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Applications for new courses approved for the following courses:

Journalism:

75. Advertising

80. Journalism

99. Seminar

Mathematic:

287. Mathematics Workshop for Secondary Teachers

Discussion: Proposal to terminate practice of including grades of the required 4 hours of P.E. in the Scholarship Index.
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Minutes of the Meeting of the Faculty Senate, Tuesday, November 22, 1966 at 3:30 p. m. in the Office of the Dean of the Faculty.

Members present: Miss Cotham, Dr. Coder, Mr. Crites, Mr. Dalton, Dr. Fleharty, Miss Gangwer, Mr. Johnson, Mr. Tomlinson, Dr. McMechan, Mr. Schmidt, Dr. Wilkins, and Dr. Garwood.

(Mr. Tomlinson is now the representative from the Division of Social Science. Mr. Jones resigned effective, Nov. 22, because of a heavy class load.)

Also present: Dr. Belisle, Mr. Maxwell, Dr. Moreland, Mr. Jones.

Absent: Mr. McGinnis, Dr. Youmans

Meeting was called to order by Dr. Garwood, Chairman, who presented applications for new courses.

Journalism. The following courses in the area of Journalism were presented:

75. Advertising. 3 cr. hrs. Prerequisite, 28 or permission. Survey of advertising with attention to media advertising procedures, advertising agencies, and retail advertising departments. Includes theory, sales, and design.

80. Journalism. 2 cr. hrs. Prerequisite, 45. A study of the weekly, small daily, and suburban newspaper in today's society. Emphasis on news coverage, advertising, management principles, and production.

99. Seminar: Contemporary Problems in Mass Communications. 3 cr. hrs. Prerequisite, senior standing and 15 cr. hrs. in journalism. An examination of the complexities facing mass communicators today, with emphasis on criticisms of the mass media. Major research report on one contemporary problem required.

The subcommittee of the Senate met previously and considered these courses and approved them.

RECOMMENDATION: It was recommended that these three courses, 75, 80, and 99, be approved. Seconded and carried.

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Mathematics. The following is the description of the new course requested by the Mathematics area:

287. Mathematics Workshop for Secondary Teachers. 3 cr. hrs. The purpose of the course is to provide information relative to the modern approach to mathematics at the secondary level, provide information concerning recent trends in mathematics teaching at the secondary level, provide an opportunity for examination of recent publications of interest to this group, provide an opportunity for discussion of appropriate curricula for the secondary school.

The subcommittee had met previously and approved the course.

RECOMMENDATION: It was recommended that this course, 287. Mathematics Workshop for Secondary Teachers, be approved. Seconded and carried.

In a memorandum dated October 24, 1966, Tom Jones of the Social Science Division brought a proposal to the Faculty Senate entitled, "Proposal that the College terminate its present practice of including grades of the required four hours of Physical Education ^{IV} for the Scholarship Index."

The chairman said that in view of the fact that the proposal was critical of the courses in physical education, Dr. Belisle, Chairman, Health, Physical Education and Recreation Division, has asked for the opportunity to respond to the comments in the Proposal. Mr. Jones was asked by the chairman to be at the Senate meeting today. In a letter dated Nov. 22, to the Dean of the Faculty Dr. Moreland had requested that the proposal be voted upon. Mr. Jones said that since the proposal was not to be voted upon, he questioned the relevancy of the discussion. The chairman responded by saying that in view of the criticism of the physical education program noted in the proposal that Dr. Belisle should be given time to make a reply.

The question was asked by one of the Senate members if the Senate would vote on the question today. The chairman replied no.

The chairman replied that when the Basic Studies program was examined, the question of whether four hours of physical education credit should be counted in the index was considered. At this time, the Senate voted to utilize the four hours of physical education in calculating the scholarship index. Dr. Belisle appeared before the Senate at that time and responded to the questions of the Senate.

The chairman said that he did not feel that division chairmen should be asked to come in and defend their programs when some member new to the Senate and not present at previous meetings made proposals which had been considered in depth in rather recent discussions. The chairman also pointed out that there are many areas of College policy and that once the Senate has given careful consideration to a course of action we cannot change from year to year and expect any continuity in our policy or program. For example, the probation and suspension regulations were changed last year. The chairman noted that he would expect these rules would remain in effect for some time and the Senate would not change them without a great deal of consideration. Dr. Moreland who was asked to appear before the Senate said he was in agreement with this.

For purposes of clarity, the various items of Mr. Jones' proposal will be stated and response to the particular part then given.

The Proposal as stated by Mr. Jones is as follows: "Proposed that the College terminate its present practice of including the grades of the required 4 hours of P. E. in the scholarship index."

The first part of the proposal is as follows:

- I. That the very purpose of the P. E. requirement demonstrates the absurdity of including it in the scholarship index.
 - A. The avowed purpose of a P. E. program is to provide the student with physical exercise. What has that to do with scholastic achievement?
 - B. To include speed-ball, square-dancing and archery in the scholarship index is to make it an index of something far removed from scholarship.
 - C. There is something incredibly humorous to be found in the observation that 4 hours of speed-ball, folk dancing, social dance and square dance count more on the scholarship index than the required course in psychology, or sociology, or biology, or literature. It is not really the sort of thing that one likes to admit to visitors, is it?
 - D. But, there is something incredibly sad about a system that would allow 4 hours of "D" in speed-ball, tennis, square-dance and golf prevent a student from making the Dean's list.

Referring to IA, the chairman said that the meaning of "avow" is to declare as true, to state.

Dr. Belisle responded to this as follows:

Response to IA which states "The avowed purpose of a P. E. program is to provide the student with physical exercise." The members of our division do not accept this as a valid statement of purpose for our current Basic Instructional

Program. If one were to check college catalogs across the country, he would find that this is not the declared purpose of a modern-day physical education program. This is an extremely restrictive point of view and might be descriptive of a physical training program such as the PT program offered by the military. Early in the history of our profession, our programs were formalized with a great deal of mass calisthenics, formalized gymnastics, etc. This sort of program was popular during the late 1800's and the early 1900's. If we were to agree with the statement that the avowed purpose of our program is to provide the student with exercise, we would perhaps be in favor of offering but one activity in our program. That is, we could restrict our program to running. You are all aware, I am sure, that no single physical exercise is as beneficial to man as is running. However, if we were to restrict our program to this one activity, we would not be offering a modern-day physical education program. This would certainly be a narrow approach.

In addition to the physical fitness benefits of our program, we hope to assist students to develop skills in a variety of physical activities which will be beneficial to them in college and in later life. It is hoped that participation in our program will help establish a permanent interest in healthful recreation, and promote the physical and mental well-being of the individual. It is obvious that changing concepts of the personal and social significance of leisure in American society have important implications for the recreation phase of our program. Sociologists and psychiatrists are beginning to bemoan the fact that our leisure is growing much faster than our capacity to use it wisely. I would like to call your attention to a two-part series on leisure which appeared in Life beginning on February 14, 1964. In this series, Dr. James Charlesworth, President of the American Academy of Political and Social Science, stated that "the outstanding fact about leisure in the United States today is that it is growing much faster than our capacity to use it wisely." He goes on to recommend the establishment of departments of leisure in all state governments and the compulsory teaching of leisure skills in our schools. The members of our division feel that we should assume some responsibility for the preparation of our students, physically and psychologically, so that they will be better able to handle the stresses of increased leisure time.

We are also teaching our students certain knowledges in the area of physical education activities. We are using textbooks in our classes and I have brought several of these to the meeting this afternoon for your examination. In many of our classes, the instructors are also handling this area with assorted hand-out materials. In other words, we are stressing such things as rules, strategy, terminology, etiquette, necessary equipment, techniques, and the history of the various sports in question. We hope to develop an understanding and an appreciation among students of what regular exercise can mean for the individual. We attempt to convince young people that worthwhile recreational activity is part of the good life.

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In addition to the obvious benefits of exercise to the individual, we hope that our program will assist the individual to use leisure wisely, to regulate his life with regard for sound physical and mental health, and that this will also assist him in making a satisfactory social and emotional adjustment to life.

In conclusion, I would like to know this: who says the avowed purpose of a physical education program is to provide the student with exercise? Certainly we in the profession do not accept this narrow and restricted point of view.

The question was raised as to whether more time is spent in the P. E. courses in exercises or whether much of the time is spent acquiring theory and knowledge in the area of P. E. Dr. Belisle replied this would differ from instructor to instructor and he could not reply specifically.

The chairman inquired of Mr. Jones as to ^{practically} his statement that the "avowed purpose of a P. E. program is to provide the student with physical exercise." Mr. Jones replied he would be willing to withdraw this statement.

The second major point in Mr. Jones' proposal was as follows:

II. That, far from being a radical and unheard-of revolution, the present proposal represents a fairly conservative step at a time when the general trend is in the direction of total elimination of P. E. as a requirement.

- A. Many of the major schools in the country have reduced P. E. to one-semester, eliminated it from the grade-point, substituted marching band, aerospace studies, R. O. T. C., or dropped it completely.
- B. Prior to Fall of 1956, P. E. grades were not averaged into the scholarship index at Fort Hays Kansas State College. (I have as yet been unable to determine why the innovation took place.)

Dr. Belisle's response to II was as follows:

In reference to II, I wonder where the individual submitting these statements got the idea that the general trend is in the direction of total elimination of physical education as a requirement. Three studies are presented for your consideration which suggest that this is far from the case. These studies are included following the minutes.

The first study, by Joseph B. Oxendine of Temple University, which included 259 institutions of varying sizes throughout the country, revealed that 83 percent of the institutions did require physical education of all students. Although I am not taking time to list the institutions, I believe you will agree they are a representative sample. As you can see, in this study the institutions were grouped according to size of undergraduate enrollment. The schools were grouped as follows: 500 to 1000, 1000 to 2500, 2500 to 5000,

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5000 to 10,000, over 10,000. Since we are apparently primarily concerned with whether the marks in physical education are counted on the student's grade point average, I refer you to B2 in the Oxendine Study. You will note that colleges and universities of less than 1000 enrollment are not as likely to award credit for physical education as are larger schools. Considerable difference can be noted among institutions in the matter of counting physical education marks in the total grade point average. Eighty-six percent of the "over 10,000" group count physical education marks in a student's grade point average, whereas only 44 percent of the "500 to 1000" group counted them.

In colleges from 2500-5000 enrollment 74% count P. E. grades in the grade index, 26% do not. In colleges 5000-10,000 the figures are 69% to 31%. For all colleges 67% to 33%. Thus it appears a substantial majority count it.

The second study is concerned with women's physical education programs in 23 institutions. It is the Watkins Study. You will note that all 23 of the responding institutions required physical education of some, if not all, women. To get to the point, you will note that 74 percent of the institutions did use the physical education credit in computing the student's cumulative grade point average. The final study, the Donnelly Study, deals with 257 institutions in the nation, reveals that physical education was a requirement in 87.6 percent of the institutions. You will further note that academic credit for physical education was granted in 83.7 percent of the institutions. To give you some idea of what the status was in 1955, a study by Greene at that time revealed that 65.3 percent of the institutions sampled in his study did count grade points earned toward the student's possible graduation honors. This study dealt with 253 North Central Association colleges and universities.

I feel that the statements made by the Faculty Senate member presenting this material are extremely misleading. I am convinced that the majority of schools in the nation are placing increased emphasis on their physical education programs, and it seems to me that these recent status studies suggest this very fact.

In reply to the presentation of Dr. Belisle, Mr. Jones stated that Dr. Belisle's material did not indicate a trend in the area of physical education. Mr. Jones pointed out that this material was not definitive and indicative of a trend because the material did not cover several time periods which would indicate a trend. Mr. Jones said that until such material was available, we could not accurately say what trend was for utilization of P. E. grades in computing the scholarship index. He said the studies which indicated 67%

who count and 33% who do not count shows that sizable number of schools do not count it--33%.

Dr. Belisle noted that there were no completely definitive studies in the field and his observations were based on what was available.

The chairman noted that Mr. Jones was a graduate of the University of North Carolina, certainly one of the finest schools in the South. He said that the P. E. program at the University was similar to that at Hays, and that 4 units of P. E. credit are required for graduation at the University of North Carolina. Three-four years ago the University of North Carolina changed the physical education requirements so that all units in physical education will now count in computing the grade index. A representative of the Registrar's Office at the University of North Carolina stated that the rationale for this change was that if the P. E. Department has competent people and if the College offers courses in P. E., these courses should be considered as academically worthy as those in other areas.

The chairman asked Mr. Jones if he had proof that the general trend is in the direction of elimination of P. E. credit in the grade index, if the proposal in part II could be substantiated. Mr. Jones replied that he had no proof but he was only giving a general statement for use in discussing the problem.

The chairman noted that it was his point of view that it served no useful purpose for representatives of any division to belittle the offerings in another division. He said the work in the Senate needed to be as objective and as thorough as it could be. He said that it seemed to him that where another division is involved in any proposed change in the college program, that it would be common courtesy and informative if those studying a problem would contact the division affected and attempt to get information as to the program being questioned.

The chairman noted that in any college or university there are courses which stress skills, i. e., typing, shorthand, office machines, some courses in nursing, music, speech, industrial arts, etc. Surely no one would contend that these should not be counted in the scholarship index. Mr. Jones said that such courses were not required while P. E. was. This was the major point he said. The Chairman replied that there was also the principle of "academic purity" involved. In addition, Speech 29 involves a certain amount of skill, delivery. Some one who excelled in English might have considerable difficulty in math, yet if he were low on the ACT scoring in math he would be forced to take a mathematics course to graduate.

The third part of the Proposal is as follows:

- III. That Fort Hays Kansas State College is apparently the only state school in Kansas which requires that four semester hours of P. E. be included in the scholarship index.

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- A. Wichita State University requires 124 credit hours, including 4 hours chosen from aerospace studies, military science, marching band, or P. E. (General Catalogue, 1966-7)
- B. Emporia State requires 124 credit hours, 4 of which "may" be P. E. (General Catalogue, 1965-6)
- C. Kansas State University requires 124 credit hours for males, excluding 2 hours of P. E., and 120 credit hours for females, with no P. E. requirement. (General Catalogue, 1964-6)
- D. Pittsburg State requires 120 credit hours, excluding 4 hours of P. E. (General Catalogue, 1950-1)
- E. University of Kansas has no P. E. requirement at all.

Dr. Bellisle's response to III was as follows:

In response to III, Fort Hays Kansas State College is not the only state school which requires that four semester hours of physical education be included in the scholarship index. Emporia State has exactly the same requirement as we do here at Fort Hays State. Physical education courses are included in the student's over-all grade point average and they do require four hours of physical education. Wichita State University places physical education among a core of courses and those who elect physical education are granted academic credit for these courses and they do count on the over-all grade point index. It is my understanding that Pittsburg State does require four hours of physical education for women, and that these courses are counted on the academic average. However, the men at Pittsburg State take ROTC. The University of Kansas has no physical education requirement. The program is elective and the courses taken in physical education do count on the grade point average. I believe that the only exception to this rule is in engineering. The courses taken at Kansas State University do not count on the over-all grade point average, as far as I know.

I would like to point out that the university programs in the state of Kansas are not up to the level of the majority of programs in colleges and universities across the nation. For example, if you re-check the three studies which I have submitted for your examination, you will note that 81 percent of the universities of comparable enrollment across the nation do require physical education of all students. In other words, the state universities in Kansas are not typical of universities across the entire country. The majority of the colleges and universities in the country have much stronger physical education programs.

The members of our division feel that our present program compares most favorably with the better physical education programs in the colleges and universities across the United States. We feel that it is not in our best interest here at Fort Hays State to restrict our thinking to what is taking place in the state of Kansas.

This would indicate a provincial point of view, and we suggest that Fort Hays State should think in terms of what is taking place nationally.

I do appreciate this opportunity to speak to you this afternoon, and I do hope that my efforts have cleared up some possible misconceptions and misunderstandings.

The fourth part of the Proposal is as follows:

IV. That the present practice by no means squares with the policy suggested by the General Catalogue and Student Guidebook (though, to be sure, contradictory statements of policy are to be found in both of these publications.)

A. DEFINITION OF "HOUR" OF CREDIT

1. "A semester 'hour' is a unit of credit given for a course meeting one 50-minute period per week for 18 weeks." (General Catalogue, 1965-7, P. 53.)
2. "A semester 'hour' is a credit given for a course meeting one 50-minute period per week for 18 weeks." (Student Guidebook, 1966-68, p. 22.)

(These two definitions obviously exclude P. E., which meets two 50-minute periods per week. P. E. cannot, then, be construed as an "hour" of credit)

B. DEFINITION OF SCHOLARSHIP INDEX

1. "The scholarship index is determined by dividing the total number of grade points earned in courses used for any degree or certificate by the total number of hours of credit in which the grade points were made." (General Catalogue, p. 56.)
2. "The scholarship index is determined by dividing the total number of grade points earned in courses by the total hours of course credit." (Student Guidebook, p. 23.)

(These two definitions obviously exclude P. E. from what is, after all, the scholarship index which is determined by hours of course credit.)

C. DEGREE REQUIREMENT

"Completion of at least 120 hours of credit, plus 4 hours of physical education with a minimum grade index of 1.00 in all course work." (General Catalogue, P. 54.)

(Again, and this time specifically, P. E. is excluded from hours of credit which determine the grade index.)

D. CONTRADICTIONS

1. "A minimum grade index of 1.00 is required for graduation with a minimum of 124 semester hours of credit."
2. "Complete at least 124 hours of credit." (Student Guidebook, p. 25.)

(Though no mention of P. E. is made here, the 124 hours of credit certainly does not square with the previous 120 hours of credit.)

If the present proposal is rejected by the Faculty Senate, then certain changes in the Catalogue are in order. First, Hour of Credit must be re-defined (IV, A, above) so as to encompass P. E. Second, the term scholarship index (IV, B, above) must be dropped and replaced by a more fitting phrase. Finally, it will be necessary to cease pretending that there is a distinction made between 120 hours of credit and P. E. (IV, C, Above) and admit that social-dance and biology count for the same thing at our institution of higher learning.

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In looking at A, the chairman noted that the definition utilized for an "hour" of credit is a definition which has been utilized for at least the last 30 years. A check of the 1936-37 catalog reveals a definition very similar to this. He noted that this did not indicate that it was a perfect definition but it has been workable and until now has not been challenged. He noted that the definition here is very similar to that used in other schools. Still referring to IV A, the chairman noted that in addition to P. E., the Saturday classes, 75-min. meeting classes, History 90, beginning accounting classes, courses using lab periods, student teaching, etc., were not covered precisely by this definition. Despite this the chairman thought this definition had virtue.

Since the logic of IV B, definition of scholarship index, depends upon the acceptance of IV A, the chairman thought there need be no discussion of IV B.

In IV C, Mr. Dalton noted that the rationale for this statement was that some people did not need to take courses in P. E. and hence the statement makes it easier to explain the college regulation in situations such as this. Some students are excused from P. E. by the Health Office for health reasons. Some are required to take no more P. E. because they are past 30 years of age. Some have one or two semesters of P.E. granted because they have completed Basic Training in some branch of military service. Some transfer to Fort Hays with variations of P.E. credit without semester hour designation. A member of the Senate noted that it might be helpful if the requirements stated 124 hours in place of 120 plus 4 hours in physical education. There seemed to be general agreement that this was a helpful suggestion. The chairman said that he would check the catalog material accordingly.

The discussion of IV D was covered in the discussion of IV C.

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Mr. Dalton stated that it was his opinion that the reason for this whole discussion was that someone was "wanting something to howl about." The members of the Social Science Division indicated that they would leave if this was the feeling of the Senate. The chairman assured them he wanted them to stay and that this did not represent the point of view of the chairman.

Dr. Moreland pointed out that over the years, there has been a great deal of criticism of the physical education program. He noted that football players and athletes were given high grades in P.E. for little effort. On the other hand, excellent students from other areas have found themselves the unwilling recipients of D's. The chairman said that if this were the case it was not because his Office did not try to do anything about it. Dr. Belisle said he would be interested in the specifics and assured the Senate he would see to it that a fair appraisal was taking place in the physical education classes.

Mr. Jones said that such a case occurred this fall when a young man in track was assured that he would have no difficulty getting grades in P. E. Mr. Jones said he informed the Dean's Office and the young man came in to see him but nothing had been done about it. The chairman said that he did not recall the incident, but certainly his office would work to assure equitable treatment in P. E. for everyone.

It was asked if there could be a correlation made between the ACT or the grade index and the grades in physical education courses. The chairman said he would check into this.

It was asked who voted in the Senate. Mr. Dalton replied that he felt the question was directed at him. He said he and Dr. Coder were ex-officio and hence did not vote. This concluded the discussion of the Jones proposal.

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Dr. McMechan asked about the work of the Senate. He asked if the Senate approval was necessary for all items of business. Some of the items of business have not been voted upon, i.e., the excellence publication and admission of high school students to summer sessions were discussed but no vote was taken. The Senate agreed on each of these items but did not vote on them.

Could the minutes be read at the next meeting? Should the meetings be more formal? Should Senate Members read the minutes before insertion in the Faculty Bulletin? Vote on all items agreed on by the Senate.

It was suggested that reading the minutes would take too much time. It might be better to have copies sent to the members and then have the approval at the following meeting. It was noted that in a small group such as this it is not necessary to put a question to a vote if there is general agreement according to parliamentary procedure. In small committee groups many times minutes are not read at each meeting.

Meeting adjourned 5:30 p.m.

John D. Garwood, Chairman

Standlee V. Dalton, Secretary

Florence Bodmer, Recorder