum that would prepare students to be successful in the 21st century.³ Lifetime Wellness was then developed by an advisory group and written by local leaders and educators in health related fields. Final approval of the Wellness framework was submitted and adopted by the State Board of Education in March 1994 and the program was implemented the following school year.

Although both programs have common elements, they have become competitors. JROTC proponents in some systems have requested permission to substitute JROTC for the required core class Lifetime Wellness. The impetus for such requests is likely related to the declining enrollment in JROTC programs in recent years. In order to retain its programs, JROTC is required by the federal government to maintain enrollment levels of 100 students, or 10 percent of the student body above the 8th grade, or else face probation and

²US Code 10 §2031.

³Public Acts 1992, Ch. 535, § 35; *Tennessee Code Annotated* § 49-1-212

ultimately disestablishment. The 30 school systems involved affecting over 7,000 first-year JROTC students have responded to this request in various ways (Appendix B). This report describes the JROTC and Lifetime Wellness curricula, examines similar programs in other states, examines related issues, and makes recommendations regarding the substitution of JROTC for Lifetime Wellness.

Proponents of Substitution

JROTC supporters state that their main reason for requesting the substitution is to meet JROTC enrollment requirements. With cuts in the defense budget and many schools waiting to start their own JROTC program, schools whose current JROTC enrollment is below minimum face probation and ultimately disestablishment. Funds appropriated for those disestablished programs will then be given to schools on the waiting list while the original school faces the unfavorable odds of regaining its JROTC program. JROTC supporters argue that they cannot possibly save the program without the substitution, since students are required to take two or three electives to meet the state's graduation requirements. This makes the choice of electives quite competitive.

In defense of their request, supporters of the substitution state that there had been no problem with past substitutions until the creation of Lifetime Wellness in 1994. Before Wellness, JROTC was allowed to substitute for physical education. This became effective after the 1975 Public Act,⁴ which was later adopted by the State Board of Education in 1983. Apparently, there were no problems with physical education objectives being met or the qualifications of those who instructed the class. There was no stipulation as to the amount of time spent in physical education activities nor the amount of time spent covering JROTC material. Since that time, there have been no observed problems with the substitution. Because of the results of the PE substitution, JROTC officials feel that they should be able to substitute for Lifetime Wellness with the same degree of success.

Opponents of Substitution

Wellness proponents point out that Wellness is the only course that most students will take in the field of physical education and health. While other areas of education have several required courses such as the three required units of math and science, only one unit of Wellness is required for graduation, and Wellness supporters feel that the course should not be "watered down" by allowing JROTC to substitute for it. They also feel that with more schools adopting a block scheduling system, JROTC should be able to fit into a student's schedule without the substitution since the added time allows for more opportunities to take electives.

What do other states do?

According to information from the Army JROTC headquarters,

- 10 states allow PE substitution,
- 15 states allow substitution for PE, social science, or other classes
- 4 states allow PE or health substitution

⁴Public Acts 1975, Ch. 12 &1; *Tennessee Code Annotated* § 49-6-1206.

- 4 states allow JROTC to substitute for other vocational, science, or social science courses; and
- 18 states allow no substitution.

Altogether approximately nine states allow JROTC to substitute for a health or a wellness related class (Appendix C). Florida, for example, allows JROTC to substitute for its semester health class, Life Management, after the student completes two years of JROTC. Local officials there appear to be satisfied with the program. Other state education department representatives, however, suggest that the substitution for the PE and health-related courses is not desirable, and that neither JROTC nor any other class should be allowed to substitute for the core classes health and PE.

Programs in Other States

Type of Substitution	States Involved	Total
PE substitution	Alaska, Colorado, Illinois, Iowa, Kansas, Nebraska, New York, North Dakota, Oklahoma, Texas	10
PE or Health	Louisiana, Nevada, Oregon, Rhode Island	4
PE, Social Science, or Other Classes	Arizona, Arkansas, California, Florida, Georgia, Kentucky, Maryland, Massachusetts, Michigan, Pennsylvania, South Carolina, Tennessee, Utah, Washington, Wyoming	15
Vocational, Science or Social Science	Missouri, North Carolina, Ohio, Virginia	4
No Substitution	Alabama, Connecticut, Delaware, DC, Hawaii, Idaho, Indiana, Maine, Minnesota, Mississippi, Montana, New Hampshire, New Jersey, New Mexico, South Dakota, Vermont, West Virginia, Wisconsin	18

Source: Army JROTC Headquarters

Although there are no federal guidelines on JROTC substitution, some federal initiatives have affected both programs and thus the substitution issue. Lifetime Wellness is reinforced by Healthy People 2000, a federal health initiative to motivate people to adapt to a healthier lifestyle. Also, the Surgeon General, in addition to the Centers for Disease Control and the President’s Council on Physical Fitness and Sports, states that a change is needed to create a new physical activity movement in the U.S. Meanwhile, JROTC is anticipating the loss of many programs because of budget cuts. With a decline in the defense budget, schools below the mandated JROTC enrollment face losing the program. This is especially prevalent now that 140 schools are waiting to receive the programs.

How has the substitution been handled in Tennessee?

In Tennessee, three programs have been implemented to save JROTC by allowing the class to substitute for a core class. The most common is the development of a one-year JROTC/Wellness special course, which is substituted for Wellness. This is taking place in 15 school systems involving 46 schools. Another similar program requires that a student take two years of the special course as a substitute for Wellness. Four school systems adhere to this arrangement involving 10 schools. The third option is for the LEA to require a unit of PE for graduation and allow JROTC to substitute for that instead of Wellness. This satisfies those who believe that there is not enough physical activity in Wellness and allows JROTC to keep its program. Currently, there are only two systems and seven schools using this option. There are also 26 schools in 11 systems that choose not to allow any substitution for Wellness and force JROTC to stand on its own merit (Appendix B).⁵

What does the JROTC option cost?

The cost for schools to sponsor the JROTC program include supplying adequate classrooms, an office with a telephone, storage space, and a drill field, in addition to half of the \$30,000 instructor salary that provides instruction for approximately 75 students. Even though this is a nonessential expense, some say that the cost of not having a JROTC program may be more expensive. By not having this program, proponents believe that students—particularly those who are at risk academically—lack the opportunity to experience activities that may help decrease dropout rates and drug and alcohol abuse. Some believe these benefits accrue simply from the time required to participate in JROTC.

Wellness proponents see similar far-reaching benefits to their program. They believe that the likelihood of increased medical costs justifies keeping the Wellness curriculum intact.

Analysis and Conclusions

Both Wellness and JROTC provide valuable benefits for students. Each program teaches information that is beneficial to the growth and development of the student. Although considered by some to be completely different, JROTC and Lifetime Wellness both address the needs of students and are valuable parts of the high school curriculum. They share common curriculum components in the areas of substance abuse, fitness, first aid, and some life management skills.

Supporters of the substitution say that JROTC promotes motivation and discipline among students. Most JROTC students also participate in the drill team and ranger team after school, time that may serve as a deterrent to unproductive activities as well as providing physical activity. JROTC proponents also claim that the program instills a sense of pride in the students by teaching them about their government and community, which in turn

⁵Two school systems in Tennessee use two different programs concerning JROTC substitution for wellness. Hamilton County has three schools on the one year plan and five on the two year plan. Those on the two year plan have block scheduling. Also, Memphis has four schools that do not allow substitution and 18 that follow the one-year plan.

makes them better students and citizens. The benefits not only materialize while in school, but after graduation as well. After high school, those interested in a military career can enlist at an accelerated rank while those interested in officer careers can apply for scholarships set aside in each service for Junior ROTC cadets.

Wellness is praised for its benefits as well. Heralded as a new approach in teaching the principles of health and physical education, it strives to involve the student as an active participant in the class and in the student's own well-being. The class involves hands-on learning designed to enhance awareness of the dangers of living an unhealthy lifestyle. Wellness supporters state that this is the first step towards having a lifetime of wellness and thus reducing the need to pay enormous medical costs in the future.

Based on interviews and a limited review of the curriculum components of each program, it is questionable whether or not JROTC can successfully substitute for Lifetime Wellness after one year.

It is not clear that wellness objectives can be met in the one-year substitution. Wellness instructors complain that one year is not enough time to cover their material, and have difficulty believing that JROTC instructors can cover both Wellness objectives and their own curriculum consisting of citizenship, American government and history, map reading, and leadership. Although some opponents to the substitution concede that JROTC does a good job in teaching physical fitness and first aid, they question the time devoted to mental health, disease prevention and control, and sexuality and family life, in addition to the coverage of nutrition and drug use and abuse.

JROTC officials say they can cover all areas of Wellness and also instill their program's essence and purpose since they have a flexible program and can devote the time usually spent covering optional material to wellness. JROTC officials have also stated that they have been granted permission to postpone teaching some of their required material until subsequent years. With strides in reformation and the adaptation of health books and guest speakers on wellness topics, JROTC supporters feel that they have proven their dedication to teaching Wellness. A review of one school's JROTC training manual, however, indicates that JROTC usually devotes five hours to Drug Abuse and Prevention, five hours to First Aid and Health, and 20 hours to Wellness. The majority of time in the JROTC/Wellness special course is spent covering the areas of leadership (55 hrs.), citizenship (27 hrs.), communication (10 hrs.), map reading (10 hrs.), and the cadet challenge (32 hrs.).⁶ With so much time spent on non-wellness material, OEA staff question whether the class can substitute for and compete with a class that spends 180 hours on Wellness topics. Some school officials believe that even the Wellness requirement should be two years.

⁶This information comes from the JROTC Master Training Schedule for Franklin High School. Although staff was unable to obtain such documents from other JROTC programs, this information can be used as an example of what is covered in other schools' JROTC/LW courses.

In the event of substitution, certification of JROTC instructors appears to be unnecessary, but in-service training should be required.

Questions have been raised about the certification of instructors in JROTC and their effect on Lifetime Wellness. Wellness proponents feel that a teaching degree is necessary to teach the seven extensive areas of Lifetime Wellness. In addition, certified teachers are required to update or advance their teaching education to maintain certification as well as teach in their areas of certification—JROTC instructors are not.

Many wellness instructors believe that allowing JROTC personnel to teach Wellness is inappropriate. JROTC officials however, use accomplished military personnel who have experience working with young people. Although the host school hires JROTC instructors, they are trained and certified by the military. Practically all have attended the Wellness training workshops and some have advanced college degrees. In fact, 90 percent of all JROTC officers, who are the head instructors, have a master's degree. OEA staff conclude that with additional wellness training, JROTC instructors appear to have adequate background to effectively teach the Wellness component of the JROTC/LW special course. JROTC instructors, however, should be required to take continuing education courses in the area of wellness to stay current in the field.

Job security appears to be the major factor in the dispute. Behind the issue of teacher certification lies job security. Wellness instructors fear that with the ease of JROTC substitution and with JROTC instructors not required to be certified teachers, more students will take JROTC instead of Wellness and thus eliminate the need for a certified teacher. JROTC instructors are worried as well because the loss of a JROTC program due to low enrollment will result in the loss of a JROTC instructor position. The reality of losing a certified teacher position appears unlikely since only 2.8 percent of Tennessee students in grades 9-12 take the first year of JROTC, which may be substituted for Wellness, and the fact that JROTC enrollment appears to remain relatively consistent.

There are apparently no accountability measures designed to determine the effectiveness of special course substitution.

The Department of Education exercises little oversight of the Wellness and JROTC programs. Several people have expressed concern that JROTC instructors are not covering Wellness materials as promised. In addition there is no measure of students' competency. Since this is the only special course that has ever substituted for a core class, and has had to change its basic curriculum to do so, the Department of Education should consider establishing an evaluation process to assure that JROTC meets the Wellness objectives.

Recommendations

- **The Department of Education should gather information on the implementation of JROTC substitution for Lifetime Wellness to hold the special course accountable for teaching the required material.** This might include site visits and curriculum reviews.

- **The State Board of Education should consider instituting a test required of all students on basic Wellness components regardless of whether they took Wellness or JROTC/LW.** Such a test would provide assurance that required subject matter is addressed.
- **JROTC substitution for Lifetime Wellness after one year of the special course should be reevaluated.** The time restraints on that option appear to make it virtually impossible to cover the required material. Alternatives to the one-year substitution might include:
 - ⇒ **Require that the student take two years of the JROTC special course in order to earn credit for Lifetime Wellness.** In this scenario, JROTC instructors would have more time to effectively cover all areas of wellness, and would still have high enrollment numbers.
 - ⇒ **Have either the local school systems or the State Board of Education require an extra unit of Physical Education for graduation and allow JROTC substitution for that class.** Whether in the form of a core class or a required elective, students would have additional exposure to physical and health education while JROTC would be able to keep its numbers by once again substituting for PE. Additionally, Wellness instructors could feel confident that any information not covered in Lifetime Wellness could be taught in the physical education class.
- **The State Board of Education could specify minimum areas of Wellness that had to be taught in JROTC.** Some parts of the Wellness curriculum are addressed in elementary and middle schools; others are not. By selecting parts of the Wellness curriculum that are not taught at any other time in a student's career, JROTC could more properly manage the integration of JROTC and Wellness. This could make the one-year option more attractive since the state would specify the amount and extent of material to be taught.
- **The State Board of Education should mandate additional requirements for those JROTC instructors who teach Wellness in the special course setting.** If it is beneficial for certified teachers to take additional training to keep their certification, then it would appear reasonable that JROTC instructors who teach Wellness in the special course do the same. Requiring JROTC instructors to further their education in wellness would help to assure that they will be more familiar with the information and better prepared to teach it.
- **The State Board and the Department of Education should consider ways to encourage greater collaboration between the Wellness instructors and the JROTC instructors.** If substitution is allowed, collaboration and team teaching would provide a positive and more conducive atmosphere to learning. By helping each other, the instructors might find ways to benefit from each other's strengths in educating students. Presently, there appears to be little cooperation in many schools.

Appendix A

List of Individuals Interviewed

Department of Education Personnel

Bruce Opie, Director of Curriculum and Instruction

James Swain, Director of Secondary Education Curriculum and Instruction

Mike White, Physical Education Consultant

JROTC Representatives

Major Roosevelt Williamson, Air Force JROTC Instructor, Whites Creek High School, Davidson Co.

Colonel F.B. Bowling, Director of JROTC Instruction, Hamilton Co.

Sergeant Walker Quarterman, JROTC Instructor, Franklin High School, Williamson Co.

Major Steven Harper, JROTC Instructor, Franklin High School, Williamson Co.

Major Jay Avent, JROTC Instructor, Jefferson Co. High School, Jefferson Co.

MSG Nate Jennings, JROTC Instructor, Jefferson Co. High School, Jefferson Co.

Colonel Robert Brady, Director of JROTC Instruction, Rutherford Co.

Donna Rice, Federal Army JROTC Representative

Wellness Educators

Norma Lee, Wellness Instructor, Jefferson Co. High School, Jefferson Co.

Ina Danko, Vice Principal, Dobyns Bennett High School, Sullivan Co.

Dr. Jean Ezell, University of Tennessee-Chattanooga

Leroy Fanning, University of Tennessee-Chattanooga

Bill Bandy, former TAHPERD President

Cindy Fulwider, former TAHPERD President

Other Education Officials

Judy Busonic, Course Code Directory Specialist, Florida Department of Education

Peggy Holsted, Program Specialist for Comprehensive School Health, Oregon
Department of Education

Appendix B
JROTC/Wellness Enrollment Data
1996-97 School Year

System	Schools	# of Students	Total #	Program Used
Blount Co.	Heritage	95	180	1 year
	William Blount	85		1 year
Campbell Co.	Campbell Co.	49	135	2 year
	Jellico	86		2 year
Coffee Co.	Coffee Co. Central	36	36	1 year
Davidson Co.	Glenclyff *	89	688	PE sub
	Hillsboro	43		PE sub
	Hunters Lane	80		PE sub
	Maplewood	132		PE sub
	McGavock	150		PE sub
	Whites Creek	194		PE sub
Dyer Co.	Dyer Co.	47	47	no sub
Fentress Co.	Clarkrange	182	182	1 year
Grainger Co.	Rutledge	42	95	no sub
	Washburn	53		no sub
Hamilton Co.	Central	91	625	2 year
	East Ridge	105		2 year
	Harrison Bay Voc	67		2 year
	Ooltewah	51		2 year
	Sale Creek	24		2 year
	Red Bank	111		1 year
	Sequoia Voc	104		1 year
	Soddy Daisy	72		1 year
Chattanooga	Brainard	116	215	no sub
	Hixson	99		no sub
Haywood Co.	Haywood	148	148	2 year
Hickman Co.	Hickman Co.	90	90	1 year
Jefferson Co.	Jefferson Co.	122	122	PE sub
Knox Co.	Austin East	31	429	no sub
	Bearden	29		no sub
	Central	70		no sub
	Farragut	48		no sub
	Fulton	90		no sub
	Gibbs	27		no sub
	Halls	30		no sub
	Karns	14		no sub
	South Doyle	74		no sub
	West	16		no sub

System	Schools	# of Students	Total #	Program Used
Lauderdale Co.	Ripley	104	104	no sub
Loudon Co.	Loudon	73	73	no sub
Jackson/Madison Co.	Jackson Cent-Merry	66	66	1 year
Clarksville/Montgomery Co.	Clarksville	63	475	1 year
	Montgomery Central	104		1 year
	Northeast	166		1 year
	Northwest	142		1 year
Rhea Co.	Rhea Co.	178	178	1 year
Rutherford Co.	Eagleville	52	342	1 year
	Lavergne	51		1 year
	Oakland	74		1 year
	Riverdale	52		1 year
	Smyrna	113		1 year
Shelby Co.	Millington	53	53	1 year
Memphis	Carver	80	1940	1 year
	Craigmont	69		1 year
	East	148		1 year
	Frayser	153		1 year
	Hamilton	166		1 year
	Hillcrest	114		1 year
	Kingbury	87		1 year
	Manassas	29		1 year
	Melrose	76		1 year
	Mitchell	49		1 year
	Oakhaven	68		1 year
	Raleigh-Egypt	184		1 year
	Southside	110		1 year
	Treadwell	16		1 year
	Trezevant	89		1 year
	Washington *	50		1 year
	Westwood	38		1 year
	White Station	86		1 year
	Overton	92		no sub
	Sheffield	52		no sub
Westside	67	no sub		
Wooddale	117	no sub		
Sullivan Co.	Sullivan East	42	86	no sub
	Sullivan North	44		no sub

System	Schools	# of Students	Total #	Program Used
Unicoi Co.	Unicoi Co. **	50	50	1 year
Warren Co.	Warren Co. Sr.	69	69	1 year
Washington Co.	Daniel Boone	34	89	2 year
	David Crockett	55		2 year
Johnson City	Science Hill *	70	70	no sub
White Co.	Sparta White Co.	32	32	1 year
Williamson Co.	Brentwood	34	226	1 year
	Centennial	56		1 year
	Fairview	27		1 year
	Franklin	72		1 year
	Fred J. Page	37		1 year
Wilson Co.	Mt. Juliet	78	78	no sub
Alvin C. York	Alvin C. York	90	90	no sub
Total		7013	2.83% of 9-12	

Source: Department of Education enrollment data as of fall 1996 which does not represent second semester enrollment in schools with block scheduling. Program type and data with () provided by Office of Education Accountability phone survey of JROTC instructors and school superintendents' offices, Winter 1996/97.*

**Unicoi County has been approved to have JROTC substitute for Wellness after one year, but Department of Education data shows conflicting enrollment figures. The higher of the two figures are shown here.

NOTE: These numbers represent the enrollment in the first year of JROTC since this is the class that substitutes for LW and usually makes up the majority of the total enrollment figures.

Appendix C

Academic Credit for Junior ROTC

STATE	ACADEMIC CREDIT
Alabama	None
Alaska	Physical Education
Arizona	Physical Education Practical Arts
Arkansas	Physical Education Vocational-Technical
California	Physical Education Physical Science U.S. History World History
Colorado	Physical Education
Connecticut	None
Delaware	None
District of Columbia	None
Florida	Physical Education Leadership Life Management Skills General Science Practical Arts
Georgia	Physical Education Fine Arts Health Leadership Computer Technology Vocational Education
Hawaii	None (working)
Idaho	None
Illinois	Physical Education
Indiana	None
Iowa	Physical Education
Kansas	Physical Education
Kentucky	Physical Education Health Oral Communication Humanities/Study Skills
Louisiana	Physical Education/Health
Maine	None
Maryland	Physical Education Technical Arts Advanced Technology "Choice" Education

STATE	ACADEMIC CREDIT
Massachusetts	Physical Education Civics Social Studies American History
Michigan	Physical Education/Health Government
Minnesota	None
Mississippi	None
Missouri	General Science
Montana	None
Nebraska	Physical Education
Nevada	Physical Education/Health
New Hampshire	None
New Jersey	None
New Mexico	None
New York	Physical Education
North Carolina	Social Studies Vocational Studies World Studies
North Dakota	Physical Education
Ohio	Social Studies
Oklahoma	Physical Education
Oregon	Health
Pennsylvania	Physical Education Humanities
Rhode Island	Physical Education and Health
South Carolina	Physical Education/Health Social Studies
South Dakota	None
Tennessee	Physical Education U.S. Government Lifetime Wellness
Texas	Physical Education
Utah	Physical Education Social Studies
Vermont	None
Virginia	Math/Science Practical Arts
Washington	Physical Education Occupational Education U.S. History
West Virginia	None
Wisconsin	None
Wyoming	Physical Education Physical Science Social Studies

Source: Army JROTC Headquarters

Appendix D
Letter from State Board of Education and
Response to Issues raised by the State Board



State of Tennessee
State Board of Education
400 Benderick Street
Suite 200, Citizens Plaza
Nashville, Tennessee 37243-1050
615-741-2966

DATE RECEIVED
SEP 11 1996
OFFICES OF
RESEARCH & EDUCATION
ACCOUNTABILITY

September 9, 1996

Ms. Ethel Detch
Director
Office of Education Accountability
13th Floor, Andrew Jackson Building
Nashville, TN 37243

Dear Ethel:

Chairman Ray asked me to respond to your letter of August 8, 1996, relative to the request of the Board to audit the JROTC/Wellness Program.

As best I can determine, the following issues and/or data should be reviewed:

- The name and number of school systems approved to offer JROTC/Wellness as a special course;
- The name and number of individual schools within the system that have been approved;
- The number of students in each approved school enrolled in the JROTC/Wellness program;
- A comparison of the number of students enrolled in each JROTC/Wellness program during the school year prior to approval;
- The number of JROTC instructors in the approved programs certified to teach Wellness;
- The number of programs using a team teaching approach, i.e., the JROTC instructor and the Wellness instructor working together compared to the number of programs in which the JROTC instructor works alone;
- The number of programs which integrate the Wellness curriculum into the JROTC curriculum versus the stand-alone approach;

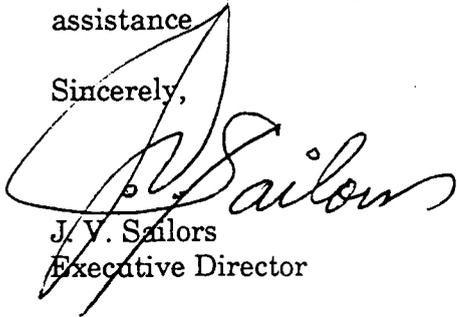
Ms. Ethel Detch
September 9, 1996
Page 2

- Any resources used in the approved programs other than the JROTC curriculum manual;
- Any diversity or creativity observed in the approved programs versus a standardized "cookie cutter" approach.

I have attached, for your review, some background information which may be helpful in evaluating your observations. The Board would like a written report and an opportunity for you to make an oral report and answer questions. We would like to review your findings in the early Spring, if possible.

Please let me know if you desire additional information. Thank you in advance for your assistance

Sincerely,

A handwritten signature in cursive script, appearing to read "J. V. Sailors". The signature is written in black ink and is positioned above the typed name and title.

J. V. Sailors
Executive Director

JVS/pc

Response to Issues Raised by the State Board of Education

The following is a list of issues that the State Board of Education wished to have examined and the response to each.

- The name and number of school systems approved to offer JROTC/LW as a special course.
Eighteen school systems are approved to offer the special course. The systems are listed in Appendix B.
- The name and number of individual schools within the system that have been approved.
Fifty-six schools within the 18 school systems are approved to offer the special course. The schools are listed in Appendix B.
- The number of students in each approved school enrolled in the JROTC/LW program.
There is a total of 4,588 students enrolled in the special course across the state. The number for each individual school is located in Appendix B.
- A comparison of the number of students enrolled in each JROTC/LW program during the school year prior to approval.
The number of students enrolled prior to approval and afterwards has remained relatively unchanged because there was never a time when students could not earn PE credit or Wellness credit.
- The number of JROTC instructors in the approved programs certified to teach Wellness.
There are few if any JROTC instructors who are certified to teach Lifetime Wellness. The majority, however, have attended the training session provided by the Department of Education.
- The number of programs using a team teaching approach, i.e., the JROTC instructor and the Wellness instructor working together compared to the number of programs in which the JROTC instructor works alone.
The number of programs where team teaching is used is difficult to determine. It appears that few programs implement true team teaching where the JROTC instructor and the Wellness instructor work side by side in the class room or trade classes to more effectively cover the material. It is slightly more common for the instructors to confer with each other on lesson plans and wellness related activities.
- The number of programs which integrate the Wellness curriculum into the JROTC curriculum versus the stand-alone approach.
In order for substitution to take place, the Wellness curriculum must be integrated into JROTC to meet special course requirements and to be

approved by the Department. At this time, 56 schools in 18 systems use the special course offering to substitute JROTC for Wellness. There are also 26 schools in 11 systems that do not allow the substitution and force JROTC to stand alone. Currently seven schools in two systems use JROTC to earn credit for PE.

- **Any resources used in the approved programs other than the JROTC curriculum manual.**

All programs use the locally approved Health book, pamphlets, and videos in addition to inviting local health officials and other outside guests to speak on Wellness topics.

- **Any diversity or creativity observed in the approved programs versus a standardized “cookie cutter” approach.**

There was little diversity or creativity in the approved programs observed.