

A STUDY OF A PROPOSED PHYSICAL
EDUCATION PROFESSIONAL PROGRAM
FOR THE PUBLIC JUNIOR
COLLEGES IN THE STATE
OF KANSAS

A Thesis

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In Partial Fulfillment
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Master of Science in Physical Education

by

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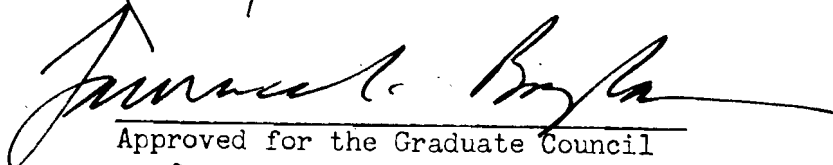
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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	1
Statement of the problem	2
Analysis of the problem	2
Basic assumption	3
Limitations of this study	3
Definition of Terms Used	3
Kansas community junior college	3
Terminal program	3
Transfer program	4
Physical education major	4
Physical education class	4
General education class	4
Semester hour	5
Physical education professional program	5
Activity course	5
Carry-over activity	5
Physical education theory course	5
Procedure	5
Subjects	5
Instrumentation	6

CHAPTER	PAGE
Overviews	7
Relation of proposed research to previous research .	8
II. REVIEW OF THE LITERATURE	10
Summary of Related Literature	17
III. FINDINGS	19
General education	19
Physical education	22
General requirements	31
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	33
Summary	33
Conclusions	35
Recommendations	43

LIST OF TABLES

TABLE	PAGE
I. General Education Requirements	23
II. Physical Education Theory Course Requirements	25
III. Physical Education Activity Course Requirements	27
IV. Required Courses for Physical Education Majors in the State Colleges and Universities of Kansas	28, 29, 30
V. General Requirements for Graduation	32

CHAPTER I

INTRODUCTION

Recent legislation enacted by the Kansas Legislature in 1965 concerning the Kansas public junior colleges has had a tremendous impact on these institutions in the past year.¹ As a result Kansas finds itself in a situation where the community junior colleges are expanding at an extremely rapid pace. This expansion seems to be taking place in four major areas: (1) campus rebuilding and construction programs, (2) increased student enrollment, (3) addition of academic, vocational, and technical curricula, and (4) founding and developing of new community junior colleges throughout the state.

As a result of this rapid expansion the Kansas junior colleges are assuming a very important part in the overall Kansas junior college state plan for higher education. Because of this new role, an efficient curriculum must be developed to meet the needs of the students and to meet the requirements of other colleges in the state system of education.

I. THE PROBLEM

With the present and projected importance of the community junior college in the total prospective of Kansas higher education, there is a

¹State Department of Public Instruction, School Laws of Kansas (Topeka: Adel F. Throckmorton, Superintendent, 1965), p. 126.

great need for well planned and workable curricula within the junior college.

Statement of the problem. The purpose of the study was to propose a curriculum for majors of men's physical education at the junior college which will afford junior college students the opportunity of two years' experience of professional physical education which four-year state colleges and universities have recommended as desirable. The constructed program must consider (1) both general and professional physical educational development of the student, (2) a favorable comparison to programs offered to freshman and sophomore students at four-year colleges and universities in Kansas, and (3) adequate transfer of credit capabilities to four-year colleges and universities throughout Kansas allowing students to obtain a degree with an additional two years following their graduation from junior college.

Analysis of the problem. Community junior colleges throughout Kansas offer a wide variation of educational programs. This is true in the physical education area as well as in other areas of academic study.

It was the purpose of this study to compare the college courses required of a physical education major in all of the state colleges and universities in Kansas. The results of such a study may suggest a program which can be proposed to the Kansas community junior colleges for physical education majors that will meet their needs in general and

physical education development, and will also adequately meet the transfer requirements.

Basic assumption. Junior college physical education majors are primarily concerned with their general and physical educational growth and development. In addition, however, they have a need for an adequate transfer program to complete their degrees. Some of the junior colleges in Kansas do not presently provide an adequate program for students desiring to major in physical education.

Limitations of this study. This study was limited to programs for men majoring in physical education in Kansas community junior colleges. It did not include church related or private junior colleges, and it did not include women majoring in physical education.

II. DEFINITION OF TERMS USED

Kansas community junior college. The Kansas community junior college will pertain to the two-year institutions of higher learning which are controlled and supported to some extent by the state government. These colleges were all public institutions under the junior college state plan of education.

Terminal program. A program developed in the junior college for students planning to terminate their college education after two years. There is usually no transfer function in this program, and the program is designed primarily for the students desiring vocational or technical training. Leland Medsker, in defining the term says: "Theoretically,

a terminal program may either be general (general education, liberal arts and the like), occupational, or a combination of the two. Most terminal curricula have a strong occupational orientation, although a limited amount of general education is usually included."²

Transfer program. The transfer program is an academic program designed for the student who plans to transfer from junior college to a four-year college or university. Medsker insists "The transfer program must satisfy the needs of students who expect to continue their education either in colleges of arts and science or in various professional schools, such as engineering, business, and law schools."³

Physical education major. The physical education major is a student enrolled in the transfer program with intentions of transferring to a four-year college or university and obtaining a degree in physical education.

Physical education class. Any class listed in the school catalogue under the physical education division will be considered a physical education class. This will include physical education activity classes as well as lecture-type classes in history, principles, philosophy, administration, fundamentals, and theory of physical education.

General education class. This will include any class in which

²Leland L. Medsker, The Junior College; Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 1960), p. 53.

³Ibid., p. 52.

the physical education major might enroll not listed under the physical education division, and will contribute towards general knowledge and professional growth of the student. The general education class must also meet state certification requirements.

Semester hour. A semester hour is an eighteen-week period which meets one hour a week for one semester hour of credit.

Physical education professional program. The course of study, or the classes required and recommended to obtain a physical education degree, will be referred to as a physical education program.

Activity course. A physical education course which requires physical motion for participation is an activity class.

Carry-over activity. An activity which can be used by any student in future times will be considered a carry-over activity. This would pertain to recreation or leisure-time activity such as golf, tennis, and bowling.

Physical education theory course. A physical education course pertaining to theory. No physical activity is taught.

III. PROCEDURE

The problem in conducting this study was to select a valid means of collecting data that would be useful to the study. The method decided upon was the use of a questionnaire and of personal interviews.

Subjects. The subjects interviewed in this study were either the

chairmen or those individuals appointed by the chairmen to act as their assistants in the physical education departments of the state supported four-year colleges and universities in Kansas. The departments represented the following schools: University of Kansas, Kansas State University, Wichita State University, Kansas State Teachers College of Emporia, Kansas State College of Pittsburg, Fort Hays Kansas State College.

The selection of these six particular colleges and universities was made with the assumption the biggest percentage of junior college physical education majors in the Kansas public junior colleges would transfer to one of these six state institutions. If this were true, a professional program might be outlined for the junior college student which would readily transfer to any one of these institutions. Students who might not transfer to one of these six state colleges or universities would be obtaining an excellent background in physical education. This does not mean he would necessarily be able to transfer as easily to another institution besides the six interviewed, but he would at least be receiving excellent professional training in the physical education field for two years.

Instrumentation. The data in this study was obtained through the use of a questionnaire and personal interviews. The questionnaire was developed through the use of the related literature and the studying of many college catalogues which were representative of colleges and universities throughout the United States. The purpose of personal interviews in this study was to take advantage of authoritative thinking

in the physical education field, and to substantiate the questionnaire response. The questionnaire developed is shown in the appendix.

Overviews. The procedures for collecting the data needed in this study were completed in three phases.

The first phase was the construction of a questionnaire. Guidelines that were found in the related literature were used in developing the questionnaire. These guidelines have been established by noted authorities in the physical education field such as Charles Bucher, William LaPorte, John Nixon, Ann Jewett, Raymond Snyder, Harry Scott, and others. Other information for the questionnaire was obtained by studying the physical education sections of many college and university catalogues, to see what classes were offered and which of these classes were required. The questions were basically concerned with the type of classes required and recommended for the junior college physical education major. The type of classes referred to how many semester hours should be required in particular classes in general education, physical education theory, and physical education activity. The questionnaire also sought to determine the number of semester hours the student should receive in prescribed areas during the first four semesters of study. The questionnaire was concerned mostly with the required courses offered, not the elective courses. The questionnaire was checked by a member of the physical education staff at Kansas State Teachers College, Emporia. The questionnaire contained space for additional comments and opinions not covered by specific questions.

Following the construction of the questionnaire was the construction of a letter of introduction requesting interviews. This

letter of introduction was sent to the chairmen of the physical education departments of the state colleges and universities of Kansas prior to the visit for the personal interview. The purpose of this letter was to explain the study being conducted, and request a date for a personal interview. Enclosed in each letter was a copy of the questionnaire so the person to be interviewed would have ample time to consider the questions and have a better understanding of the problem as a whole before the interview actually took place. The letter further explained to the department chairman being interviewed that the results of the study would be made available when the study was completed.

The second phase of the procedure for collecting data was the personal interview. Prior to the interview the writer studied the school catalogue of the institution being interviewed to become familiar with the physical education program and to look for specific questions which might not have been covered in the questionnaire. The questionnaire was completed during the interview by the investigator. The interviews took place at each of six colleges or universities. All of the questions on the questionnaire were asked of the person being interviewed, and in several cases additional information was gathered through opinions and comments.

The third and final phase of the procedure was to place the data gathered into tables. The purpose of these tables was to establish course requirements in general education, physical education theory, and physical education activity classes.

Relation of proposed research to previous research. The proposed

research was to work specifically on the problems of the Kansas community junior college physical education major. This was an area which was seemingly lacking in research, and an area in which research was greatly needed. The related research would be extremely helpful in establishing a junior college physical education curriculum. It was hoped that the proposed research would result in the development of a valid criteria for evaluating professional preparation of the Kansas community junior college physical education major.

CHAPTER II

REVIEW OF THE LITERATURE

It appears there has been a great deal of research done in the field of professional preparation required for the physical education major. However, there is very little research being done on the professional requirements for the physical education major at the junior college level.

Because there was very little research being done in the specific area of the junior college physical education major, most of the related literature pertained to the requirements of the physical education major in the four-year colleges and universities. The second portion of the related literature concerned itself with the junior college transfer function but dealt with junior college transfer students.

The first portions of literature will deal in rather general terms concerning the junior college curriculum. Corbman stated there are six basic questions that must be answered in evaluating the junior college curriculum:

As has been previously explained by the author, the recommended procedure for evaluating a curriculum is to base that evaluation on the information obtained from the graduates in terms of their related work experiences as well as transfer experience to four-year colleges.

This requires consideration of six questions:

- (1) What positions have the graduates obtained since their graduation?
- (2) Which competencies, information, and attitudes developed as a result of a curriculum, were found necessary in these portions, which were useful but not necessary, and which were unnecessary?

- (3) What training in competencies, information, and attitudes should be included that are not presently given?
- (4) To what extent have the graduates continued their education beyond the community college program?
- (5) What have been the attitudes of four-year colleges with the regard to transfer of credit generally, and for courses specifically?
- (6) What recommendations for the present curriculum are advised as a result of evidence?⁴

Starting in 1960 Knoell completed a study pertaining to nearly 8,500 transfer students from more than 300 two-year colleges in 43 states. This study had the following major findings:

It has been estimated that about 75 percent of the junior college students would achieve their baccalaureate degree goals by the end of their fourth year after transfer, most of them in the institutions to which they transferred in 1960. Fewer than half the students graduated on time, in other words, after two-plus two or one-plus-three programs. Among the students who transferred as juniors, 45 percent graduated two years after their transfer, 68 percent within three years, and an estimated 75 percent or more by the end of the fourth year.⁵

A study of junior college transfer students in Kansas in 1953 indicated the transfer student rated equally as competent as the freshman and sophomore students in the four-year colleges and universities but in many cases was unable to attain a degree with two additional years of study. In other words, even though the junior college students had the same ability, it often took them longer to

⁴Bernard P. Corbman, "A Technique for Curriculum Evaluation," Junior College Journal, 32:406, March, 1962.

⁵Dorothy M. Knoell, "Focus on the Transfer Program," Junior College Journal, 35:6, May, 1965.

obtain their college degree after they transferred from the junior colleges. Medsker cited several specific examples:

At Fort Hays the transfers were superior to the native students on every count except in the percentage receiving degrees at the end of a two year period. The small group (11 as compared to 150 native students) might not have been enough for a sufficient basis of generalization.

At Emporia the transfer students outperformed the native students in the last two years academically. However, a higher group of the native students received their degrees at the end of the fourth semester.

At the University of Kansas the transfer students did less well academically than the native students. A much higher percentage of the native students graduated at the end of a two year period than did the transfer students.⁶

The remaining portion of the review of literature will deal specifically with the physical education major. Bucher, in defending the need for increased physical education offerings in the junior college, related:

The two year college is an institution that is progressing with great rapidity in our country. This is the institutional level where probably the greatest expansion will take place in our school system during the next decade. These schools may provide the first two years of a four year college course. They also recognize value of regular physical education classes as well as a broad athletic program.⁷

Bucher also makes the following statements about the four-year colleges:

The college and university physical education program is designed for providing opportunities for

⁶Medsker, op. cit., p. 127.

⁷Charles A. Bucher, Foundations of Physical Education (Fourth Edition, Saint Louis: The C. V. Mosby Company, 1964), p. 69.

physical conditioning, developing skills, and recreation and leisure time activities. Most colleges offer some freedom in the choice of activities so that the student may further develop his skill in a sport in which he has a particular interest.⁸

The above are rather broad and general statements made about the college physical education program, but Bucher makes more specific criteria for the physical education major.

By consulting a list of colleges and universities, the student may discover the ones in which he is interested. Then, the professional program offered by each institution should be checked against the standards established for the physical education profession to see how well they will prepare him to carry out successfully the duties that he will encounter on the job.⁹

Finally, Bucher makes the following statement dealing with the educational requirements outside of the physical education field that should be required of the physical education major:

At least 20 hours of electives outside the field of physical education shall be selected from such areas as botany, English, philosophy, political science, languages, history, sociology, and speech. Not more than 15 hours of the "broadening" courses (which include both required and elective courses) shall be in one field.¹⁰

A twenty-seven year study of the physical education curriculum completed in 1937, and edited in 1955 made some definite statements concerning activity class requirements for college physical education majors. From the report, William LaPorte stated the following: "In

⁸Ibid., p. 69.

⁹Ibid., p. 487.

¹⁰Ibid., p. 488.

revising the college list an effort was made to observe the recommendation of the respondents that the program be more or less elective throughout. The emphasis throughout is on individual or carry-over type activities."¹¹

A great amount of work and planning was done in a national health, physical education, and recreation professional preparation conference in 1962. The following is an excerpt from a manual published following this conference:

The purpose of the major program at different levels may be stated as follows: The freshman and sophomore years are viewed primarily as general education. Course recommendations and requirements are based upon foundation areas designed to increase the student's knowledge and understanding of man.¹²

In another recent study made in the area of physical education curriculum, Nixon and Jewett stated all curriculum developments should follow basic principles.

No American public school curriculum should be a haphazard collection of traditional subject matter. The selection and organization of learning experiences for the children and youth of the community is a vital function and should be guided by sound principles. No school is justified in repeating uncritically a curriculum established for a previous generation. On the other hand, a curriculum organized to include every promising new subject will be a piecemeal kaleidoscope

¹¹William Ralph LaPorte, Edited by John M. Cooper, The Physical Education Curriculum (Los Angeles: The College Book Store, 1955), p. 32.

¹²American Association of Health, Physical Education, and Recreation, Professional Preparation in Health, Physical Education, Recreation Education (Washington, D. C.: A Department of the National Education Association, 1962), p. 58.

at best. Building a curriculum is a highly complex and exceedingly important process.¹³

Snyder and Scott, two of the well known authorities in the field of physical education, share the following general opinion on professional preparation of the physical education undergraduate.

The specialized professional curriculum should be based primarily upon the function the teacher and leader will be expected to perform in the field. Also to include in the curriculum are the basic knowledges, understandings, and competencies which will make possible continuous in-service professional growth and development.¹⁴

In a study concerning only the activity requirements for the physical education major, Blow recommended the student be prepared as an undergraduate in several different areas.

In the undergraduate preparation of physical education teachers it is recommended that all physical educators be adequately prepared to teach a large number of activities including individual and dual activities, combative, rhythmic activities, and team games.¹⁵

Some of the most recent work accomplished in the specific area of this study took place in March, 1966, at Rock Springs 4-H camp in Kansas. This was a planning conference for college and university physical education curricula with one session dealing specifically with

¹³John E. Nixon and Ann E. Jewett, Physical Education Curriculum (New York: The Ronald Press Company, 1964), p. 22.

¹⁴Raymond A. Snyder and Harry A. Scott, Professional Preparation in Health, Physical Education and Recreation (New York: McGraw-Hill Book Company, Inc., 1954), p. 72

¹⁵Donald E. Blow, "A Study of Activity Requirements for Men Students Majoring in Physical Education" (Unpublished Master's Thesis, Kansas State Teachers College, Emporia, 1958), p. 47.

"The Junior College Curriculum for Physical Education Preparation in Junior and Four-Year Colleges." Henry and his assistants reported the following general statements and recommendations:

- (1) Specialized professional education courses should be taught in a four year college and not a junior college. For example: methods, theory, athletic injuries, and techniques.
- (2) We should consider the total projected curriculum for these students in the two year junior college.
- (3) Junior college students should pursue first the general education courses that would meet the state certification requirements which are stated in the handbook.
- (4) It is concluded that 4 hours of activity courses would transfer.¹⁶

Probably the most recent work done in this area took place at the Third Annual Kansas Conference on Professional Preparation of Physical Education Teachers, at Rock Springs 4-H camp in Kansas. This conference took place on April 7 and 8 in 1967. The program consisted of "The First Two Years of Preparation for the Physical Education Teacher." The following recommendations were reported:

Personal Skill Development:

1. At least four credits should be available in the offerings.
2. Each course should be specifically identified by activity name.
3. There should be a minimum of eight weeks of instruction for each activity.
4. It was suggested that lifetime sports be emphasized.
5. The junior college transfer student should have a sound basic background in a wide variety of motor skills.

¹⁶ Don Henry, Janet Nuzman, and Emma Palmer, "The Junior College Curriculum for Physical Education Preparation in Junior and Four-Year Colleges" (Kansas: College and University Physical Education Curriculum Planning Conference, 1966), pp. 1-2. (Mimeographed)

Scientific Foundations for Physical Education:

1. A minimum of 11 hours of biological science be obtained.
2. A course in physical science is being recommended as a physical education requirement in some schools.
3. Most degree schools have courses in English composition and literature as a 3-3 credit hour combination.
4. "General Education" courses in a junior college program for a prospective physical education major student should meet state certification requirements.

The Professional Courses:

1. Introduction to Physical Education should be offered.
2. Personal and Community Health should be offered.
3. First aid should be offered.
4. Four year colleges should keep junior colleges informed on program changes.
5. Better health preparation is needed.¹⁷

Summary of Related Literature

From the data obtained from the noted authorities in the field of physical education, and from recent studies made in the junior college transfer function, it appears the junior college does have a very definite function to perform in professional preparation, and transfer preparation of the student. Nowhere in the related literature was any fast and hard rule established for the specific courses required for the junior college physical education major. There were, however, general guidelines to follow in developing a physical education program with specific requirements in some areas. By the related literature it appears the junior

¹⁷Physical Education Staff Members throughout the State of Kansas. "The First Two Years of Preparation for the Physical Education Teacher." (Kansas: Third Annual Conference on Professional Preparation of Physical Education Teachers, 1967), pp. 1-9. (Mimeographed)

college physical education major, in order to receive proper professional preparation and to prepare to transfer efficiently, must have a good general education course which is outlined with specific requirements in both the fields of general education and physical education..

CHAPTER III

FINDINGS

The purpose of the questionnaire and the personal interviews in this study was to identify what courses and time sequence which each of the state colleges and universities require of their men physical education majors. These findings will be discussed in three general categories: 1. general education requirements, 2. physical education theory requirements, and 3. physical education activity requirements. Also indicated in the findings will be the number of semester hours required and the grade point average needed for graduation.

General education. In the general education field there were four courses required by all of the institutions interviewed. The courses were: general psychology, physical science, English composition, and speech. These courses were required by the physical education departments of the physical education major.

All physical education departments in the six institutions interviewed required their majors to take three semester hours of general psychology. Three institutions advised this course be taken during the freshman year, one during the sophomore year, and two during either the freshman or sophomore year. In physical science five of the institutions required five semester hours and one institution required three semester hours. Three of the institutions recommended this course be taken in either the freshman or sophomore year, one in the sophomore year, and two in the junior year.

For English composition four of the institutions required six semester hours. Three of these four institutions advised all six semester hours be taken during the freshman year and the fourth advised taking three hours during the freshman year and three during the junior year. Of the remaining two institutions one combined speech and English composition and required eight semester hours. This department advised all eight hours be taken during the freshman year. The remaining institution required nine semester hours of English composition and literature and advised they be taken during the freshman and sophomore years.

In speech three institutions required two semester hours, two required three semester hours, and one had it combined with English composition. Five of the institutions recommended that speech be taken during the freshman year and the other institution recommended either the freshman or sophomore year.

For other general education requirements the following results were found: In the social science field one institution required fourteen semester hours, three twelve semester hours, and two ten semester hours. Of the six institutions interviewed this would average slightly more than eleven and one half semester hours required in the social science area. All of the institutions advised as much of this requirement as possible be completed during the freshman and sophomore years.

In the area of natural science one institution required sixteen semester hours, two required twelve semester hours, two required ten semester hours, and two required eight semester hours. This average of

slightly over ten semester hours was required in this area. All institutions recommended as much of this requirement as possible be fulfilled during the freshman and sophomore years.

In an area including English composition, literature, and foreign language, one institution required fourteen semester hours, three institutions twelve semester hours, and two institutions eight semester hours. This averaged slightly over thirteen semester hours. All institutions recommended this requirement be fulfilled during the freshman and sophomore years.

In the area of fine arts two institutions required four semester hours, two required two semester hours, and two have no requirement. This would be an average of one semester hour. The institutions who required the fine arts courses suggested they be taken during the freshman and sophomore years. The fine arts included both music and art.

In the area of mathematics three of the institutions had no requirement, one had a requirement of three semester hours, one had a requirement of two, and one had a three hour requirement if the student failed to pass a math proficiency test.

The total number of semester hours required in each of these areas in the general education requirements averaged thirty-eight hours. It should also be noted most of this requirement could be fulfilled during the freshman and sophomore years. The physical education department chairmen were extremely concerned that the physical education major acquire a good general education background during their first two years of college.

Table I will indicate the number of institutions requiring different subjects in the general education field. This table will also show the average number of semester hours in each area of the general education field.

Physical education. In the physical education theory area there were four courses required by all six of the institutions interviewed. They were: History of or Introduction to Physical Education, Administration of Physical Education, human anatomy, and kinesiology.

In the History of Physical Education or Introduction to Physical Education three of the institutions required three semester hours and two required two semester hours. The sixth institution did not require a course as such, but included this course in Foundations of Physical Education which was a requirement for all physical education majors. Five of the institutions recommended this be taken during the freshman or sophomore year and one recommended the junior or senior year.

In the Administration of Physical Education course all institutions required three semester hours, and all recommended this course be taken during either the junior or senior year.

Two of the institutions required five semester hours of human anatomy, two required three semester hours, and two combined this course with physiology. Of the two institutions who combined anatomy and physiology one required five semester hours and one required six semester hours. Four of the institutions recommended this course for the sophomore year, and two for the junior or senior year.

In kinesiology four of the institutions required three semester

TABLE I

GENERAL EDUCATION REQUIREMENTS

Name of Course	Number of Institutions Requiring	Fr. So. Jr. Sr. (Fr. or So.)	Time Recommended To Take Course	Percentage Requiring
SOCIAL SCIENCE				
General Psychology	6	3	1	100%
History	1		2	16%
Political Science	0		1	0%
Government	0			0%
Average # of Semester Hours required in Social Science-----				
				11
SCIENCE				
Biology	4	2	2	66%
Zoology	1	1		16%
Physical Science	6	1	2	100%
Average # of Semester Hours required in Science-----				
				10
WRITTEN & ORAL COMMUNICATION & LITERATURE				
English Composition	6	5	1-3	100%
Speech	6	5		100%
Literature	5		1	83%
Average # of Semester Hours required in Eng. & Lit.-----				
				13
FINE ARTS				
Music	2		2	33%
Art	2		2	33%
Average # of Semester Hours required in Fine Arts-----				
				1
MATHEMATICS				
General Math	1	1		16%
Average # of Semester Hours required in Mathematics--less than 1				

hours and two required two semester hours. Five of the institutions recommended this course be taken during the junior or senior year and one recommended the sophomore year.

In the other areas of the physical education theory course there were only three courses besides the ones already mentioned that were required by more than fifty percent of the institutions and were recommended for the freshman or sophomore years. These three courses were health, first aid, and physiology.

Five of the institutions required Personal and Community Health or Hygiene. Four of these institutions required three semester hours and one required two semester hours. All five institutions recommended this be taken during the freshman or sophomore years.

Five institutions required first aid, of these three required two semester hours, one required three semester hours, and one required one semester hour. Four of the institutions recommended this course be taken during the freshman or sophomore year and one recommended the junior year.

Four of the institutions required physiology either as a separate course or being combined with human anatomy. The number of semester hours required in physiology was three. All four institutions recommended this course be taken during the sophomore year.

Table II will indicate the number of institutions requiring different subjects in the physical education theory areas.

There was wide variation in the physical education activity course area in both the number of semester hours recommended and in the activities that should be included. As for the number of semester hours recommended for the junior college student to take, one institution recommended

TABLE II

PHYSICAL EDUCATION THEORY COURSE REQUIREMENTS

Name of course	Number of institutions requiring	Percentage
THEORY OF PHYSICAL EDUCATION		
History of Physical Education (Introduction to Physical Education)	6	100%
Principles of Physical Education	2	33%
Philosophy of Physical Education	2	33%
Methods of Teaching Physical Education	4	66%
Administration of Physical Education	6	100%
Elementary School Physical Education	4	66%
Secondary School Physical Education	3	50%
SCIENCE OF PHYSICAL EDUCATION		
Physiology	4	66%
Human Anatomy	6	100%
Kinesiology	6	100%
HEALTH		
Personal and Community Health	5	83%
First Aid and Safety	5	83%
Methods of Teaching Health	2	33%
*THEORY OF COACHING ATHLETICS		
Rules and Officiating	2	33%
Theory of Football	5	83%
Theory of Basketball	5	83%
Theory of Track and Field	5	83%
Care and Prevention of Athletic Injuries	3	50%
ADDITIONAL COURSES NOT COMMON TO ALL INSTITUTIONS		
Problems in Intramural Sports		
Recreational Activities		
Adaptive Physical Education		
Evaluation in Physical Education		
Physiology of Exercise		
Fundamentals of Major Sports		
Nature and Function of Play		
Community Recreation		

*It should be noted the courses in the theory of coaching athletics were in some cases required only if the student was going into athletic coaching. Also in some cases the student has a choice of two of three or three of four of these courses. These courses were generally advised for the junior and senior years.

four semester hours; one recommended six; one recommended a minimum of four and preferably eight; two recommended eight; and one recommended having a foundation class which included both theory and activity.

As for the activities recommended for the junior college physical education major there were nine activities which more than fifty percent of the institutions suggested. They were badminton, folk dancing, gymnastics, soccer, square dance, swimming, tennis, tumbling, and wrestling. Of these nine activities, swimming was required by all of the institutions interviewed. Four of the institutions recommended these activities be taught in block classes. For example, a block course might include tumbling and gymnastics with tumbling during the first nine weeks and gymnastics during the second nine weeks. There was no consistency, however, as to which activities should compose a block.

The semester hour credits given by most institutions were half the number of hours spent in class during the week. For example, if an activity class were to meet four hours a week only two semester hours of credit would be given the student. Some of the institutions further felt it was advantageous for an activity class to run for two consecutive hours. This would allow more time to be spent in actual participation.

Table III will indicate the activities required at the six institutions interviewed.

Table IV will indicate for each of the institutions interviewed the courses required of the men physical education majors. This table will also indicate the number of hours in each course and the year the student would normally take the course. This table does not indicate

TABLE III

PHYSICAL EDUCATION ACTIVITY COURSE REQUIREMENTS
FOR MEN PHYSICAL EDUCATION MAJORS

Name of activity	Number of institutions requiring	Percentage
Archery	2	33%
Badminton	4	66%
Basketball	2	33%
Bowling	3	50%
Fencing	1	16%
Folk Dance	4	66%
Games and Relays	1	16%
Golf	3	50%
Gymnastics	5	83%
Handball	3	50%
Soccer	4	66%
Softball	3	50%
Square Dance	4	66%
Speedball	3	50%
Swimming	6	100%
Tennis	4	66%
Tumbling	4	66%
Touch Football	3	50%
Volleyball	4	66%
Weight Lifting	2	33%
Wrestling	4	66%

REQUIRED COURSES FOR MEN PHYSICAL EDUCATION MAJORS
IN THE STATE COLLEGES AND UNIVERSITIES OF KANSAS

Course	Kansas University		Kansas State University		Wichita State University		KSTC Emporia		KSC Ft. Hays		KSC Pittsburg	
	Hrs.	Yr.	Hrs.	Yr.	Hrs.	Yr.	Hrs.	Yr.	Hrs.	Yr.	Hrs.	Yr.
GENERAL EDUCATION												
Social Science												
General Psychology	3	Fr-So	3	Fr	3	So	3	Fr	3	Fr-So	3	Fr
SCIENCE												
Zoology	0		4	Fr	0		0		0		0	
Biology	3	Fr	0		5	Fr-So	3	Fr	3	Fr-So	0	
Physical Science	5	Jr	3	Jr	5	So	5	Fr-So	5	Fr-So	5	Fr
ENGLISH & LITERATURE												
English Composition	9	Fr-So	6	Fr	6	Fr	6	Fr	6	Fr-Jr		
Speech	2	Fr	2	Fr	2	Fr	3	Fr	3	Fr-So	8	Fr
Literature or Foreign Language	0		0		6	Fr-So	6	So	0		0	
FINE ARTS												
Music	0		0		0		2		0		0	
Art	0		0		0		2		0		0	
MATHEMATICS												
Mathematics	0		0		0		2	Fr	0		3	Fr
PROFESSIONAL EDUCATION COURSES												
Educational Psychology	2	Sr	3	Sr	0		0		0		3	Jr-Sr
Educational Measurements	2	Sr	0		0		0		0		0	
Introduction to Study of Teaching	0		0		3	Jr-Sr	0		0		0	
Secondary School Student	0		0		4	Jr-Sr	0		0		0	
Child Psychology	0		0		0		0		0		3	Jr-Sr

TABLE IV - Continued

Course	Kansas University		Kansas State University		Wichita State University		KSTC Emporia		KSC Ft. Hays		KSC Pittsburg	
	Hrs.	Yr.	Hrs.	Yr.	Hrs.	Yr.	Hrs.	Yr.	Hrs.	Yr.	Hrs.	Yr.
PHYSICAL EDUCATION												
Physical Education Theory	3	Fr	2	Fr	3	So	Fr	Foundations	2	Fr-So	3	Jr-Sr
Introduction to Phys. Ed.	2	Jr-Sr	2	Sr	6	Jr-Sr	8	Jr	2	Jr-Sr	0	
Methods of Teaching Phys. Ed.	3	Jr-Sr	3	Sr	3	Sr	2	Jr	3	Jr-Sr	3	Jr-Sr
Administration of Phys. Ed.	3	So	6	Sr	0		2	So	2	Fr-So	0	
Elementary School Phys. Ed.	3	So-Jr	2	Sr	0		0		0		0	
Community Recreation	0		2	So	0		0		0		0	
Nature and Function of Play	0		0		0		0		0		0	
Evaluation of Phys. Ed.	0		0		0		0		3	Jr-Sr	0	
Problems in Intramural Sports	0		0		0		0		0		2	Fr
PHYSICAL EDUCATION SCIENCES												
Physiology	3	So	4	So	0		0		0		5	So
Human Anatomy	5	Jr-Sr	5	So	3	Jr-Sr	3	So	3	Fr-So	0	
Kinesiology	2	Jr-Sr	2	So	3	Jr-Sr	3	So-Jr	3	Jr-Sr	3	Jr-Sr
Physiology of Exercise	2	Jr	0		0		0		3	Jr-Sr	0	
Adaptive Phys. Ed.	0		0		0		0		0		2	Jr-Sr
HEALTH												
Personal and Community Health	3	Fr	3	So	3	Fr-So	2	Fr	3	Fr-So	0	
First Aid	2	Fr	3	Jr	2	Fr-So	1	So	2	Fr-So	0	
Methods of Teaching Health	0		0		0		3	Jr	3	Jr-Sr	0	
THEORY OF COACHING ATHLETICS												
Rules and Officiating	2	Jr	0		0		0		0		2	So
Theory of Football	2	So	2	Jr	2	Jr	Required if		2	Jr-Sr	3	Jr-Sr
Theory of Basketball	2	So	2	Jr	2	Jr	going into		2	Jr-Sr	3	Jr-Sr
Theory of Teach & Field	2	Jr	2	Jr	2	Jr	athletic		2	Jr-Sr	2	Jr-Sr
							coaching					

the student teaching requirements or the electives the student might take.

General requirements. Five of the colleges and universities interviewed required one hundred twenty four semester hours for graduation. The sixth institution interviewed required one hundred twenty six semester hours for graduation. Four of the colleges and universities interviewed use a 4.0 grading system while the remaining two use a 3.0 grading system. On the 4.0 grading system the requirements range from 2.0 to 2.3 over-all average for graduation. On the 3.0 scale one institution required a 1.1 and the other a 1.2 over-all grade average for graduation. All of the institutions interviewed agreed that a junior college physical education major should transfer a minimum of sixty semester hours at the end of his sophomore year to enable him to graduate with four additional semesters of study.

Table V indicates the number of semester hours required in four general education areas, the number of semester hours required for graduation, and the over-all grade point average required for graduation.

TABLE V

GENERAL REQUIREMENTS FOR GRADUATION

Institution	Social Science Hours	Natural Science Hours	English & Literature Hours	Fine Arts Hours	Hrs. Req. for Graduation	Grade Point Average
Kansas University	10	8	12	0	124	*1.1
Kansas State University	12	16	14	0	126	2.2
Wichita State University	9	10	12		124	2.0
K. S. T. C. Emporia	13	12	16	4	124	2.3
Ft. Hays	14	8	12	6	124	*1.2
K. S. C. Pittsburg	10	10	8	2	124	2.0

*Indicate 3.0 Grade System
(The remaining institutions are on a 4.0 Grade System)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem in this study was one of constructing a professional program for men physical education majors in the Kansas public junior colleges which will be beneficial to the student and desirable to the four-year colleges and universities in the State of Kansas. The information gathered in this study was assembled by producing a questionnaire and interviewing the chairmen of the physical education departments in the six state supported colleges and universities in Kansas. The following conclusions and recommendations are a result of the study.

Summary. In the six institutions interviewed the average number of semester hours required in the general education field was thirty-eight hours. The general education requirements included social science, science, English and literature, fine arts, and mathematics. The average number of semester hours required in these subdivisions were as follows: social science, eleven semester hours; science, ten semester hours; English and literature, thirteen semester hours; fine arts, one semester hour; and mathematics, one semester hour. These subdivisions equal a total of slightly over thirty-four semester hours with the remaining four hours required being electives. It was further discovered all of the institutions interviewed recommended that as many as possible of the general education requirements be fulfilled during the freshman and sophomore years.

It was found in the investigation of the physical education theory classes the majority of the institutions interviewed felt there were only four courses which should be required in this area on the freshman and sophomore level. These recommended courses included Introduction to Physical Education, Personal and Community Health, first aid, and physiology. It was also found there was a wide variation in the requirements of the physical education theory courses among the institutions interviewed. The biggest variance was in the physical education science area particularly with physiology and human anatomy. It was further discovered the majority of the physical education theory courses are recommended for the junior and senior student. Another discovery was that the course in Care and Prevention of Athletic Injuries was sometimes combined with first aid and was often recommended as a freshman or sophomore course.

In the physical education activity class area a wide variance was found in the requirements of the institutions interviewed. There were many different activities required in the four-year institutions with each institution having a slightly different program required. All of the institutions required some form of swimming or water safety. This was the only activity common to all of the institutions interviewed. It was discovered the majority of the four-year institutions recommended the activity classes be taught in block courses. They further recommended the number of semester hours credit given the student in an activity class be one half the hours spent in the particular class during the week. A majority of the institutions required gymnastics and apparatus with some

recommending these activities be taught at the four-year institutions due to the shortage of trained personnel in this activity at the junior college level. The following activities were required by a majority of the institutions interviewed: badminton, folk dance, gymnastics, soccer, square dance, swimming, tennis, tumbling, volleyball, and wrestling. The consensus of opinion of those interviewed was all of the above activities should be included in the curriculum and the courses should be named on the transcript according to the activities taught.

Conclusions: Although it appears unlikely a professional physical education program can presently be established in the Kansas public junior colleges that will completely satisfy all of the state supported institutions of higher learning, it does seem likely a program can be established which would be acceptable to all of these institutions.

In making proposals for this particular program it was necessary to keep several factors in mind. The first factor to consider was a good program flexible enough to meet changing times and new innovations. It would, therefore, be impossible to suggest a rigid program and expect it to remain functional in the future. A program can be suggested for the present time which will be suitable and meet the needs of the transferring function from the junior college to the four-year institutions in Kansas.

Another factor considered was the availability of facilities in the Kansas public junior colleges. Even though many new junior college facilities have been and are being built in Kansas there are still some lacking in physical education facilities. For example, all of the state supported

institutions required a course in swimming for their physical education majors, it is unlikely any of the junior colleges in the state could fulfill this requirement due to the lack of the natatorium as a facility. This facility will undoubtedly be constructed in Kansas junior colleges in the future.

Other factors considered in selecting a program included the minor field in which the student chooses to study and the general requirements established by the individual junior colleges.

With these factors in mind proposals can be made for developing the junior college physical education program. The first area considered in this program was the general education requirements for the junior college physical education major. As was found in chapter four, all of the four-year institutions required these courses in the general education field: English composition, general psychology, physical science, and speech. Since all of the four-year institutions required these courses and the majority recommended these courses be taken during the freshman and sophomore years, it would seem mandatory the junior colleges require these same courses of their physical education majors. Although no other course in the general education field was required by all of the four-year institutions, it was found that the average requirement in the general education field was thirty-eight semester hours. Most of this thirty-eight hour requirement was recommended for the freshman and sophomore years. It would therefore seem that the proposal should be made that the junior college physical education major be required a minimum of thirty-two semester hours of general education

courses.

A further proposal would be to require nine semester hours in social science, eight semester hours in natural science, eleven semester hours in English and literature, and two semester hours in fine arts.

The final proposal in the general education field is to require the following courses for the junior college physical education major:

Course	Semester Hours
Social Science	
General Psychology	3
History	3
Government	$\frac{3}{9}$
TOTAL	<u>9</u>
Natural Science	
Biology	3
Physical Science	$\frac{5}{8}$
TOTAL	<u>8</u>
English and Literature	
English Composition	6
Literature	3
Speech	$\frac{2}{11}$
TOTAL	<u>11</u>
Fine Arts	
Music or Art	$\frac{2}{2}$
TOTAL	<u>2</u>

The above requirements would be a total of thirty-one semester hours in the general education field. After the physical education course requirements are added to this there will still remain approximately ten semester hours for elective.

The second area of consideration was the physical education theory course area. As was found in chapter four, the following courses were required in this area by all of the institutions interviewed: History

of or Introduction to Physical Education, Administration of Physical Education, human anatomy, and kinesiology. Of these four courses Administration of Physical Education was definitely recommended as a junior or senior course; it should therefore receive no consideration in the junior college program. History of or Introduction to Physical Education was recommended as either a freshman or sophomore course so should therefore be included in the junior college program as a requirement. Human anatomy and kinesiology seemed to be rather questionable due to the many different requirements the four-year institutions have in these courses. Some institutions recommended these courses as sophomore courses while others are very definite in stating these should be junior or senior courses. To further complicate this problem some institutions combined human anatomy with physiology. Another factor in this area was the number of semester hours required in these courses varied a great deal from one institution to another. Due to this problem it is proposed neither human anatomy or kinesiology be offered in the junior college program. This author does propose physiology be a requirement for the junior college physical education major. There are four reasons for this proposal. 1. The junior colleges are probably more adequately equipped to teach physiology than kinesiology and anatomy. 2. Sixty-six percent of the institutions interviewed required physiology. 3. Physiology would be a good prerequisite for anatomy and kinesiology and would fulfill part of the physical education science requirement. 4. Anatomy and kinesiology could still be taken at the four-year institution after junior college graduation.

Other courses not required by all of the institutions interviewed but are proposed requirements for the junior college physical education major will include Personal and Community Health and first aid. Both of these courses were required by eighty-five percent of the institutions interviewed and were recommended as freshman and sophomore classes.

One other proposal for the physical education theory courses would be to recommend the course Care and Prevention of Athletic Injuries be offered as an elective and not a requirement for the junior college physical education major. This course is required by fifty percent of the institutions interviewed and was sometimes included with first aid.

The proposed requirements for the physical education theory field are as follows:

Course	Semester Hours
Introduction to Physical Education	3
Personal and Community Health	3
First Aid	2
Physiology	<u>3</u>
TOTAL	11

The final area to be considered was the area of physical education activity courses. This area seemed to be the source of the greatest problem in establishing a program. It appeared no two of the four-year institutions have the same requirements in this area. This might be explained by the fact each institution undoubtedly has its own philosophy, aims, and objectives which will cause them to vary their program in order to stay within the philosophy and to meet their objectives. This creates a problem in attempting to construct a program for the junior college physical education major which will easily transfer to any of the six state sup-

ported colleges and universities in Kansas.

From the information gathered these proposals will be made. First, the physical education major in the Kansas junior college should be required to complete eight semester hours of physical education activity courses. Second, these courses should be named according to the activity taught. They should be taught in blocks and they should meet four hours a week for two semester hours of credit. Third, the four-year institutions be urged to accept all of the eight semester hours, or the four-year institutions recommend exactly how many semester hours the junior colleges should teach and what activities should be taught. In the event all of these eight proposed hours do not all transfer it is still this author's opinion that the physical education major must receive this amount of time in the activity area to become skilled, proficient, and professionally qualified in the field of physical education. This would seem to be true whether the student is enrolled in a two year or a four year college.

The activities recommended for the junior colleges will include only the activities taught in more than fifty percent of the institutions interviewed. The only two activities taught by more than fifty percent of the institutions not included in this recommendation are swimming and gymnastics. Swimming will not be recommended at this time due to lack of facilities and gymnastics will not be included due to lack of trained personnel at the junior college level. Even though swimming and gymnastics are not recommended for the junior college immediately, it is recommended the junior colleges obtain trained personnel in the

gymnastic area, and procure facilities for swimming so these activities can be taught in the near future. The proposed required activities are:

Course	Semester Hours
Soccer and Volleyball	2
Tennis and Badminton	2
Tumbling and Wrestling	2
Folk and Square Dance	<u>2</u>
TOTAL	8

Folk and square dance is recommended as a co-educational class.

With the previous proposals and recommendations it is possible to outline a complete program for the men junior college physical education major. The recommended program is as follows:

FRESHMAN

First Semester

Course	Semester Hours
Introduction to Physical Education	3
English Composition	3
Speech	2
History	3
*Physical Education Activity	2
Elective	<u>2</u>
TOTAL	15

Second Semester

Personal and Community Health	3
English Composition II	3
Biology	3
Government	3
*Physical Education Activity	2
Elective	<u>2</u>
TOTAL	16

SOPHOMORE

First Semester

General Psychology	3
Physiology	3
Literature	3
Fine Arts	2
*Physical Education Activity	2
Elective	<u>3</u>
TOTAL	16

Second Semester

General Physical Science	5
First Aid	2
Care and Prevention of Athletic Injuries	2
*Physical Education Activity	2
Elective	<u>4</u>
TOTAL	15

*Could be any of the activities recommended.

The total number of semester hours required for junior college graduation would be sixty-two.

Recommendations. The first recommendation would be for each of the state supported colleges and universities to send a representative from their physical education department and meet with other representatives to either approve or revise the proposals that have been made in this study. If these proposals are approved or amended, the junior colleges in Kansas will have a criteria established for constructing their professional physical education programs.

Other recommendations would include follow-up studies of the one just completed. The first study should be one which would determine what action the junior colleges in Kansas have made in meeting the proposals made in this study. Another study should be one similar to this study for the women physical education majors. Other studies might include similar research in states other than Kansas.

Another study should be one consisting of a follow-up study on the junior college physical education major product. This might be done by making a comparison of the junior college product and the four-year college product on the job in physical education.

The last recommendation is to establish a committee involving personnel from both the four year and the two year institutions in Kansas to continually work on establishing and maintaining a strong physical education program in this state in both the two year and the four year institutions.

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APPENDIXES

APPENDIX A

Letter of Introduction

Date

Doctor _____,
Chairman Physical Education Department
Name of College or University
City, State

Dear Dr. _____:

During the last four years while teaching at Butler County Community Junior College we have become concerned, as many others have, for a better curriculum design for individuals majoring in physical education. In some cases, there seems to exist for these men physical education majors, problems in transferring from the junior college to the four-year colleges and universities here in Kansas.

Due to this concern, I am presently making a study and writing a master of science degree thesis on this subject. I am working under the direction of Dr. George Milton of Kansas State Teachers' College, Emporia, Kansas. I am planning on visiting the six state colleges and universities in Kansas to gather information concerning a curriculum that should be offered to men physical education majors in the Kansas public junior colleges. At the time I visit your institution, I would like to bring a prepared questionnaire and would also like to get any additional information you might offer. Hopefully the outcome of this study will be the assimilation and distribution of what the state supported colleges and universities designate as the best sequential, educational, and professional physical education program.

I would like to visit with you at your campus on (time and date given here). Would you please return the enclosed to indicate whether or not I may visit with you at this time.

Sincerely,

Dale Remsberg
Chairman, Physical Education Department
Butler County Community Junior College

APPENDIX B

Questionnaire

NAME OF COLLEGE OR UNIVERSITY _____

CHAIRMEN OF PHYSICAL EDUCATION DEPARTMENT _____

GENERAL EDUCATION REQUIREMENTS FOR MEN PHYSICAL EDUCATION MAJORS:

	NAME OF COURSE	REQUIRED		SEMESTER HOURS					ADVISED TO BE TAKEN			
		YES	NO	1	2	3	4	5	F	S	J	S
I. SOCIAL SCIENCE												
1.	Psychology	YES	NO	1	2	3	4	5	F	S	J	S
2.	History	YES	NO	1	2	3	4	5	F	S	J	S
3.	Political Science	YES	NO	1	2	3	4	5	F	S	J	S
4.	Government	YES	NO	1	2	3	4	5	F	S	J	S
5.	How many total semester hours of social science are required? _____											
II. SCIENCE												
1.	Biology	YES	NO	1	2	3	4	5	F	S	J	S
2.	Zoology	YES	NO	1	2	3	4	5	F	S	J	S
3.	Physical Science	YES	NO	1	2	3	4	5	F	S	J	S
4.	How many total semester hours of science are required? _____											
III. ENGLISH AND LITERATURE												
1.	English Composition	YES	NO	1	2	3	4	5	F	S	J	S
2.	Speech (Oral Commun.)	YES	NO	1	2	3	4	5	F	S	J	S
3.	Literature	YES	NO	1	2	3	4	5	F	S	J	S
4.	How many total semester hours of English & literature are required? _____											
IV. FINE ARTS												
1.	Music	YES	NO	1	2	3	4	5	F	S	J	S
2.	Art	YES	NO	1	2	3	4	5	F	S	J	S
3.	How many total semester hours of fine arts are required? _____											
V. MATHEMATICS												
1.	General Math	YES	NO	1	2	3	4	5	F	S	J	S
2.	College Algebra	YES	NO	1	2	3	4	5	F	S	J	S
3.	Other _____	YES	NO	1	2	3	4	5	F	S	J	S
4.	How many total semester hours of math are required? _____											
VI. FOREIGN LANGUAGE												
1.	French	YES	NO	1	2	3	4	5	F	S	J	S
2.	Spanish	YES	NO	1	2	3	4	5	F	S	J	S
3.	Other _____	YES	NO	1	2	3	4	5	F	S	J	S
4.	How many total semester hours of foreign language are required? _____											
VII. ADDITIONAL GENERAL EDUCATION COURSES THAT ARE REQUIRED FOR MEN PHYSICAL EDUCATION MAJORS:												
1.												
2.												
3.												
ADDITIONAL COMMENTS:												

APPENDIX B - Continued

Questionnaire

PHYSICAL EDUCATION REQUIREMENTS FOR MEN PHYSICAL EDUCATION MAJORS:

<u>NAME OF COURSE</u>	<u>REQUIRED</u>		<u>SEMESTER HOURS</u>					<u>ADVISED TO BE TAKEN</u>			
I. THEORY OF PHYSICAL EDUCATION											
1. History and Principles Physical Education	YES	NO	1	2	3	4	5	F	S	J	S
2. Philosophy of Physical Education	YES	NO	1	2	3	4	5	F	S	J	S
3. Methods of Teaching Physical Education	YES	NO	1	2	3	4	5	F	S	J	S
4. Administration of Physical Education	YES	NO	1	2	3	4	5	F	S	J	S
5. Elementary School Physical Education	YES	NO	1	2	3	4	5	F	S	J	S
6. Secondary School Physical Education	YES	NO	1	2	3	4	5	F	S	J	S
II. SCIENCE OF PHYSICAL EDUCATION											
1. Physiology	YES	NO	1	2	3	4	5	F	S	J	S
2. Human Anatomy	YES	NO	1	2	3	4	5	F	S	J	S
3. Kinesiology	YES	NO	1	2	3	4	5	F	S	J	S
III. HEALTH											
1. Personal and Community Health	YES	NO	1	2	3	4	5	F	S	J	S
2. First Aid and Safety	YES	NO	1	2	3	4	5	F	S	J	S
3. Safety	YES	NO	1	2	3	4	5	F	S	J	S
4. Methods of Teaching Health	YES	NO	1	2	3	4	5	F	S	J	S
IV. THEORY OF COACHING ATHLETICS											
1. Rules and Officiating	YES	NO	1	2	3	4	5	F	S	J	S
2. Theory of Football	YES	NO	1	2	3	4	5	F	S	J	S
3. Theory of Basketball	YES	NO	1	2	3	4	5	F	S	J	S
4. Theory of Track and Field	YES	NO	1	2	3	4	5	F	S	J	S
5. Care and Prevention of Athletic Injuries	YES	NO	1	2	3	4	5	F	S	J	S
V. ADDITIONAL PHYSICAL EDUCATION COURSES THAT ARE REQUIRED FOR MEN PHYSICAL EDUCATION MAJORS:											
1.											
2.											
3.											
4.											
5.											
6.											

ADDITIONAL COMMENTS:

APPENDIX B - Continued

Questionnaire

PHYSICAL EDUCATION ACTIVITY REQUIREMENTS FOR MEN PHYSICAL EDUCATION MAJORS:

1. Which of the following activities are required?

YES	NO		YES	NO	
___	___	1. Badminton	___	___	12. Social Dance
___	___	2. Basketball	___	___	13. Square Dance
___	___	3. Bowling	___	___	14. Speed Ball
___	___	4. Boxing	___	___	15. Swimming
___	___	5. Fencing	___	___	16. Tennis
___	___	6. Folk Dancing	___	___	17. Tembling
___	___	7. Golf	___	___	18. Touch Football
___	___	8. Gymnastics	___	___	19. Volleyball
___	___	9. Handball	___	___	20. Weight Lifting
___	___	10. Softball	___	___	21. Wrestling
___	___	11. Soccer	___	___	

2. Are recreational games required? _____
If so, what games are required? (General examples)

3. Are the above activities taught in individual classes or in block courses? _____ (A block course would include more than one activity taught in sequence during the course). If they are taught in block courses, which ones are taught in blocks?

4. How many semester hours of physical education activity courses do you advise to transfer to this institution from a junior college student who has attended 2 years? _____

5. How many semester hours of physical education activity courses are normally accumulated by the men physical education majors at this institution in the first four semesters? _____

6. Will varsity athletics transfer from a junior college to this institution? _____ If so, how many semester hours of varsity athletics will transfer? _____

7. Will varsity athletics plus the other physical education activity hours transfer and apply toward graduation? _____

8. Should varsity athletics be indicated on the junior college transcript according to the sport in which the student participated? _____

9. Which of the following activities would you recommend be taken at the junior college level by men physical education majors if the student attends for two years?

YES	NO		YES	NO	
___	___	1. Badminton	___	___	12. Social Dance
___	___	2. Basketball	___	___	13. Square Dance
___	___	3. Bowling	___	___	14. Speed Ball
___	___	4. Boxing	___	___	15. Swimming
___	___	5. Fencing	___	___	16. Tennis
___	___	6. Folk Dancing	___	___	17. Tumbling
___	___	7. Golf	___	___	18. Touch Football
___	___	8. Gymnastics	___	___	19. Volleyball
___	___	9. Handball	___	___	20. Weight Lifting
___	___	10. Soccer	___	___	21. Wrestling
___	___	11. Softball	___	___	

APPENDIX B - Continued

Questionnaire

11. What would be the recommended names of these physical education activity courses?

12. Would you recommend these courses be taught in blocks? _____
If so, what courses would you suggest for the blocks?

13. What additional physical education activity courses would you recommend be taught on the junior college level?

ADDITIONAL COMMENTS:

APPENDIX B - Continued

Questionnaire

RECREATION EDUCATION REQUIREMENTS FOR MEN PHYSICAL EDUCATION MAJORS:

1. How many semester hours of recreation courses are required? _____
2. What are the names of the recreation courses that are required? _____

3. In which year are these recreation courses normally taken? _____

4. Will this institution presently accept credits in recreation courses from a Kansas Public Junior College? _____
5. Do you feel that recreation courses should be taught in the Kansas Public Junior College physical education programs? _____

ADDITIONAL COMMENTS:

APPENDIX B - Continued

Questionnaire

GENERAL QUESTIONS CONCERNING THE TRANSFERRING OF JUNIOR COLLEGE MEN
PHYSICAL EDUCATION MAJORS TO A FOUR YEAR INSTITUTION:

1. How many hours will this institution allow a junior college student majoring in physical education to transfer? _____
2. How many semester hours are required for a student to obtain a Bachelor of Science degree in physical education at this institution? _____
3. How many semester hours do you feel a junior college student would need to transfer in order to obtain a Bachelor of Science degree in physical education from this institution with four semesters of additional study? _____
4. What grade point average is required in the physical education curriculum? _____

ADDITIONAL COMMENTS: