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**A STUDY OF COMPETENCIES FOR HEALTH,
PHYSICAL EDUCATION AND RECREATION MAJORS
WITH IMPLICATIONS FOR ARTICULATION
BETWEEN COMMUNITY COLLEGES AND STATE
UNIVERSITIES IN TENNESSEE.**

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AND RECREATION MAJORS WITH IMPLICATIONS FOR
ARTICULATION BETWEEN COMMUNITY COLLEGES
AND STATE UNIVERSITIES IN TENNESSEE**

Ozane Robinson Adams

**A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts**

August, 1976

A STUDY OF COMPETENCIES FOR HEALTH, PHYSICAL EDUCATION
AND RECREATION MAJORS WITH IMPLICATIONS FOR
ARTICULATION BETWEEN COMMUNITY COLLEGES
AND STATE UNIVERSITIES IN TENNESSEE

APPROVED:

Graduate Committee:

Martha H. Whaley
Major Professor

Janey Hall
Committee Member

Donald Lee
Committee Member

Wallace R. Maples
Committee Member

William H. Holland, Jr.
Committee Member

W. S. Solomon

Chairman of the Department of Health, Physical Education,
Recreation and Safety

Robert C. Allen

Dean of the Graduate School

ABSTRACT

A STUDY OF COMPETENCIES FOR HEALTH, PHYSICAL EDUCATION AND RECREATION MAJORS WITH IMPLICATIONS FOR ARTICULATION BETWEEN COMMUNITY COLLEGES AND STATE UNIVERSITIES IN TENNESSEE

by Ozane Robinson Adams

This study was concerned with the articulation problems of health, physical education, and recreation major transfer students that occur as they seek admission to state universities in Tennessee.

The purpose of the study was to identify those competencies which health, physical education and recreation major transfer students should acquire at the community college level prior to admittance to a professional health, physical education, or recreation program at a state university. Additionally, the study attempted to alleviate articulation problems by seeking implementation of a practical approach to competency-based teacher education.

An available valid and proven instrument, originally developed by public school physical educators at Washington State University, was used. Later, it was revised in a

national study in selected junior (community) colleges and universities. Minor changes have been made to adapt the questionnaire to the community college system and university systems in Tennessee. The data were obtained from a physical educator in each of the nine state universities and the ten community colleges in the state. Each respondent identified the desired level of preparational attainment of seventy-two competency statements and placed rank order to nine suggested guideline statements. The questionnaire was open-ended due to the recent development of the community college system in Tennessee, ten years in operation.

Rank order and mean scores were computed for each of the two populations, community colleges and universities, on the competency statements. Also, mean scores were computed as a combined group. The competencies cited represented affective, cognitive, and psychomotor skill development as those which should be acquired prior to the articulation process.

The following competencies were cited by the respondents as those necessary prior to articulation between a community college and a university in Tennessee:

1. Competency Statements:

- A. Demonstrate an interest in all students as individuals.
- B. Demonstrate knowledge and understanding of the role of interscholastic athletics in the physical education program.

- C. Demonstrate an adequate level of personal fitness.
- D. Demonstrate knowledge in regard to the use of equipment and supplies.
- E. Demonstrate knowledge of public relations media, technique, and methods.
- F. Observe behavior objectively and act with understanding.
- G. Maintain rapport with students, teachers, and administrators based on integrity, mutual understanding and respect.
- H. Employ medically sound exercises in the physical education program.

Rank order and mean values were computed on the nine guideline statements. The statements were offered as a guide for implementing the competency-based approach in the articulation process. The three top ranked statements by the combined populations were:

1. State-wide meetings of community college and university chairpersons.
2. Direct communication between each college and university department of physical education and registrar.
3. Direct communication between each college and university department of physical education.

RECOMMENDATIONS

The following recommendations were based on the responses to the questionnaire and review of literature:

1. The need exists for a study to be made to determine learning experiences for desired competency attainment.

2. A criteria for desired level of mastery for competency achievement at the community college level is needed.
3. The need exists for research to determine assessment of competency attainment.
4. An investigation should be made for assessment of a practical means for a competency based approach to the articulation process.

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The participants, presidents of the community colleges, for permission for the study and selection of the respondents in their respective colleges.

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Chapter 1

INTRODUCTION

The rapid growth of the junior college at the outset of the twentieth century began with the establishment of Joliet in 1901 and has expanded to 1,100 institutions in 1970.¹ The Carnegie Commission on Higher Education predicted a national enrollment of two million by 1980, and an extended projection was that the enrollment would triple by the year 2000.² The community college system is the most rapidly developing segment of higher education in this decade.³ Wilson predicted that, by 1980, 50 percent of all students who enter college will enroll in two-year colleges.⁴ More than half of the upperclassmen in colleges and

¹Ralph R. Fields, The Community College Movement (New York: McGraw-Hill Book Company, Inc., 1962), p. 27.

²Carnegie Commission on Higher Education, The Open-Door Colleges (New York: McGraw-Hill Book Company, Inc., 1970), p. 34.

³Gayle C. Wilson, "The Impact of Transfer Admissions in the Next Decade," College and University, XXXV (Spring, 1970), 267.

⁴Wilson, p. 267.

universities in California spent their first two collegiate years in two-year community colleges.⁵

In 1974-75, the ten community colleges in Tennessee enrolled a total of 18,616 students.⁶ However, this total enrollment did not include students enrolled in nine private two-year colleges. The 1975 projection for the community college system was to provide twelve two-year colleges, including one in each metropolitan area, which would provide a college within the commuting proximity of every potential student. Approximately 50 percent of the enrollment was projected to be concentrated in the four metropolitan community colleges with the remaining 50 percent distributed among the other community colleges. The estimated enrollment was 15,000 to 20,000 FTE (Full Time Enrollment, 12 quarter hours or more) students.⁷

Major attractions of community college education are open admission, lower tuition rates, financial assistance

⁵M. M. Chambers, "Diversify the Colleges," Journal of Higher Education, XXXI (1960), 12-13.

⁶Sandra L. Drake, editor, 1975 Community, and Junior, and Technical College Directory (Washington, D.C.: American Association of Community and Junior Colleges), pp. 70-71.

⁷Tennessee Higher Education Commission, Higher Education for Tennessee's Future, A Master Plan for Higher Education (Nashville, 1973), pp. 46-47.

programs, and diversified curriculum. Possibly the primary enhancement, relative to lowered college education expense, is the proximity of the college which enables the student to live at home and commute. Another factor is that the community college enables each student to pursue his or her program at an individual pace. Many students are enrolled on an FTE basis, more or less, and are employed on a full-time (40 hours per week) or part-time basis. General education, basic skill, introductory, prerequisite, and elective courses also serve as a foundation for upper-division courses, according to many leaders. They also agree that students who have made a vocational choice upon college entrance should have the opportunity to take some professional courses during their first two years of study. Additionally, these same leaders agree that vocational interests should not be postponed until the junior year of college study.⁸

Many articulation problems often occur when students transfer from a community college to a university. Students discover many problems such as course numbering, curricular offerings or title differences, grading policies, and

⁸Charles A. Bucher, Foundations of Physical Education (7th ed.; Saint Louis: C. V. Mosby Company, 1975), p. 531.

countless others. Students discover that many courses offered at the community college level will not transfer as college credit to the university level. Limitations are placed on the number of credits which can be transferred with respect to upper-division state requirements.

Lack of communication or cooperation between two-year and four-year colleges is a major articulation problem. According to Knoell and Medsker, "Information still needs to be obtained about attrition . . . between the sophomore and junior years when students normally transfer and/or enter upper-division programs."⁹ Kintzer observed that institutional integrity is crucial for the successful development of effective articulation agreements. Mutual respect and cooperation are necessary if participating colleges and universities are to communicate and collaborate effectively.¹⁰

Authorities expect more and more students to transfer to universities as the community college enrollments continue to increase. Knoell and Medsker observe that, in 1964, the transfer programs attracted the largest number of junior college students and that the most

⁹Dorothy M. Knoell and Leland L. Medsker, From Junior to Senior College: A National Study of the Transfer Student (Washington, D.C.: American Council of Education, 1965), p. 3.

¹⁰Frederick C. Kintzer, "Junior College-Senior College Articulation in the '70's," College and University, XXXVI (Summer, 1971), 587.

significant group was among high school graduates in 1964.¹¹
The trend has continued with increasing numbers enrolled in
the transfer programs.¹²

The American Association of Health, Physical Education and Recreation (AAHPER)--renamed in March, 1974, as the American Alliance of Health, Physical Education and Recreation--recognized the problem of articulation to the extent that a representative National Task Force Committee was appointed to study the articulation process and to propose recommendations improving and/or alleviating existing problems. The consensus of the National Association was that the committee could and would initiate and stimulate cooperation between two-year colleges and universities.

The National Task Force Committee prepared a report which was presented to the AAHPER National Conference on Undergraduate Professional Preparation in New Orleans, Louisiana, in January, 1973, by Dr. Roger Wiley, committee chairman. Several recommendations were formulated as possible solutions for alleviating articulation problems. The Task Force Committee agreed that the development of a set of competencies which each junior college HPER (Health, Physical Education and Recreation) major should have

¹¹Knoell and Medsker, p. 4.

¹²Jack C. Gernhart, editor, 1974 Community and Junior College Directory (Washington, D.C.: American Association of Community and Junior Colleges), pp. 70-71.

attained as a prerequisite for entrance to a university major program should be developed.¹³ The committee further agreed that a state-by-state effort should be made and that a national accomplishment would be forthcoming. This study is threefold: (1) to develop such a set of competencies for community college and university cooperation for HPER majors in the state of Tennessee; (2) to promote cooperation and communication between community colleges and state universities; and (3) to alleviate and/or improve existing articulation problems.

Performance-based transfer criteria could be very beneficial to the community college system. The role of the community college in the professional preparation process would, therefore, be more clearly defined. Universities would supply information and direction to the community college program and freedom for an increased quality program innovation would be attained. In addition, the community college and university lower-division course offerings would be more consistent on a state-wide basis.

¹³Roger Wiley, Chairman, American Association of Health, Physical Education and Recreation Task Force Committee, Special Task Force Report, "Junior College Articulation," New Orleans Conference, 1973, American Association of Health, Physical Education and Recreation, Washington, D.C., p. 138.

The physical education major transfer student would be the primary beneficiary of this approach. Each student would be assured that he/she would be qualified to enter any physical education professional program in the state with the attainment of appropriate competencies. Each student would be assured that his/her competencies would be comparable at a minimum level to other lower-division students in the community colleges and universities in the state of Tennessee. As a result, a more competent student would evolve from the community colleges. Required courses and electives would be more meaningful and purposeful for both the community college physical education major transfer student as well as the university lower-division physical education major. Thus, a student would be better prepared for upper-division work, and many articulation problems would be alleviated in the transfer process.

DEFINITIONS OF TERMS

For the purpose of this study, the following terms and definitions were used.

AAHPER. The American Association of Health, Physical Education and Recreation is a national organization for physical educators, health educators, and school recreation educators. It was reorganized and renamed the American Alliance for Health, Physical Education and Recreation in

March, 1974. Both terms will be used interchangeably in this study.

AACT. AACT refers to the American Association of Colleges for Teacher Education, a national organization of colleges granting teacher certification in professional education.

Articulation. Articulation is a provision for a continuous, smooth flow of students from institution to institution. Activities included in articulation are the following: (1) admission procedures, (2) evaluation of previous college work, (3) curriculum planning, and (4) communication between the institutions involved.¹⁴ In this study, articulation will refer to health, physical education, and recreation major transfer students between community colleges and state universities in Tennessee.

Community college. The community college in this study refers to a two-year state supported college in Tennessee, and it will be referred to as a junior college, lower-division and undergraduate levels.

Competencies. Competencies consist of instructional evaluation of student acquisition of knowledge, skills, and

¹⁴Frederick C. Kintzer, "Junior College-Senior College in the '70's," College and University, XXXVI (Summer, 1971), 587.

behaviors. Affective competencies are those concerned with emotional sets, comprised of attitudes, appreciation, feelings, interests, and values. Cognitive competencies refer to perceptual abilities such as recollection, reproduction, and analyzation of information. Psychomotor competencies refer to motor skills or physical performance acquired by practice and performance.¹⁵

Competency-Based Teacher Education (CBTE). CBTE may be defined as accountability for teacher training.¹⁶ The term will be used interchangeably with Performance-Based Teacher Education (PBTE).

Criteria. Criteria refer to the standards by which a student is assessed.

Physical Educator. Physical educator refers to a professional educator in the discipline of physical education.

Traditional Education Programs (TEP). TEP refers to knowledge of subject matter. The criterion for the instructor in presentation of subject matter knowledge, characterized by formal lecture.

¹⁵C. M. Charles, Educational Psychology (Saint Louis: C. V. Mosby Company, 1972), pp. 42-43.

¹⁶Bucher, p. 531.

Transfer Student. A transfer student is one who has attended a community college, may or may not have completed two years of course work or earned an Associate degree, and will continue his/her education at a state university in Tennessee.

University. A university in this study refers to a four-year, degree-granting institution of higher education in Tennessee.

STATEMENT OF THE PROBLEM

The purpose of this study was to identify a set of competencies which community college physical education major students should possess upon transfer to a university professional preparation program. This study sought to determine a process by which these competencies could be achieved at the lower-division level of higher education for the purpose of alleviating many articulation problems. It further sought to promote continuity of close communication and cooperation between community colleges and universities in Tennessee to provide information regarding program and catalog changes.

NEED FOR THE STUDY

As an instructor and advisor of health, physical education, and recreation majors at Cleveland State

Community College since its inception in the fall of 1967, the researcher has recognized, through feedback from students upon transfer and contact with university colleagues, that many articulation problems exist among the state systems of higher education. These problems include the following: (1) credit hours for professional courses differ, (2) titles of required professional courses are different from community college to community college as well as from university to university, (3) prerequisite courses for upper-division professional courses differ, (4) lower-division general education requirements for health, physical education, and recreation majors differ from college to college and in universities, (5) differences exist in availability of transferable elective courses, and (6) universities differ in total number of acceptable hours.

BASIC ASSUMPTIONS

1. Existing articulation problems cause many problems for community college and university transfer students.

2. Competencies in physical education can be assessed in relation to cognitive, psychomotor, and affective development.

3. Community college and university physical educators can reach a consensus regarding appropriate competencies necessary for transferring physical education major students.

4. Close communication and cooperation between two-year and four-year schools would alleviate many articulation problems and provide enhancement for curriculum unity across the state.

5. Transfer students would be more adequately prepared for upper-division professional preparation programs.

6. Transfer credit would be more consistent among state universities.

DELIMITATIONS OF THE STUDY

1. The study was limited to the discipline of physical education.

2. The study was limited to physical education major transfer students.

3. No attempts were made to determine the types of activities and experiences by which the suggested competencies and articulation problems at the lower-division level of higher education may be acquired.

4. The study was limited to community colleges and four-year state supported universities in Tennessee--ten community colleges and nine universities.

5. The University of Tennessee system included in this study was: (a) University of Tennessee at Chattanooga, (b) University of Tennessee at Knoxville, and (c) University of Tennessee at Martin.

6. The regional universities included in the study were: (a) Austin Peay at Clarksville, (b) East Tennessee at Johnson City, (c) Memphis State at Memphis, (d) Middle Tennessee State at Murfreesboro, (e) Tennessee State at Nashville, and (f) Tennessee Tech at Cookeville.

7. The community colleges included in the study were: (a) Chattanooga Tech at Chattanooga, (b) Cleveland State at Cleveland, (c) Columbia at Columbia, (d) Dyersburg at Dyersburg, (e) Jackson at Jackson, (f) Motlow at Tullahoma, (g) Roane at Harriman, (h) Shelby at Memphis, (i) Volunteer at Gallatin, and (j) Walters at Morristown.

Chapter 2

REVIEW OF RELATED LITERATURE

The limitation of financial assistance in higher education, especially combined with increased enrollment and public as well as professional concern for accountability in education, has promoted a variety of teaching strategies. Public school administrators now realize that teacher performance in today's society is measured not only by good grades in teacher training courses.¹ Competency-based instruction knowledge and behavioral skills are specific and can be identified as prerequisites to teaching effectiveness. Objectives are understood by the students at the beginning of the course which insures a focal effort for both the students and the professor.² A united effort is directed toward specific skill development and eliminates a non-contributing busy-work approach. Another specific advantage

¹Jerry Frieschlag, "Competency Based Instruction," Journal of Health, Physical Education and Recreation, XXXI (January, 1974), 29.

²Frieschlag, p. 29.

of competency-based instruction is the elimination of class sessions for repetition of previously mastered tasks.³ In the 1970's, a period of involvement, concern and relevance, current practices in physical education should be examined in order to retain proven practices which are relevant and to promote desirable curriculum or instructional changes for improvement.⁴

Physical education programs as a state-wide effort in higher education can benefit by a consensus of agreement at the lower-division level to promote fundamental skill development, behavioral objectives, and subject knowledge as prerequisites to upper-division requirements.

The Traditional Education Programs provide the same experiences on a more rigid basis. The practical experience is very limited, and subject matter is organized into academic time units.⁵ More emphasis is placed on a letter grade earned by the student than on the demonstration of ability attained.⁶ The Competency-Based Education Programs

³Freischlag, p. 29.

⁴Stephen E. Klesius, "Physical Education in the Seventies: Where Do You Stand?", Journal of Health, Physical Education and Recreation, XXXII (May, 1971), 46.

⁵Charles E. Johnson, "Competency-Based and Traditional Education Practices Compared," Journal of Teacher Education, XXXV (Winter, 1974), 355.

⁶Johnson, pp. 355-356.

emphasize acquisition of student competency, and the Traditional Education Programs place more emphasis on presentation of the subject by the instructor in correlation with subject matter learned. Johnson paralleled the characteristics of Competency-Based Education Programs versus Traditional Education Programs for clarification of theoretical explanations for beginning practitioners.⁷ He cited Competency-Based Education Programs for such characteristics as achievement which is based on effectiveness, efficiency, flexibility, and the opportunity to progress on an individual basis. Additionally, Competency-Based Education provides an opportunity for practical experience and for the student to select a style of learning from various alternate paths of acquisition of competencies.⁸

The National Commission on Performance-Based Education has identified four major goals:

1. Development of a taxonomy of teaching behaviors.
2. Development of systems for measuring teaching behaviors.
3. Development of procedures to evaluate the effectiveness of training systems which educate the students for teaching competence.

⁷Johnson, p. 356.

⁸Johnson, p. 356.

4. Development of systems for evaluating the performance of graduates of performance-based teacher education programs.⁹

Five years were allotted to achieve the first three goals cited, and the fourth will serve as a center for the collection of data and the evaluation of performance-based teacher education.¹⁰

The American Association of Colleges for Teacher Education Committee listed the essential characteristics of any performance-based instructional program as:

1. The instructional program is designed to bring about learner achievement of specified competencies (or performance goals) which have been derived from systematic analysis of the performance desired as end product (usually that of recognized practitioners) and stated in advance of instruction in terms that make it possible to determine the extent to which competency has been attained.
2. Evidence of the learner's achievement is obtained through assessment of learner performance, applying criteria stated in advance in terms of expected levels of accomplishment under specified conditions and is used to guide the individual learner's efforts, to determine his rate of progress and completion of the program and, ideally, to evaluate the efficiency of the instructional system and add to the general body of knowledge undergirding the instructional process.¹¹

⁹Fredrick J. McDonald, "The National Commission on Performance-Based Education," Phi Delta Kappan, LV (January, 1974), 296-297.

¹⁰McDonald, p. 297.

¹¹J. W. Mancker, Achieving the Potential of Performance-Based Teacher Education: Recommendations (Washington, D.C.: American Association of Colleges for Teacher Education), p. 7.

The American Association for Teacher Education cited the need for the formulation of goals and assessment of student program in a Performance-Based Teacher Education Program and an agreement of the definition of the goals is essential. The goals must be specific and clearly defined.¹²

Performance-based instruction makes maximum use of time in the learning process by the defined goals and the continuous use of feedback. A wide variety of instructional techniques may be used.¹³

Oxendine did a study on the status of instructional programs in physical education in four-year colleges and universities. He promoted the need for the evaluation of current physical education programs in higher education as follows:

Among the most prevalent requirements for the general college student over the past few years have been courses in physical education. The policy of requiring courses in physical education has been challenged as frequently as have other requirements, perhaps more so. In recent years there have been reports of significant changes in requirements, as in program practices such as grading, credits, patterns of course offerings, competency examination, and even the existence of physical education programs.¹⁴

¹²Mancker, p. 8.

¹³Mancker, p. 8.

¹⁴Joseph B. Oxendine, "Status of General Instruction Programs of Physical Education in Four-Year Colleges and Universities: 1971-72," Journal of Health, Physical Education and Recreation, XXXX (March, 1972), 27.

Although the number of higher education institutions requiring physical education has decreased from 10 to 15 percent in the past few years, the study further reveals that programs in physical education exist in 95 percent of the four-year colleges and universities and that 74 percent of all colleges require physical education.¹⁵

Oxendine further stated that, while all-female institutions show a sharp decrease in physical education requirements, all-male institutions show a slight increase.¹⁶ There is a decrease in team sports and a sharp increase in lifetime sports, and the majority of physical education courses are now offered as coeducational.¹⁷

Hilton suggests that the main emphasis in physical education at the two-year college level should be coeducational carry-over activities. His rationale is based on the high percentage of higher education termination, approximately 70 percent, at the junior college level. Hilton cited the recreational skills, interests, and leisure pursuits as a stimulus enrichment for lifetime fitness.¹⁸

¹⁵Oxendine, p. 28.

¹⁶Oxendine, p. 27.

¹⁷Oxendine, p. 28.

¹⁸Sybil Hilton, "Emphasis in Junior College Physical Education Programs Should Be on Career Physical Recreation Activities," Journal of Health, Physical Education and Recreation, XXXVI (April, 1965), 35.

Shenk emphasized the need for professional preparation at the junior college level. The curriculum should be primarily in general education. The lower-division courses should place emphasis on a general or broad approach which is designed to promote culture.¹⁹

Introductory courses in theory and skill should be offered at the junior college level where staff, facilities, and student load are adequate. The community colleges should not offer professional preparation courses where resources are inadequate.²⁰

Junior colleges could provide valuable laboratory and field experiences that enable students to work with children in the field of health, physical education, and recreation to provide background and practical training. These experiences should be well planned and encouraged as a basis for professional preparation. Shenk believes that state departments of education or universities should provide workshops and conferences on professional preparation for junior colleges. Operating procedures should be developed by universities, within the state, in conjunction with junior colleges in order to provide a

¹⁹Henry A. Shenk, "The Junior College Program Should Include the Beginnings of Professional Preparation for Physical Education Teachers," Journal of Health, Physical Education and Recreation, XXXVI (April, 1965), 39.

²⁰Shenk, p. 39.

common understanding of the role each should accept in professional preparation.²¹

Articulation, according to Shenk, is the most urgent problem between the junior colleges and universities at this time. A close relationship should exist to provide cooperation in developing acceptable standards. Students should be assured of preparation and university acceptance of course credits.²² An early orientation should be provided in philosophy of education as well as the nature and responsibilities of a physical educator. Some exposure in professional courses at the lower-division level enables a student to attain insight into the field of physical education. A delay of early orientation exposure may cause a student to change his major or result in articulation problems which could have been avoided.²³

Basic professional courses at the junior college level would insure the student of transfer acceptance, and would provide adequate preparation for transfer purposes. Additionally, such courses would assist in screening

²¹Shenk, p. 39.

²²Shenk, p. 39.

²³Doris Darlington, "The Junior College Program Should Include the Beginnings of Professional Preparation for Future Physical Education Teachers," Journal of Health, Physical Education and Recreation, XXXVI (April, 1965), 39-40.

students who should be retained in the professional program.²⁴

Dr. Helen B. Watson, Acting Department Chairperson, Division of Physical Education, University of Tennessee at Knoxville, cited specific problems of transferring students from junior colleges to universities in Tennessee. She suggests the completion of general education courses at the junior college level as preparation for specialization courses at the university level. Further, she suggests that the basic sciences cause more problems at the upper-division level than any other subject matter, due to diversity in senior college requirements.²⁵ Specific needs in the physical education subject area, according to Dr. Watson, are the following: (1) development of physical education skills for teaching activities through participation and practical experience, (2) development of a higher skill proficiency requirement, and (3) some coaching experience. Dr. Watson believes that most of the articulation problems could be alleviated through an improved communication and cooperation system between the two-year and four-year colleges in Tennessee.²⁶

²⁴Darlington, p. 40.

²⁵Helen B. Watson, "Problems of the Student Transferring from a Junior College to a Senior College in Tennessee," Tennessee Journal of Health, Physical Education and Recreation, XIV (Fall, 1975), 21.

²⁶Watson, p. 21.

An additional problem cited is course changes which occur between catalog publications. Visitations and discussions between faculty members of junior colleges and faculty members of universities would be beneficial. Further, Dr. Watson suggests the junior college instructors should be invited to the university campuses to observe the programs in operation and to discuss any mutual problems which exist. Dr. Watson suggests that the admissions office and the physical education instructor should have an up-to-date copy of health, physical education, recreation, and dance curricula for all senior colleges granting degrees in these areas in Tennessee.²⁷

²⁷Watson, p. 22.

Chapter 3

METHODS AND PROCEDURE

The purpose of this study was to attempt to determine an agreement between the two-year and four-year state colleges and universities on a set of affective, cognitive, psychomotor competencies which should be attained at the community college level. The study also attempted to promote consistency in curriculum offerings on the lower-division level and cooperation and communication between community colleges and universities for articulation purposes.

A questionnaire related to articulation problems was used to evaluate the responses of the consortium at Washington State University and public school physical educators at Pullman, Oregon. Later, Dr. Werner revised and used the questionnaire in a study at Washington State University. Dr. Werner granted permission for the use of the questionnaire in this study. He suggested that the questionnaire could be adapted for use in the community colleges and universities in Tennessee. Minor changes have been made in the questionnaire. Due to the recent

development of the community college system in Tennessee, ten years in operation, the questionnaire was open-ended for comments or suggestions (see Appendix J). Some statements were reworded for clarity.

The review of related literature revealed a number of efforts for identification of competencies for four-year professional preparation competency programs in physical education, but equal attention or consideration has not been given to the community college programs. However, through colleagues across the state and professional associations, the writer is aware of the interest and need for the development of such a set of competencies on the community college level.

The purpose of the study was to attempt to determine the competencies, according to the respondents (see Appendix J), which should be developed prior to transfer to universities in Tennessee. The study was an attempt to determine the areas of strong agreement of two-year and four-year respondents. The following identification was used to determine the responses to competency statements:

Circle CF if the competency should be completely fulfilled at the community college level.

Circle PF if the competency should be partially fulfilled at the community college level.

Circle N if you have no opinion or are undecided.

Circle SC if the competency should be attained completely at the university level.

Circle IS if the competency should be attained on-the-job or through an in-service training program.

The respondents were asked to place in rank order nine suggested guideline statements for implementation of the competency-based approach for articulation, using a scoring system of nine to one by placing top priority at nine and progressing down to one by preference.

The respondents were asked to check, in the provided space, if a copy of the study were desired. Each respondent did request a copy. The study did not attempt to design learning experiences for competency achievement or the level of desired achievement. The questionnaire was limited to physical education competencies.

PROCEDURE

The respondents served as a panel for this study. The name, position, school, sex, and number of years of teaching experience of each respondent were tabled (see Appendix G). One hundred percent of the questionnaires was returned.

The following tables were computed:

1. The number of questionnaires sent, number returned, and percentage returned.
2. Distribution of the return of data from the two populations was tabled separately for community colleges and universities.

3. The rank order and mean values were computed for each competency question. The community colleges were computed as a group and the universities were computed in the same manner. Individual college or university results were not listed in the study.

4. The colleges and universities were combined for a computed rank order and mean value and tabulated.

SELECTION OF PARTICIPANTS AND RESPONDENTS

A letter requesting permission for the study was sent to each community college president. Each president was asked to direct a card of willingness to participate (to be returned), a letter of information relevant to the study, and the questionnaire to the person of his selection to serve as a representative for the community college.

The card and the same letter of request and information were sent directly to a colleague at each of the nine state universities. Each university respondent is a physical educator and may serve as both physical educator and administrator in physical education.

The selection procedure was used because community colleges are grouped into divisions and the division chairperson may or may not be a physical educator.

Chapter 4

ANALYSIS OF DATA

Nineteen completed questionnaires were returned by the respondents, representing ten community colleges and nine universities, for a total return of 100 percent (see Table 1).

COMPETENCY STATEMENTS

Respondents were asked to react to desired levels of professional preparation for each of the seventy-two competency statements. The following scoring system was used: (1) five points for complete fulfillment (CF) at the community college level, (2) four points for partial fulfillment (PF) at the community college level, (3) three points for no opinion or undecided (N), (4) two points for complete fulfillment at the senior college (university) (SC) level, and (5) one point for in-service or through on-the-job experience (IS).

Three computations were made in table form for all competency statements, unevenly distributed in eight categories, A through H, by:

Table 1
Distribution of Returns of the Data from the
University and the Community College
Populations

Populations	Number of Questionnaires Sent	Number of Returns	Percent of Returns
University	9	9	100
Community College	<u>10</u>	<u>10</u>	<u>100</u>
Total	19	19	100

1. Competency number, competency statement, rank order, and mean values of the responses of the two populations.

2. Rank order by mean values of each of the two populations.

3. Rank order by mean values of the combined populations.

The competency statements were listed consecutively in table form by item number for each of the two populations (see Table 23). A combined listing of all competency statements was provided (see Table 24). Rank order and mean values were computed for each of the two populations separately and for the combined listing.

Category A: Teacher of Physical Skills. The first category included twenty-five statements on the student as a prospective teacher of physical skills and related activities. The competency question related to the ability to demonstrate interest in all students was placed first by rank order and mean value by the community college and the university respondents (see Table 2). Statement number 20 computed more closely by both populations, a difference of .04 percent higher mean value by university respondents, than the remaining twenty-four statements in Category A. Statements "Analyze rules of sports-related activities appropriate for various levels of ability," "Relate what is learned in physical education to the total learning of the student," and "Relate effectively to varied socioeconomic groups," numbers 2, 5, and 8, respectively, were ranked in the upper third of the total listing in the category (see Table 4). "Demonstrate knowledge of kinesiology as it relates to human movement" was agreed upon by both populations.

Almost at the lower end of the rank order, twenty-three, competency statement number 11 was in agreement, "Demonstrate knowledge and understanding of the role of intramurals in the physical education program" (see Table 2).

In summary, item 20 was placed rank in top priority by both populations, and items 24 and 11 were

Table 2

Mean Values and Rank Order of Response of Community College and University Populations for Competencies in Category A--Teacher of Physical Skills

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
1	Analyze skills of sports-related activities appropriate to various levels of ability.	16	3.30	2	3.78
2	Analyze rules of sports-related activities appropriate to various levels of ability.	8	3.90	3	3.78
3	Analyze theory and strategy of sports-related activities appropriate to various levels of ability.	9	3.80	4	3.78
4	Select appropriate strategies and tactics for teaching to facilitate learning--use knowledge of and apply a range of teaching approaches from teacher-directed to self-directed.	22	2.90	10	3.33
5	Relate what is learned in physical education to the total learning experience of the student.	6	4.00	8	3.44
6	Demonstrate knowledge of concept of progression appropriate to age or skill level.	2	4.30	5	3.78
7	Adapt to abrupt and unexpected circumstances imposed by facilities, equipment, weather, class load, etc.	14	3.50	11	3.33
8.	Relate effectively to varied socioeconomic, racial and ethnic groups.	3	4.20	7	3.56

Table 2 (Continued)

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
9	Evaluate cognitive student performance.	19	3.10	25	1.56
10	Evaluate affective student performance.	20	3.10	22	1.67
11	Evaluate psychomotor student performance.	23	2.90	23	1.67
12	Evaluate teacher effectiveness.	15	3.50	24	1.67
13	Evaluate the effectiveness of a program in meeting the needs of the students.	10	3.70	15	3.11
14	Evaluate the physical growth and development of the student.	11	3.60	12	3.33
15	Interpret evaluations and follow up with action where needed.	21	3.20	16	3.11
16	Maintain normal range of self-control and emotional stability under stress.	4	4.10	19	3.00
17	Demonstrate knowledge and understanding of human anatomy.	12	3.60	20	3.00
18	Demonstrate knowledge and understanding of kinesiology as it relates to human movement.	24	2.70	21	2.33
19	Demonstrate knowledge and understanding of physiology as it relates to human movement.	25	2.70	17	3.11
20	Demonstrate interest in all students as individuals.	1	4.40	1	4.44

Table 2 (Continued)

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
21	Demonstrate techniques for effective group instruction.	7	4.00	9	3.44
22	Demonstrate techniques for individualizing instruction.	17	3.30	14	3.22
23	Motivate students to want to learn.	5	4.10	13	3.33
24	Demonstrate patterns, skills, and activities essential to effective teaching of individual, dual and team sports.	18	3.30	18	3.11
25	Understand the psychological, sociological, and physical characteristics of different age groups.	13	3.60	6	3.78

place ranked toward the lower end of the rank order, eighteen and twenty-three, respectively. There was varied diversity among the responses as to the remaining twenty-two competency statements (see Table 4). Except for item 20, the university respondents consistently placed higher mean values to each item (see Table 3).

Category B: Program Planner. The second category related the student as a program planner. The community college respondents gave priority to statement number 12, "Demonstrate knowledge and understanding of the role of interscholastic athletics in the physical education program," while university respondents place ranked statement number 12 as number two in rank order. University respondents place ranked statement 11, "Demonstrate knowledge and understanding of the role of intramurals in the physical education program," as rank order number one (see Table 5). Statement number 2, "Plan a daily lesson which carries out the objectives for his professional work," and statement number 5, "Develop curriculum guides and/or other documents when appropriate," were in agreement by both populations (see Table 6), placed in rank order seven and eleven, respectively.

In summary, both populations were in close agreement at the top of the rank order seven and eleven of twelve competency statements.

Table 3

**Rank Order by Mean Values of Responses of Community College
and University Populations for Competency Statements
in Category A--Teacher of
Physical Skills**

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
1	20	4.20	20	4.44
2	6	4.30	1	3.78
3	8	4.20	2	3.78
4	16	4.10	3	3.78
5	23	4.10	6	3.78
6	5	4.00	25	3.78
7	21	4.00	8	3.56
8	2	3.90	5	3.44
9	3	3.80	21	3.44
10	13	3.70	4	3.33
11	14	3.60	7	3.33
12	17	3.60	14	3.33
13	25	3.60	23	3.33
14	7	3.50	22	3.22
15	12	3.50	13	3.11
16	1	3.30	15	3.11
17	22	3.30	19	3.11
18	24	3.30	24	3.11
19	9	3.10	16	3.00
20	10	3.10	17	3.00
21	15	3.10	18	2.33
22	4	2.90	10	1.67
23	11	2.90	11	1.67
24	18	2.70	12	1.67
25	19	2.70	9	1.56

Table 4

Rank Order by Mean Values of Combined Populations for Competency
Statements in Category A--Teacher of Physical Skills

Rank Order	Statement Number	Mean Value
1	20	4.42
2	6	4.04
3	8	3.88
4	2	3.84
5	3	3.79
6	5	3.72
7	21	3.72
8	23	3.72
9	25	3.69
10	16	3.55
11	1	3.54
12	14	3.47
13	7	3.42
14	13	3.41
15	17	3.30
16	22	3.26
17	24	3.21
18	4	3.16
19	15	3.11
20	19	2.91
21	12	2.59
22	18	2.52
23	10	2.39
24	9	2.33
25	11	2.29

Table 5

Mean Values and Rank Order of Responses of Community College and University Populations for Competencies in Category B--Program Planner

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
1	Develop defensible aims and objectives for his professional work.	7	3.50	4	3.67
2	Plan a daily lesson which carries out the objectives for his professional work.	7	3.10	7	3.00
3	Demonstrate knowledge of current trends in curriculum and facility planning.	3	3.60	10	2.44
4	Demonstrate knowledge regarding the effect of environment on the child.	4	3.60	3	3.78
5	Develop curriculum guides and/or other documents when appropriate.	11	2.40	11	2.44
6	Demonstrate concern for and ability to plan for "special" programs, club programs, faculty recreation, in-service programs, community recreation, and special events as needed.	8	2.60	5	3.44
7	Plan a school program consistent with the philosophy of the school, needs of the community, and growth and development of the student.	9	2.50	12	2.44

Table 5 (Continued)

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
8	Understand instructional theories and plan accordingly so that subject is accepted by the student as significant and related to his individual needs.	10	2.50	8	3.00
9	Provide for individual differences and readiness.	2	3.80	6	3.33
10	Interpret and utilize research findings related to the appropriate level.	12	2.20	9	2.78
11	Demonstrate knowledge and understanding of the role of intramurals in the physical education program.	6	3.50	1	4.00
12	Demonstrate knowledge and understanding of the role of interscholastic athletics in the physical education program.	1	3.90	2	3.89

Table 6

Rank Order by Mean Values of Responses of Community Colleges and
University Populations for Competency Statements in
Category B--Program Planner

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
1	12	3.90	11	4.90
2	9	3.80	12	3.89
3	3	3.60	4	3.78
4	4	3.60	1	3.69
5	1	3.50	6	3.44
6	11	3.50	9	3.33
7	2	3.10	2	3.00
8	6	2.60	8	3.00
9	7	2.50	10	2.78
10	8	2.50	3	2.44
11	5	2.50	5	2.44
12	10	2.20	7	2.44

There was closer agreement by rank order and mean values in Category B (see Table 7).

Category C: Promoter in Health and Safety. The third category is concerned with the student as a prospective promoter of health and safety. The only agreement in category C was the competency statement number 9, "Demonstrate knowledge and understanding of proper nutrition for health and fitness," which was placed in rank order number three (see Table 8). The mean values were higher in this category (see Table 9).

In summary, there was only one agreement, but the rank order was close. Except for one, the remaining eight statements were separated by one or two placements in rank order (see Table 9). The greatest diversity, three rank order placements, was competency statement number 7, "Demonstrate knowledge of legal responsibilities and liabilities pertinent to his professional field" (see Table 10).

Category D: Requisition and Maintain Equipment and Supplies. In category D, the respondents from both populations were in agreement on the competencies placed in the first three rank orders: three, two, and one, respectively. The competency statements agreed upon were number 3, "Demonstrate knowledge in regard to use of equipment and supplies"; number 2, "Demonstrate knowledge in

Table 7
Rank Order by Mean Values of Combined Populations for
Competency Statements in
Category B--Program
Planner

Rank Order	Statement Number	Mean Value
1	12	3.90
2	11	3.75
3	4	3.69
4	1	3.59
5	9	3.57
6	2	3.05
7	3	3.02
8	6	3.02
9	8	2.75
10	10	2.49
11	7	2.47
12	5	2.42

Table 8

Mean Values and Rank Order of Responses of Community College and University Populations for Competencies in Category C--Health and Safety Promoter

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
1	Demonstrate knowledge of common injuries incurred in athletics and the physical education instructional program.	7	3.50	5	3.78
2	Demonstrate knowledge of and ability to administer first aid.	1	4.40	3	4.33
3	Use knowledge of the safety element when developing daily lesson plans, unit plans, and yearly plans.	9	3.00	9	3.11
4	Follow a plan for coping with students who are injured or become ill during classes or scheduled physical education activities.	8	3.20	6	3.33
5	Initiate and utilize a system for reporting injuries or accidents.	6	3.70	7	3.22
6	Demonstrate knowledge and understanding of physical fitness and its relationship to the overall health of the subject.	3	4.10	4	3.89
7	Demonstrate knowledge of legal responsibilities and liabilities pertinent to his professional field.	5	3.80	8	3.22

Table 8 (Continued)

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
8	Demonstrate an adequate level of personal physical fitness.	2	4.30	1	4.56
9	Demonstrate knowledge and understanding of proper nutrition for health and fitness.	4	4.10	2	4.44

Table 9

Rank Order by Mean Values of Responses of Community College and
University Populations for Competency Statements in
Category C--Health and Safety Promoter

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
1	2	4.40	8	4.56
2	8	4.30	9	4.44
3	6	4.10	2	4.33
4	9	4.10	6	3.89
5	7	3.83	1	3.78
6	5	3.70	4	3.33
7	1	3.50	5	3.22
8	4	3.20	7	3.22
9	3	3.00	3	3.11

Table 10

Rank Order by Mean Values of Combined Populations for Competency
Statements in Category C--Health and Safety Promoter

Rank Order	Statement Number	Mean Value
1	8	4.43
2	2	4.37
3	9	4.27
4	6	4.00
5	1	3.64
6	7	3.51
7	5	3.46
8	4	3.27
9	3	3.06

regard to care and storage of equipment and supplies"; and number 1, "Demonstrate knowledge in regard to purchase of equipment and supplies" (see Table 11).

In summary, competency statement 3 was an item of agreement by both populations, community college and university respondents. Items 5 and 4 were given rank order placement four and five at the lower end of the rank order. The university respondents reversed the rank order of items 5 and 4 in relation to the community colleges (see Table 12).

The combined populations placed competency statements 4 and 5 in the same place rank order, respectively (see Table 13).

Category E: As a Prospective Public Relations Interpreter. In category E, the student as a prospective public relations interpreter, the two populations did not agree on any of the five competency statements (see Table 14). Both populations placed within one place by mean values and rank order placement on all statements, except item 4, "Help with volunteer programs in physical education, health, and recreation," which had a disagreement of two rank order placement by mean value (see Table 14).

In summary, the mean values ranked consistently lower in category E. Competency numbers 4 and 5 were consistent by mean values in the community college

Table 11

Mean Values and Rank Order of Responses of Community College and
University Populations for Competencies in
Category D--Equipment and Supplies

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
1	Demonstrate knowledge in regard to purchase of equipment and supplies.	3	2.50	3	2.67
2	Demonstrate knowledge in regard to care and storage of equipment and supplies.	2	3.00	2	2.89
3	Demonstrate knowledge in regard to use of equipment and supplies.	1	3.50	1	3.33
4	Show evidence of purchasing knowledge to insure optimal use of school funds.	5	2.30	4	2.67
5	Prepare a budget, maintain records and inventories.	4	2.50	5	2.44

Table 12

Rank Order by Mean Values of Responses of Community College and
University Populations for Competency Statements in
Category D--Equipment and Supplies

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
1	3	3.50	3	3.33
2	2	3.00	2	2.89
3	1	2.50	1	2.67
4	5	2.50	4	2.67
5	4	2.30	5	2.44

Table 13

Rank Order by Mean Values of Combined Populations for Competency
Statements in Category D--Equipment and Supplies

Rank Order	Statement Number	Mean Value
1	3	3.42
2	2	2.95
3	1	2.59
4	4	2.49
5	5	2.47

Table 14

Mean Values and Rank Order of Responses of Community College and University Populations for Competencies in Category E--Public Relations

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
1	Recognize the importance of good public relations; explain aims, purposes, and significance of physical education, recreation, and physical therapy.	3	3.70	2	2.89
2	Interpret system-wide policies and develop supplementary physical education policies for students, parents, school personnel, and community.	4	3.00	5	2.00
3	Discuss with parents the progress and achievement of their children in physical education.	5	2.50	4	2.22
4	Help with volunteer programs in physical education, health, and recreation.	1	3.90	3	2.89
5	Demonstrate knowledge of public relations media, techniques, and methods.	2	3.90	1	3.33

population. Item 5 had considerably higher mean value than the second ranked statement, number 1, by the university population (see Table 15).

The combined populations ranked items 5 and 4 in first and second place rank order (see Table 16).

Category F: Counselor and Advisor. The point of concern in category F is the student as a prospective counselor and advisor. The community colleges and universities agree on competency statement number 1, "Observe behavior objectively and act with understanding," by mean values and rank order of responses (see Table 17), by rank order by mean values (see Table 18), and by rank order by mean values of the combined populations (see Table 19). The populations did not agree on any other competency statement.

In summary, competency statement number 1 was the only agreement by the two populations (see Table 19).

Category G: As a Prospective Member of the School Faculty and Professional Organization. Category G had similar ranking in both populations. The community college respondents ranked competency statement number 1, "Maintain rapport with students, teachers, and administrators based on integrity, mutual understanding and respect," first, while the university respondents ranked it as second. The university respondents ranked number 2, "Be active in a

Table 15

Rank Order by Mean Values of Responses of Community College and
University Populations for Competency Statements in
Category E--Public Relations

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
1	4	3.90	5	3.33
2	5	3.90	1	2.89
3	1	3.70	4	2.89
4	2	3.00	3	2.22
5	3	2.50	2	2.00

Table 16

Rank Order by Mean Values of Combined Populations for Competency
Statements in Category E--Public Relations

Rank Order	Statement Number	Mean Value
1	5	3.62
2	4	3.40
3	1	3.30
4	2	2.50
5	3	2.36

Table 17

Mean Values and Rank Order of Responses of Community College and University Populations for Competencies in Category F—Counselor and Advisor

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
1	Observe behavior objectively and act with understanding.	1	3.50	1	3.33
2	Relate to student's individual problems and offer guidance within limitations.	2	3.40	3	3.22
3	Take appropriate action when a student is identified with a physical problem.	6	2.40	4	3.11
4	Demonstrate knowledge of his school's approach to guidance; use and understand correct referral techniques.	5	2.50	6	2.89
5	Help student to evaluate his own performance.	4	3.10	5	3.11
6	Help student to develop positive self-concepts.	3	3.30	2	3.33

Table 18

Rank Order by Mean Values of Responses of Community College and University Populations for Competency Statements in Category F--Counselor and Advisor

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
1	1	3.50	1	3.33
2	2	3.40	6	3.33
3	6	3.30	2	3.22
4	5	3.10	3	3.11
5	4	2.50	5	3.11
6	3	2.40	4	2.89

Table 19

Rank Order by Mean Values of Combined Populations for Competency Statements in Category F--Counselor and Advisor

Rank Order	Statement Number	Mean Value
1	1	3.42
2	6	3.32
3	2	3.31
4	5	3.11
5	3	2.76
6	4	2.70

variety of professional organizations by serving on committees, attending workshops and clinics," as number 1 (see Table 20).

Rank order by mean values was consistently higher in the university rankings for category G. In the combined populations, statement number 1 was awarded priority in rank (see Table 21).

In summary, statement number 1 was ranked first by the college respondents, while statement number 2 was ranked first by the universities. The mean values were higher by the university respondents in category G (see Table 22).

Category H: Professional Team Member. The final category is related to the student as a professional physical educator while performing tasks related to the discipline. The competency concerned with the employment of medically sound exercises in the program was ranked first by the colleges and the universities. The community college respondents placed consistently higher mean values in category H. Both populations agreed on the second rank order by mean values in statement number 5, "utilize and cooperate with other professionals in program planning" (see Table 23).

In summary, both populations agreed on the statements in the first and second placed rank order. The remaining statements were separated by one to two rank

Table 20

Mean Values and Rank Order of Responses of Community College and University Populations for Competencies in Category G--Faculty Member

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
1	Maintain rapport with students, teachers, and administrators based on integrity, mutual understanding and respect.	1	3.40	2	3.78
2	Be active in a variety of professional organizations by serving on committees, attending workshops and clinics.	4	3.00	1	3.89
3	Maintain cognizance of current trends; evaluate and use new materials when appropriate.	3	3.10	4	3.22
4	Develop a basic philosophy of physical education and/or coaching consistent with the role of the school.	2	3.30	5	3.22
5	Possess knowledge of league, state, and national rules and regulations pertaining to athletics.	5	3.00	3	3.67

Table 21

Rank Order by Mean Values of Responses of Community College and
University Populations for Competency Statements in
Category G--Faculty Member

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
1	1	3.40	2	3.89
2	4	3.30	1	3.78
3	3	3.10	5	3.67
4	2	3.00	3	3.22
5	5	3.00	4	3.22

Table 22

Rank Order by Mean Values of Combined Populations for Competency
Statements in Category G--Faculty Member

Rank Order	Statement Number	Mean Value
1	1	3.59
2	2	3.45
3	5	3.34
4	4	3.26
5	3	3.16

Table 23

Mean Values and Rank Order of Responses of Community College and University Populations for Competencies in Category H—Professional Team Member

Competency Number	Competency	Community College Population		University Population	
		Rank	Mean	Rank	Mean
1	Employ medically sound exercises in the physical education program.	1	3.40	1	3.22
2	Utilize the latest research findings regarding the atypical student.	5	2.30	5	2.22
3	Advise and assist the classroom teacher with appropriate activities for the atypical student.	2	3.00	3	2.44
4	Utilize knowledge of services available from nurses, physical therapists, psychologists, special service people and organizations.	3	2.90	4	2.44
5	Utilize and cooperate with other professionals in program planning.	4	2.60	2	2.56

placements (see Table 24). The rank order of the combined responses revealed the same consistency in rank placement (see Table 25).

ANALYSIS OF ALL COMPETENCY STATEMENTS

A rank order was computed on all competency statements, separately for community college and university respondents. The two populations were computed for a combined computation place rank order and mean values. Competency statement number 20, "Demonstrate interest in all students as individuals," was first in place rank order by community college respondents and second by the university respondents. The mean value difference was .04 percent (see Table 26).

The competency related to knowledge and understanding of proper nutrition and fitness was place ranked first by the university respondents. The mean score differentiated by .16 percent between the two groups (see Table 27).

Five competency statements showed a mean value over 4.0 for the two populations combined, and thirty-one statements revealed a mean value over 3.0. Twenty-two statements carried a mean value below 3.0 (see Table 27).

Table 24

Rank Order by Mean Values of Responses of Community College and
University Populations for Competency Statements in
Category H--Professional Team Member

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
1	1	3.40	1	3.22
2	3	3.00	5	2.56
3	4	2.90	3	2.44
4	5	2.60	4	2.44
5	2	2.30	5	2.22

Table 25

Rank Order by Mean Values of Combined Populations for Competency
Statements in Category H--Professional Team Member

Rank Order	Statement Number	Mean Value
1	1	3.31
2	3	2.72
3	4	2.67
4	5	2.58
5	2	2.26

Table 26

**Rank Order by Mean Values of All Competency Statements for
Community College and University Populations**

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
1	20	4.40	45	4.56
2	39	4.40	20	4.44
3	6	4.30	46	4.44
4	45	4.30	39	4.33
5	8	4.20	36	4.00
6	16	4.10	37	3.89
7	23	4.10	43	3.89
8	43	4.10	64	3.89
9	46	4.10	1	3.78
10	5	4.00	2	3.78
11	21	4.00	3	3.78
12	2	3.90	6	3.78
13	37	3.90	25	3.78
14	55	3.90	29	3.78
15	56	3.90	38	3.78
16	3	3.80	63	3.72
17	34	3.80	26	3.67
18	44	3.80	67	3.67
19	13	3.70	8	3.56
20	42	3.70	5	3.44
21	52	3.70	21	3.44
22	14	3.70	31	3.44
23	17	3.60	4	3.33
24	25	3.60	7	3.33
25	28	3.60	14	3.33
26	29	3.60	23	3.33

Table 26 (Continued)

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
27	7	3.50	34	3.33
28	12	3.50	41	3.33
29	26	3.50	49	3.33
30	36	3.50	56	3.33
31	38	3.50	57	3.33
32	49	3.50	62	3.33
33	57	3.50	22	3.22
34	58	3.40	42	3.22
35	63	3.40	44	3.22
36	68	3.40	58	3.22
37	1	3.30	65	3.22
38	22	3.30	66	3.22
39	24	3.30	68	3.22
40	62	3.30	13	3.11
41	66	3.30	15	3.11
42	41	3.20	19	3.11
43	9	3.10	24	3.11
44	10	3.10	40	3.11
45	15	3.10	59	3.11
46	27	3.10	61	3.11
47	61	3.10	16	3.00
48	65	3.10	17	3.00
49	40	3.00	27	3.00
50	48	3.00	33	3.00
51	53	3.00	48	2.89
52	64	3.00	52	2.89
53	67	3.00	55	2.89
54	70	3.00	60	2.89

Table 26 (Continued)

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
55	4	2.90	35	2.78
56	11	2.90	47	2.67
57	71	2.90	50	2.67
58	18	2.70	72	2.56
59	19	2.70	28	2.44
60	6	2.60	30	2.44
61	72	2.60	32	2.44
62	32	2.50	51	2.44
63	33	2.50	70	2.44
64	47	2.50	71	2.44
65	51	2.50	18	2.33
66	54	2.50	54	2.22
67	60	2.50	69	2.22
68	30	2.40	53	2.00
69	59	2.40	10	1.67
70	50	2.30	11	1.67
71	69	2.30	12	1.67
72	35	2.20	9	1.56

Table 27

**Rank Order by Mean Values of All Competency
Statements for Combined Populations**

Rank Order	Statement Number	Mean Value	Rank Order	Statement Number	Mean Value
1	45	4.43	27	64	3.45
2	20	4.42	28	7	3.42
3	39	4.37	29	49	3.42
4	46	4.27	30	57	3.42
5	6	4.04	31	13	3.41
6	43	4.00	32	55	3.40
7	37	3.90	33	65	3.34
8	8	3.88	34	58	3.32
9	2	3.84	35	59	3.31
10	3	3.79	36	68	3.31
11	36	3.75	37	17	3.30
12	5	3.72	38	52	3.30
13	21	3.72	39	41	3.27
14	23	3.72	40	22	3.26
15	25	3.69	41	66	3.26
16	29	3.69	42	24	3.21
17	38	3.64	43	4	3.16
18	56	3.62	44	67	3.16
19	26	3.59	45	15	3.11
20	63	3.59	46	60	3.11
21	34	3.57	47	40	3.06
22	16	3.55	48	27	3.05
23	1	3.54	49	28	3.02
24	44	3.51	50	31	3.02
25	14	3.47	51	19	2.91
26	42	3.46	52	61	2.76

Table 27 (Continued)

Rank Order	Statement Number	Mean Value	Rank Order	Statement Number	Mean Value
53	33	2.75	63	35	2.49
54	69	2.72	64	50	2.49
55	62	2.70	65	32	2.47
56	70	2.67	66	51	2.47
57	12	2.59	67	30	2.42
58	47	2.59	68	10	2.39
59	48	2.49	69	54	2.36
60	71	2.58	70	9	2.33
61	18	2.52	71	11	2.29
62	53	2.50	72	72	2.26

ANALYSIS OF GUIDELINE STATEMENTS

A second purpose of this study was to identify guidelines agreed upon by community colleges and universities in Tennessee for possible implementation of the competency approach to the articulation process. A series of nine guideline statements was included in the questionnaire. The respondents were directed to place a value of nine by placing a number nine (9) beside the statement selected as the most practical means for initiating and coordinating the competency approach. The numbering system was on a graduating scale from nine to one with number nine as the most important and number one as the least important of the nine guideline statements.

Both the community college and university respondents agreed upon guideline statement number 3, "local area meetings of two-year and four-year department chairmen," as number one. The mean value of the community colleges was 5.90, and the mean value of the universities was 5.89, a difference of 1 percent. The second place ranked statement by mean value for the community colleges was statement number 1, "Direct communication between each two-year and four-year department of physical education." The universities' second place ranked statement by mean value was statement number 5, which was concerned with designating the state association of HPER as the initiating

and coordinating agency. In the state of Tennessee, the organization would be the Tennessee College Health, Physical Education and Recreation Association (see Table 28).

The university respondents agreed on item number 4, state-wide meetings of two-year and four-year department chairmen, and it was awarded a mean value of 8.11 by place rank order, the greatest mean value for the study (see Table 29). Guideline statement number 9 was consistently place ranked number nine in priority of selection, the least desired by the community college and university populations.

In summary, the combined populations, community colleges and universities, place ranked the following four guideline statements, numbers 4, 2, 1, and 3, as priority items (see Table 30). These statements, by place rank order by mean values, are:

- A. State-wide meetings of two-year and four-year department chairmen.
- B. Direct communication between each two-year and four-year department of physical education and registrar.
- C. Direct communication between each two-year and four-year department of physical education.
- D. Local area meetings of two-year and four-year department chairmen.

Table 28

Mean Value and Rank Order of Response of Community College and University Populations for Guideline Statements

Guideline Statement Number	Guideline Statement	Community College Population		University Population	
		Rank	Mean	Rank	Mean
1	Direct communication between each two-year and four-year department of physical education.	3	5.90	3	5.89
2	Direct communication between each two-year and four-year department of physical education and registrar.	1	6.30	5	5.56
3	Local area meetings of two-year and four-year department chairmen.	5	5.30	4	5.78
4	State-wide meetings of two-year and four-year department chairmen.	2	6.10	1	8.11
5	Designation of the state association of HPER as the initiating and coordinating agency.	6	4.30	2	6.11
6	Designation of the State Department of Higher Education as the implementation agency.	8	3.40	8	3.56
7	Designation of several state HPER associations as a regional consortium to implement this approach.	7	3.80	7	4.00
8	Formation of a state association of department chairmen from junior and senior colleges.	4	5.70	6	5.11
9	Designation of AAHPER as the initiating and coordinating agency.	9	3.10	9	1.44

Table 29

Rank Order by Mean Value of Responses of Community College and
University Populations for Guideline Statements

Rank Order	Community College Population		University Population	
	Statement Number	Mean	Statement Number	Mean
1	2	6.30	4	8.11
2	4	6.10	5	6.11
3	1	5.90	1	5.89
4	8	5.70	3	5.78
5	3	5.30	2	5.56
6	5	4.30	8	5.11
7	7	3.80	7	4.00
8	6	3.40	6	3.56
9	9	3.10	9	1.44

Table 30

Rank Order by Mean Values of Combined Populations
for Guideline Statements

Rank Order	Statement Number	Mean Value
1	4	7.10
2	2	5.93
3	1	5.90
4	3	5.54
5	8	5.41
6	5	5.21
7	7	3.90
8	6	3.48
9	9	2.27

COMMENTS: UNIVERSITY RESPONDENTS

The questionnaire was open-ended for additional suggestions or comments for the purpose of alleviating or minimizing existing articulation problems. No attempt was made to identify the comments or suggestions by respondent, but they are included as follow:

1. This is an excellent piece of much needed work in our discipline. I wanted to do more than just check the questionnaire; I wanted to comment, but lack of available time prohibited such at this time.
2. I think community colleges should completely carve general education requirements as a background for professional courses.
3. I have read your study with a great deal of interest and I am more than happy to respond to your requests. I was particularly interested in the last page dealing with communication between community colleges and universities in the articulation process.
4. It is my opinion that the basic objectives of the community college professional preparation program stay within the scope and general expertise parameters for which they were established. We prefer the transfer student who is competent in reading, writing, and understands basic principles applicable to personal health and fitness, history and philosophy of physical education, safety education and first aid, coaching and individual sports. Furthermore, the student should be acquainted with the basic sciences, humanities and behavioral sciences.

If the faculty in the community college would accept charge to graduate only a partially completed student (it is more important to be sound in fundamentals than specialized in cognition) and university faculty would strive

4. Continued.

to refine and advance cognitive and affective domains after the student has gained educational readiness and academic maturity, the students' educational process would be enhanced.

Our university is most interested in assisting in the articulation process between community colleges and universities; most especially, within our regional areas.

Unless articulation is improved immediately, both the community college and university systems are going to suffer.

State-wide articulation would be beneficial to all parties, including students. If such a broad spectrum is impossible because of the political complexities, regional articulation would certainly be possible through professional negotiations among professional educators within the systems involved. Let's forget personal egos and school tradition (usually false or superficial) and face the realities of the 1970's going into the latter stages of the 20th century!

I only hope the results of your study will be reviewed by those persons with the necessary clout to affect change within the current systems of education and professional preparation. And, after revisions and perhaps even major revisions, positive actions will be initiated immediately.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Tennessee's community college enrollment has continued to increase since the system began, just ten years ago. The community college system began operation with Columbia State in September, 1966, and was increased to three by September, 1967, when Cleveland State and Jackson State began. The community college system now has ten two-year colleges in operation across Tennessee. The intent, at the beginning, was to provide a community college within commuting distance of every potential student in the state. These colleges offer a variety of programs, enhanced by open admission and lower tuition, while the proximity of the college allows the student to live at home while commuting.

More and more students continue to transfer to a university after the community college experience. Articulation problems often result due to diversity of program requirements and credit acceptance. Possibly common criteria for desired acquisition of competencies instead of an accumulation of courses and credit hours could alleviate many articulation problems and more adequately

prepare the student for upper-division work in a professional program.

Literature has revealed that increasing numbers of professional preparation programs continue to accept the competency-based approach as a valid criterion. The AAHPER New Orleans Conference on Undergraduate Professional Preparation in Physical Education not only recommended that emphasis should be placed on competencies in all programs but it also strongly recommended that the desired competencies should be identified for community college students who transfer into programs at the upper-division level. Further, the recommendations suggested a state-by-state effort should be made to establish state-wide criteria, feasible, understood, and current, which would include both the community college and the university. Such criteria would benefit the student in the articulation process from college to college, college to university, and university to university.

SUMMARY

This study sought to determine those competencies which health, physical education, and recreation majors should attain at the community college level prior to transferring to a university in Tennessee. Further, the study attempted to determine a means by which the competency

approach could be initiated and to promote coordination and cooperation between community colleges and the state universities in Tennessee to enhance the articulation process.

A questionnaire was sent to nineteen physical educators, nine universities, and ten community colleges in Tennessee. A list of nine suggested guideline statements was included. Levels of agreement were computed to determine desired competency attainment for health, physical education, and recreation major transfer students. The appropriate guideline statements were identified and computed. Suggestions from the respondents were also included.

The analysis of the data was determined to identify the consensus between the two groups--university and community college respondents.

There was a general agreement in most of the eight categories, the seventy-two statements and the guideline statements (9) among a representative number of statements. The mean score assigned to the competencies was generally higher by the community college respondents. A list of competencies was determined by the selection from the combined groups.

CONCLUSIONS

The following list of competencies was agreed upon or ranked as priority by both groups as those appropriate for transfer:

1. Competency Statements:
 - A. Demonstrate an interest in all students as individuals.
 - B. Demonstrate knowledge and understanding of the role of interscholastic athletics in the physical education program.
 - C. Demonstrate an adequate level of personal fitness.
 - D. Demonstrate knowledge in regard to the use of equipment and supplies.
 - E. Demonstrate knowledge of public relations media, technique, and methods.
 - F. Observe behavior objectively and act with understanding.
 - G. Maintain rapport with students, teachers, and administrators based on integrity, mutual understanding and respect.
 - H. Employ medically sound exercises in the physical education program.
2. Guideline Statements:
 - A. State-wide meetings of two-year and four-year department chairmen.
 - B. Direct communication between each two-year and four-year department of physical education and registrar.
 - C. Direct communication between each two-year and four-year department of physical education.

- D. Local area meetings of two-year and four-year department chairmen.

RECOMMENDATIONS

The following recommendations were based on the responses to the questionnaire and review of literature:

1. The need exists for a study to be made to determine learning experiences for desired competency attainment.
2. Criteria for desired level of mastery for competency achievement at the community college level are needed.
3. The need exists for research to determine assessment of competency attainment.
4. An investigation should be made for assessment of a practical means for a competency approach to the articulation process.

APPENDIXES

APPENDIX A

**LETTER REQUESTING PERMISSION FOR THE STUDY TO
THE COMMUNITY COLLEGE PRESIDENTS**

CLEVELAND STATE COMMUNITY COLLEGE

Cleveland, Tennessee 37311

April 19, 1976

Dear _____:

I am presently completing work toward a Doctor of Arts degree at Middle Tennessee State University. My study is concerned with the competencies of health, physical education, and recreation major transfer students as they relate to articulation from community colleges to universities in Tennessee.

I respectfully request permission to conduct this study on your campus. May I suggest that you direct the enclosed letter of information, card, and questionnaire to the person whom you feel most appropriate. I would appreciate the questionnaire be returned at the earliest possible convenience (May 1, 1976, if possible).

Your cooperation is essential to this study and is highly appreciated. Thank you.

Sincerely yours,

/s/ Ozane R. Adams

(Mrs.) Ozane Robinson Adams
Associate Professor
Health, Physical Education
and Recreation, Psychology
and Education

ORA:dlc

Enclosures

APPENDIX B

**LETTER OF INFORMATION IN REGARD TO THE QUESTIONNAIRE
ENDORSED BY DR. MARTHA H. WHALEY, MAJOR
PROFESSOR, AND DR. STANLEY HALL,
COMMITTEE MEMBER**

CLEVELAND STATE COMMUNITY COLLEGE**Cleveland, Tennessee 37311****April 19, 1976****Dear Colleague:**

I am presently completing work toward a Doctor of Arts degree in physical education at Middle Tennessee State University. My project is a study of competencies of health, physical education, and recreation major transfer students as they relate to articulation from community colleges to state supported, degree granting universities in Tennessee.

The AAHPER held a national conference in January, 1973, on undergraduate professional preparation in New Orleans, Louisiana. The purpose of the conference was to identify competencies, concepts, and experiences a physical education major student should acquire at the community college level. Representatives from community and junior colleges were selected throughout the United States to serve on a Special Task Force on Junior-Senior College Articulation. The committee, largely composed of invited junior college physical educators, represented ten states by eleven members. This was the first time junior colleges were included in a national conference of this kind, and I had the privilege of representing community college physical educators in Tennessee.

One of the major recommendations proposed by the Task Force was the development of a set of competencies which community college physical education majors should possess at the time of their transfer to a university. The identification of such a set of competencies for articulation in Tennessee is the concern of this study.

The purpose of this letter is to request your assistance by completing a questionnaire to identify those

competencies you consider appropriate for community college programs. The study will include the community college system (10) and state supported, degree granting universities (9) in Tennessee. The results will be computed by rank order and mean value by system: community colleges and universities. Individual college and university results will not be computed. The result of the study will be available to all participants.

Please complete and return the enclosed card in the self-addressed envelope as soon as possible. Please return the questionnaire in the enclosed envelope by May 1, 1976. Your contribution will add strength to the identification of competencies in this study.

Thank you for your professional interest, time, and efforts in behalf of this study.

Sincerely yours,

/s/ Martha H. Whaley

/s/ Ozane R. Adams

Dr. Martha H. Whaley
Professor
Middle Tennessee
State University
Murfreesboro, Tennessee

(Mrs.) Ozane R. Adams
Associate Professor
Health, Physical
Education and Recreation,
Psychology and Education

/s/ Stanley Hall

Dr. Stanley Hall
Professor
Middle Tennessee
State University
Murfreesboro, Tennessee

ORA:dlc

Enclosures

APPENDIX C

**LETTER OF ENDORSEMENT: DR. D. F. ADKISSON,
PRESIDENT, CLEVELAND STATE
COMMUNITY COLLEGE**

CLEVELAND STATE COMMUNITY COLLEGE**Cleveland, Tennessee 37311****Office of
The President****March 15, 1976****To Whom It May Concern:**

Mrs. Ozane Robinson Adams, Associate Professor at Cleveland State Community College, is currently engaged in a study of Articulation and Competencies of Health, Physical Education and Recreation major transfer students in the community college system and state supported, degree granting universities in Tennessee.

A proven, and I believe, valid instrument is being used to conduct this study.

We are always interested in promoting competency improvement in all discipline areas. Continuous efforts are made to alleviate and/or improve articulation problems for students at Cleveland State.

It is always my pleasure to provide assistance and encouragement to students as they pursue higher education, especially in Tennessee.

Respectfully,

/s/ D. F. Adkisson

**D. F. Adkisson
President**

mh

APPENDIX D

**LETTER OF REQUEST FOR PERMISSION OF THE STUDY:
DR. ROY S. NICKS, CHANCELLOR, THE
STATE UNIVERSITY AND COMMUNITY
COLLEGE SYSTEM OF TENNESSEE**

CLEVELAND STATE COMMUNITY COLLEGE**Cleveland, Tennessee 37311****March 16, 1976**

**Dr. Roy S. Nicks, Chancellor
The State University and Community
College System of Tennessee
State Board of Regents
1161 Murfreesboro Road
Nashville, Tennessee 37217**

Dear Chancellor Nicks:

I am presently completing work toward a Doctor of Arts degree in Physical Education at Middle Tennessee State University. As my dissertation project, I would like to evaluate the competencies for physical education majors in the community colleges, regional universities and the University of Tennessee at Chattanooga, Knoxville, and Martin. The objective of my selection is to include the community college system and all degree granting universities in Tennessee.

An available valid and proven instrument will be used which was previously used for public school physical educators at Washington State University. It was later revised and used in selected community colleges and universities across the nation. Minor revisions have been made to adapt the questionnaire to the community college system and state university systems in Tennessee.

The purpose of the study is a threefold approach to: (1) enhance curricula offerings, (2) promote cooperation and communication between community colleges and state universities, and (3) to alleviate and/or improve existing articulation problems.

Dr. D. F. Adkisson, President of Cleveland State Community College, has endorsed my study in behalf of its

Dr. Roy S. Nicks, Chancellor
March 16, 1976

Page 2

potential assistance to community college students for undergraduate preparation and transfer purposes.

I respectfully request your approval of this study. A questionnaire is enclosed for your observation.

I believe this study would be of significant value to the members of the community college faculty and students.

Sincerely,

/s/ Ozane R. Adams

(Mrs.) Ozane Robinson Adams
Associate Professor
Health, Physical Education
and Recreation

ORA:dc

Enclosure: Questionnaire

APPENDIX E

LETTER OF ENDORSEMENT: CHANCELLOR NICKS

**THE STATE UNIVERSITY
AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE**

1161 Murfreesboro Road Nashville, Tennessee 37217 (615) 741-4821

May 28, 1976

TO WHOM IT MAY CONCERN:

Mrs. Ozane Robinson Adams, Associate Professor at Cleveland State Community College, is engaged in a study in Articulation and Competencies of Health, Physical Education and Recreation as they relate to articulation from community colleges to universities in Tennessee. Mrs. Adams is using a survey instrument that has been proven in other studies. In an effort to improve articulation in our System, I hope that Mrs. Adams' study can be supported by your institution.

I believe the study will be of value to us as community colleges and universities continue to work toward solving mutual problems.

Sincerely yours,

/s/ Roy S. Nicks

Roy S. Nicks
Chancellor

RSN:w

APPENDIX F

LIST OF PARTICIPANTS

PARTICIPANTS

NAME	POSITION	COMMUNITY COLLEGE	LOCATION
1. Dr. Charles W. Branch	President	Chattanooga State	Chattanooga
2. Dr. David F. Adkisson	President	Cleveland State	Cleveland
3. Dr. Harold S. Pryor	President	Columbia State	Columbia
4. Dr. Edward B. Eller	President	Dyersburg State	Dyersburg
5. Dr. F. E. Wright	President	Jackson State	Jackson
6. Dr. Harry D. Wagner	President	Motlow State	Tullahoma
7. Dr. Cuyler A. Dunbar	President	Roane State	Harriman
8. Dr. Jess H. Parrish	President	Shelby State	Memphis
9. Dr. Hal A. Ramer	President	Volunteer State	Gallatin
10. Dr. Jack Campbell	President	Walters State	Morristown

APPENDIX G

CARD OF WILLINGNESS TO PARTICIPATE

I am interested in your study and will complete
your questionnaire.

NAME _____ SEX _____

POSITION _____

SCHOOL _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

DATE RETURNED _____ 19 _____

APPENDIX H
THE QUESTIONNAIRE

COMPETENCIES FOR COMMUNITY COLLEGE PHYSICAL EDUCATION

MAJOR TRANSFER STUDENTS

Instructions for Respondents

The following set of physical education competencies was originally developed by a consortium of Washington State University and public school physical educators. More recently it was revised for use as a guide for an undergraduate professional preparation program in a study by Dr. Bruce I. Werner at Washington State University. Minor changes have been made with Dr. Werner's permission to adapt the questionnaire to the community college system and the state university systems in Tennessee.

In the context of this questionnaire a competency is defined as a very general statement of one's knowledge and ability referent to a particular aspect of the physical education process.

The purpose of this study is to determine those physical education competencies which should be fulfilled either fully or partially at the undergraduate level. Identification of physical education competencies had been recommended as an aid to alleviating articulation problems of community college major students as they transfer to a state university in Tennessee, as well as students who are transferring from one state college or university to another within the state. It could also be used as a guide for out-of-state articulation.

Identifying activities and experiences by which a particular competency might be attained or evaluated is not the concern of this study. Similarly, the identification of general education competencies is not of concern in this investigation.

Your task is to indicate for each competency statement whether it should or should not be fulfilled at the junior college level. The following response system will be used:

Circle CF if the competency should be completely fulfilled in a junior college.

Circle PF if the competency should be partially fulfilled in a junior college.

Circle N if you have no opinion or are undecided.

Circle SC if the competency should be attained entirely at the university level.

Circle IS if the competency should be attained on the job or through an in-service training program.

In addition to the competency statements, you will find a series of suggested guidelines for implementing the competency approach in the articulation process. Instructions for marking those statements will be provided at that point.

Please mark every item on the questionnaire. When you have finished, place the completed form in the envelope provided and return.

If you would like a copy of the final set of competencies for community college major students, please indicate by checking the space provided below.

Name of respondent _____ Male ____ Female ____

Position Held _____ Enrollment 100 - 1000 _____
 1000 - 2500 _____

Institution _____ 2500 - 5000 _____
 5000 -10,000 _____

City and State _____ Over 10,000 _____

Community College ____ University ____

I would like a copy of the results of this study ____

PLEASE PROCEED TO THE QUESTIONNAIRE ON THE FOLLOWING PAGE

PLEASE CIRCLE THE LETTER(S) WHICH CORRESPOND MOST CLOSELY TO YOUR OPINION CONCERNING THE ROLE OF THE COMMUNITY COLLEGE IN THE ATTAINMENT OF EACH OF THE FOLLOWING COMPETENCIES. FOR EACH STATEMENT CIRCLE ONLY ONE RESPONSE.

	Complete Fulfillment	Partial Fulfillment	No Opinion; Undecided	Senior College or University	On the Job or In-service
	CF	PF	N	SC	IS
A. <u>As an effective teacher of physical skills, the student should be able to:</u>					
1. Analyze skills of sports-related activities appropriate to various levels of ability.	CF	PF	N	SC	IS
2. Analyze rules of sports-related activities appropriate to various levels of ability	CF	PF	N	SC	IS
3. Analyze theory and strategy of sports-related activities appropriate to various levels of ability.	CF	PF	N	SC	IS
4. Select appropriate strategies and tactics for teaching to facilitate learning--use knowledge of and apply a range of teaching approaches from teacher-directed to self-directed.	CF	PF	N	SC	IS
5. Relate what is learned in physical education to the total learning experience of the student.	CF	PF	N	SC	IS
6. Demonstrate knowledge of concept of progression appropriate to age or skill level.	CF	PF	N	SC	IS
7. Adapt to abrupt and unexpected circumstances imposed by facilities, equipment, weather, class load, etc.	CF	PF	N	SC	IS
8. Relate effectively to varied socioeconomic, racial and ethnic groups.	CF	PF	N	SC	IS
9. Evaluate cognitive student performance.	CF	PF	N	SC	IS

	Complete Fulfillment	Partial Fulfillment	No Opinion; Undecided	Senior College or University	On the Job or In-service
	CF	PF	N	SC	IS
10. Evaluate affective student performance.	CF	PF	N	SC	IS
11. Evaluate psychomotor student performance.	CF	PF	N	SC	IS
12. Evaluate teacher effectiveness.	CF	PF	N	SC	IS
13. Evaluate the effectiveness of a program in meeting the needs of the students.	CF	PF	N	SC	IS
14. Evaluate the physical growth and development of the student.	CF	PF	N	SC	IS
15. Interpret evaluations and follow up with action where needed.	CF	PF	N	SC	IS
16. Maintain normal range of self-control and emotional stability under stress.	CF	PF	N	SC	IS
17. Demonstrate knowledge and understanding of human anatomy.	CF	PF	N	SC	IS
18. Demonstrate knowledge and understanding of kinesiology as it relates to human movement.	CF	PF	N	SC	IS
19. Demonstrate knowledge and understanding of physiology as it relates to human movement.	CF	PF	N	SC	IS
20. Demonstrate interest in all students as individuals.	CF	PF	N	SC	IS
21. Demonstrate techniques for effective group instruction.	CF	PF	N	SC	IS
22. Demonstrate techniques for individualizing instruction.	CF	PF	N	SC	IS

	Complete Fulfillment	Partial Fulfillment	No Opinion; Undecided	Senior College or University	On the Job or In-service
	CF	PF	N	SC	IS
23. Motivate students to want to learn.	CF	PF	N	SC	IS
24. Demonstrate patterns, skills, and activities essential to effective teaching of individual, dual, and team sports.	CF	PF	N	SC	IS
25. Understand the psychological, sociological and physical characteristics of different age groups.	CF	PF	N	SC	IS
B. <u>As an effective program planner in physical education, the student should be able to:</u>					
1. Develop defensible aims and objectives for his professional work.	CF	PF	N	SC	IS
2. Plan a daily lesson which carries out the objectives for his professional work.	CF	PF	N	SC	IS
3. Demonstrate knowledge of current trends in curriculum and facility planning.	CF	PF	N	SC	IS
4. Demonstrate knowledge regarding the effect of environment on the child.	CF	PF	N	SC	IS
5. Develop curriculum guides and/or other documents when appropriate.	CF	PF	N	SC	IS
6. Demonstrate concern for and ability to plan for "special" programs, club programs, faculty recreation, in-service programs, community recreation, and special events as needed.	CF	PF	N	SC	IS

	Complete Fulfillment	Partial Fulfillment	No Opinion Undecided	Senior College or University	On the Job or In-service
	CF	PF	N	SC	IS
7. Plan a school program consistent with the philosophy of the school, needs of the community, and growth and development of the student.	CF	PF	N	SC	IS
8. Understand instructional theories and plan accordingly so that subject is accepted by the student as significant and related to his individual needs.	CF	PF	N	SC	IS
9. Provide for individual differences and readiness.	CF	PF	N	SC	IS
10. Interpret and utilize research findings related to the appropriate level (age, skill, grade, etc.).	CF	PF	N	SC	IS
11. Demonstrate knowledge and understanding of the role of intramurals in the physical education program.	CF	PF	N	SC	IS
12. Demonstrate knowledge and understanding of the role of interscholastic athletics in the physical education program.	CF	PF	N	SC	IS
C. <u>As a prospective promoter of health and safety in physical education, the student should be able to:</u>					
1. Demonstrate knowledge of common injuries incurred in athletics and the physical education instructional program.	CF	PF	N	SC	IS
2. Demonstrate knowledge of and ability to administer first aid.	CF	PF	N	SC	IS

	Complete Fulfillment	Partial Fulfillment	No Opinion; Undecided	Senior College or University	On the Job or In-service
	CF	PF	N	SC	IS
3. Use knowledge of the safety element (safety skills, health practices, hazards) when developing daily lesson plans, unit plans, and yearly plans.	CF	PF	N	SC	IS
4. Follow a plan for coping with students who are injured or become ill during classes or scheduled physical education activities.	CF	PF	N	SC	IS
5. Initiate and utilize a system for reporting injuries or accidents.	CF	PF	N	SC	IS
6. Demonstrate knowledge and understanding of physical fitness and its relationship to the overall health of the student.	CF	PF	N	SC	IS
7. Demonstrate knowledge of legal responsibilities and liabilities pertinent to his professional field.	CF	PF	N	SC	IS
8. Demonstrate an adequate level of personal physical fitness.	CF	PF	N	SC	IS
9. Demonstrate knowledge and understanding of proper nutrition for health and fitness.	CF	PF	N	SC	IS
D. <u>As one who will requisition and maintain physical education equipment and supplies, the student should be able to:</u>					
1. Demonstrate knowledge in regard to purchase of equipment and supplies.	CF	PF	N	SC	IS
2. Demonstrate knowledge in regard to care and storage of equipment and supplies.	CF	PF	N	SC	IS

	Complete Fulfillment	Partial Fulfillment	No Opinion; Undecided	Senior College or University	On the job or In-service
	CF	PF	N	SC	IS
3. Demonstrate knowledge in regard to use of equipment and supplies.	CF	PF	N	SC	IS
4. Show evidence of purchasing knowledge to insure optimal use of school funds.	CF	PF	N	SC	IS
5. Prepare a budget, maintain records and inventories.	CF	PF	N	SC	IS
E. <u>As a prospective public relations interpreter, the physical education major student should be able to:</u>					
1. Recognize the importance of good public relations; explain aims, purposes, and significance of physical education, recreation, and physical therapy.	CF	PF	N	SC	IS
2. Interpret system-wide policies and develop supplementary physical education policies for students, parents, school personnel, and community.	CF	PF	N	SC	IS
3. Discuss with parents the progress and achievement of their children in physical education.	CF	PF	N	SC	IS
4. Help with volunteer programs in physical education, health, and recreation.	CF	PF	N	SC	IS
5. Demonstrate knowledge of public relations media, techniques, and methods.	CF	PF	N	SC	IS

Complete Fulfillment	Partial Fulfillment	No Opinion; Undecided	Senior College or University	On the Job or In-service
CF	PF	N	SC	IS

F. As one who will advise, counsel, and guide students, the prospective physical education teacher should be able to:

- | | | | | | |
|--------------------------------------------------------------------------------------------------------------------|----|----|---|----|----|
| 1. Observe objectively and act with understanding. | CF | PF | N | SC | IS |
| 2. Relate to student's individual problem(s) and offer guidance within limitations. | CF | PF | N | SC | IS |
| 3. Take appropriate action when a student is identified with a physical problem (structure, eyes, sickness, etc.). | CF | PF | N | SC | IS |
| 4. Demonstrate knowledge of his school's approach to guidance; use and understand correct referral techniques. | CF | PF | N | SC | IS |
| 5. Help student to evaluate his own performance. | CF | PF | N | SC | IS |
| 6. Help student to develop positive self-concepts. | CF | PF | N | SC | IS |

G. As a prospective member of a school faculty and of professional organizations, the student should:

- | | | | | | |
|------------------------------------------------------------------------------------------------------------------------|----|----|---|----|----|
| 1. Maintain rapport with students, teachers, and administrators based on integrity, mutual understanding, and respect. | CF | PF | N | SC | IS |
| 2. Be active in a variety of professional organizations by serving on committees, attending workshops and clinics. | CF | PF | N | SC | IS |

	Complete Fulfillment	Partial Fulfillment	No Opinion; Undecided	Senior College or University	On the Job or In-service
	CF	PF	N	SC	IS
3. Maintain cognizance of current trends; evaluate and use new materials when appropriate.	CF	PF	N	SC	IS
4. Develop a basic philosophy of physical education and/or coaching consistent with the role of the school.	CF	PF	N	SC	IS
5. Possess knowledge of league, state, and national rules and regulations pertaining to athletics.	CF	PF	N	SC	IS
H. <u>As a prospective member of a professional team, the physical education major student should be able to:</u>					
1. Employ medically sound exercises in the physical education program.	CF	PF	N	SC	IS
2. Utilize the latest research findings regarding the atypical student.	CF	PF	N	SC	IS
3. Advise and assist the classroom teacher with appropriate activities for the atypical student.	CF	PF	N	SC	IS
4. Utilize knowledge of services available from nurses, physical therapists, psychologists, special service people, and organizations.	CF	PF	N	SC	IS
5. Utilize and cooperate with other professionals in program planning.	CF	PF	N	SC	IS

The following statements are offered as possible guidelines for implementing the competency approach in the articulation process. A weighted scale will be used to rank the guideline statements. Place a #9 next to the statement you feel is the most practical means for initiating and coordinating the competency approach. Place a #8 beside the next most practicable, a #7 beside the next strongest statement, and so on. When you have finished, the strongest guideline should be labeled #9, and the weakest guideline labeled #1.

___ Direct communication between each two-year and four-year department of physical education.

___ Direct communication between each two-year and four-year department of physical education and registrar.

___ Local area meetings of two-year and four-year department chairmen.

___ State-wide meetings of two-year and four-year department chairmen.

___ Designation of the state association of HPER as the initiating and coordinating agency.

___ Designation of the State Department of Higher Education as the implementation agency.

___ Designation of several state HPER associations as a regional consortium to implement this approach.

___ Formation of a state association of department chairmen from junior and senior colleges.

___ Designation of AAHPER as the initiating and coordinating agency.

Please add any additional suggestions or remarks which you think could aid in alleviating or minimizing existing articulation problems.

PLEASE ENCLOSE THE COMPLETED QUESTIONNAIRE IN THE ENVELOPE PROVIDED AND PLACE IN THE MAIL.

APPENDIX I

LIST OF RESPONDENTS

RESPONDENTS: COMMUNITY COLLEGES

Name	Position	College	Sex	Teaching Experience
Mr. Donald R. Green	Coordinator of Health, Physical Education and Recreation	Chattanooga State	M	21 years
Dr. Joseph Dzikielewski	Assistant Professor HPER	Cleveland State	M	9 years
Ms. Elner Hammer	Assistant Professor Coach: Women's Basketball	Columbia State	F	12 years
Dr. Roger Shore	Division Chairperson HPER	Dyersburg State	M	12 years
Mr. Joe Daves	Assistant Professor HPER	Motlow State	M	10 years
Ms. Susan Adams	Instructor HPER	Roane State	F	2 years
Mr. John Townsend	Department Chairperson HPER	Shelby State	M	18 years
Dr. Larry Gay Regan	Assistant Professor	Volunteer State	F	11 years
Mr. Ronald Carr	Assistant Professor Athletic Director	Walters State	M	8 years

RESPONDENTS: UNIVERSITIES

Name	Position	University	Sex	Teaching Experience
1. University of Tennessee System				
Dr. Helen B. Watson	Acting Chairperson Division of Physical Education	University of Tennessee, Knoxville	F	30 plus years
Dr. Roy Stinnett	Assistant Director School of Education Chairperson in HPER	University of Tennessee, Chattanooga	M	16 years
Ms. Bettye Giles	Associate Professor HPER	University of Tennessee, Martin	F	24 years
2. Regional Universities				
Dr. George Fisher	Dept. Chairperson, HPER, Athletic Director	Austin Peay Clarksville	M	28 years
Dr. Sidney Rice	Dept. Chairperson HPER	East Tennessee Johnson City	M	28 years
Ms. Elma Roane	Professor Physical Education	Memphis State Memphis	F	36 years
Dr. A. H. Solomon	Dept. Chairperson HPERS	Middle Tennessee Murfreesboro	M	16 years
Dr. E. Preston Mitchell	Dept. Chairperson HPER	Tennessee State	M	25 years
Dr. Flavious Smith	Dept. Chairperson HPER	Tennessee Tech Cookeville	M	25 years

APPENDIX J

COMMENTS: UNIVERSITY RESPONDENTS

COMMENTS: UNIVERSITY RESPONDENTS

The questionnaire was open-ended for comments for the purpose of alleviating or minimizing existing articulation problems. No attempt was made to identify the comments or suggestions by respondent, but they are included as follow:

1. This is an excellent piece of much needed work in our discipline. I wanted to do more than just check the questionnaire; I wanted to comment, but lack of available time prohibited such at this time.
2. I think community colleges should completely cover general education requirements as a background for professional courses.
3. I have read your study with a great deal of interest and I am more than happy to respond to your requests. I was particularly interested in the last page dealing with communication between community colleges and universities in the articulation process.
4. It is my opinion that the basic objectives of the community college professional preparation program stay within the scope and general expertise parameters for which they were established. We prefer the transfer student who is competent in reading, writing, and understands basic principles applicable to personal health and fitness, history and philosophy of physical education, safety education and first aid, coaching and individual sports. Furthermore, the student should be acquainted with the basic sciences, humanities and behavioral sciences.

If the faculty in the community college would accept charge to graduate only a partially completed student (it is more important to be sound in fundamentals than specialized in cognition) and university faculty would strive to refine and advance cognitive and affective

4. Continued

domains after the student has gained educational readiness and academic maturity, the students' educational process would be enhanced.

Our university is most interested in assisting in the articulation process between community colleges and universities; most especially, within our regional areas.

Unless articulation is improved immediately, both the community college and university systems are going to suffer.

State-wide articulation would be beneficial to all parties, including students. If such a broad spectrum is impossible because of the political complexities, regional articulation would certainly be possible through professional negotiations among professional educators within the systems involved. Let's forget personal egos and school tradition (usually false or superficial) and face the realities of the 1970's going into the latter states of the 20th century!

I only hope the results of your study will be reviewed by those persons with the necessary clout to affect change within the current systems of education and professional preparation. And, after revisions and perhaps even major revisions, positive actions will be initiated immediately.

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