Prerequisites for teacher certification in physical education in the forty-eight states

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

THESIS

PREREQUISITES FOR
TEACHER CERTIFICATION IN PHYSICAL EDUCATION
IN THE FORTY-EIGHT STATES

Submitted by

Marie R. Cunningham

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In partial fulfillment of requirements for
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INTRODUCTION

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EDUCATION IN THE FORTY-EIGHT STATES. 59, 60, 61

Consider the recent college graduate who has been educated in
his own state but who wishes to teach in an adjoining state because he is
of the opinion that this state offers to the teacher of physical education
better educational opportunities, more remunerative returns for services
received, and a more pleasant environment. However, unless the graduate knows
of and possesses the necessary qualifications for teacher certification
in physical education for the adjoining state his plans may be thwarted,
for this study brings forth the fact that what is considered adequate
preparation in one state may not be considered adequate in an adjoining
state. In this case, therefore, a knowledge of other state requirements
would perhaps have saved this person much time, money, and disappointment.

In student counseling the intelligent counselor is obligated,
when promoting and checking the student's program, to make sure that in-
cluded in the courses of the future physical educator are the essential
subjects for teacher certification in the state in which the student
wishes to teach. If the student is desirous of entering a graduate school
CHAPTER I

INTRODUCTION

This study, Prerequisites for Teacher Certification in Physical Education in the Forty-eight States, shows that there are many instances when the knowledge of state requirements for certification for teachers of physical education is, indeed, valuable.

Consider the recent college graduate who has been educated in his own state but who wishes to teach in an adjoining state because he is of the opinion that this state offers to the teacher of physical education better educational opportunities, more remunerative returns for services received, and pleasanter environment. However, unless the graduate knows of and possesses the necessary qualifications for teacher certification in physical education for the adjoining state his plans may be thwarted, for this study brings forth the fact that what is considered adequate preparation in one state may not be considered adequate in an adjoining state. In this case, therefore, a knowledge of other state requirements would perhaps have saved this person much time, money, and disappointment.

In student counseling the intelligent counselor is obligated, when promoting and checking the student's program, to make sure that included in the courses of the future physical educator are the essential subjects for teacher certification in the state in which the student wishes to teach. If the student is desirous of entering a graduate school
I. INTRODUCTION

The purpose of this study is to examine the relationship between two variables, A and B. The data was collected through a survey administered to a sample of participants. The results indicate a strong correlation between the two variables, with a coefficient of determination (R^2) of 0.85. This suggests that 85% of the variance in variable B can be explained by variable A. Further analysis is needed to establish causality and determine the underlying mechanisms.

In conclusion, the findings of this study provide valuable insights into the relationship between A and B. Further research is recommended to explore this relationship in more depth and to understand its implications in various contexts.
for further study the counselor must again make sure that he has included in the student's program all the necessary subject material. To be able to do this type of student counseling wisely and correctly the earnest counselor must have at his disposal a knowledge of the up-to-date facts concerning requirements for certification for teachers of physical education in all forty-eight states of the United States.

It is necessary on many occasions for the college administrator in curriculum building to possess the facts regarding prerequisites for certification for teachers of physical education in the forty-eight states. In this way, the college administrator includes the essential courses and subject preparation to meet the requirements of his own state's certification for teachers of physical education. A progressive college administrator is, when planning his own program in physical education, also, desirous of knowing the requirements of all adjoining states and all other states as well so that he may by comparison evaluate his own program.

To the legislator, the knowledge of state requirements for certification for teachers of physical education is very essential. The legislator who possesses integrity and an earnest desire to raise the educational standards of his state wants to know what other states require for certification for teachers of physical education. He is especially interested in the regulations of all his neighboring states. He is, if progressive, interested in all state requirements. With this valuable information then at his disposal he is able to devise proper educational standards suitable for his state of which his constituents
for further study, the reader might refer to the following works:

It is necessary to provide the reader with an understanding of the theoretical background. This includes an overview of the main concepts and theories that form the basis of the study. The reader is encouraged to consult additional resources for a deeper understanding of the subject matter.

It is also important to consider the practical implications of the research findings. The results of the study have significant implications for policymakers and practitioners in the field. The reader is encouraged to reflect on the implications of the findings and consider how they might be applied in practice.

The study concludes with a discussion of the limitations of the research. The reader is reminded that the results of the study should be interpreted with caution and that further research is needed to address these limitations.

In conclusion, the study provides valuable insights into the topic under investigation. The reader is encouraged to use these findings to inform their own work and to continue to contribute to the ongoing debate in this area.
may be justly proud.

This study, also, brings up-to-date the information of a similar study done by Morehouse and Schaaf in 1942.

To make this study it was first necessary to list the forty-eight states of the United States. The next step was to alphabetize the list.

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Colorado
6. Connecticut
7. Delaware
8. Florida
9. Georgia
10. Idaho
11. Illinois
12. Indiana
13. Iowa
14. Kansas
15. Kentucky
16. Louisiana
17. Maine
18. Maryland
19. Massachusetts
20. Michigan
21. Minnesota
22. Mississippi
23. Missouri
24. Montana
25. Nebraska
26. Nevada
27. New Hampshire
28. New Jersey
29. New Mexico
30. New York
31. North Carolina
32. North Dakota
33. Ohio

Morehouse, Laurence E., Ph.D., University of Kansas; and Schaaf, Oscar, University of Wichita: "Prerequisites for Teacher Certification in Physical Education in the United States." Research Quarterly, October, 1942, Vol. XIII, No. 3, p.323.
CHAPTER II

PROCEDURE

To make this study it was first necessary to list the forty-eight states of the United States. The next step was to alphabetize the list thusly:

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Colorado
6. Connecticut
7. Delaware
8. Florida
9. Georgia
10. Idaho
11. Illinois
12. Indiana
13. Iowa
14. Kansas
15. Kentucky
16. Louisiana
17. Maine
18. Maryland
19. Massachusetts
20. Michigan
21. Minnesota
22. Mississippi
23. Missouri
24. Montana
25. Nebraska
26. Nevada
27. New Hampshire
28. New Jersey
29. New Mexico
30. New York
31. North Carolina
32. North Dakota
33. Ohio
34. Oklahoma
35. Oregon 42. Utah
36. Pennsylvania 43. Vermont
37. Rhode Island 44. Virginia
38. South Carolina 45. Washington
39. South Dakota 46. West Virginia
40. Tennessee 47. Wisconsin
41. Texas 48. Wyoming

As all needed information concerning this study, Prerequisites for Teacher Certification in Physical Education in the Forty-eight States, was to be obtained through the state board of education located in the capitol city of each state, it was necessary to list the capitol city of each state.

1. Montgomery, Alabama
2. Phoenix, Arizona
3. Little Rock, Arkansas
4. Sacramento, California
5. Denver, Colorado
6. Hartford, Connecticut
7. Dover, Delaware
8. Tallahassee, Florida
9. Atlanta, Georgia
10. Boise, Idaho
12. Indianapolis, Indiana
13. Des Moines, Iowa
14. Topeka, Kansas
15. Frankfort, Kentucky
16. Baton Rouge, Louisiana
17. Augusta, Maine
18. Annapolis, Maryland
19. Boston, Massachusetts
20. Lansing, Michigan
21. St. Paul, Minnesota
22. Jackson, Mississippi
23. Jefferson City, Missouri
24. Helena, Montana
25. Lincoln, Nebraska
26. Carson City, Nevada
27. Concord, New Hampshire
28. Trenton, New Jersey
29. Santa Fe, New Mexico
30. Albany, New York
31. Raleigh, North Carolina
32. Bismarck, North Dakota
33. Columbus, Ohio
34. Oklahoma City, Oklahoma
35. Salem, Oregon
36. Harrisburg, Pennsylvania
37. Providence, Rhode Island
38. Columbia, South Carolina
A letter asking for the minimum requirements for certification for teachers of physical education was drawn up and then typed. Next, sufficient mimeographed copies were made and one copy sent to each state's board of education. A facsimile of this letter follows:

579 Weld Street,
West Roxbury, Massachusetts,
November 1, 1946.

State Board of Education,
(address here)

Dear Sir;

Will you send to me at your earliest convenience the minimum requirements for certification for teachers of physical education in your state? Thank you.

Yours truly,

Marie R. Cunningham.
A letter seeking for the minimum requirements in certification

To assist you in obtaining certification, we have included the following:

- Meet Experience Requirements
- Complete Application Form
- Pay Certification Fee

If you meet all of the requirements, you will receive certification. Please contact your local office for further information.

Sincerely,
[Your Name]
All letters were mailed on November fifth. The first reply was received from Hartford, Connecticut on November sixteenth. Within the next twelve weeks letters in the following order came from Little Rock, Arkansas; Indianapolis, Indiana; Montgomery, Alabama; Dover, Delaware; Providence, Rhode Island; Montpelier, Vermont; Tallahassee, Florida; Augusta, Maine; Des Moines, Iowa; Lansing, Michigan; Annapolis, Maryland; Trenton, New Jersey; Salem, Oregon; Atlanta, Georgia; Denver, Colorado; Boise, Idaho; Springfield, Illinois; Raleigh, North Carolina; Columbus, Ohio; Oklahoma City, Oklahoma; Frankfort, Kentucky; Boston, Massachusetts; Harrisburg, Pennsylvania; Cheyenne, Wyoming; Richmond, Virginia; Charleston, West Virginia; Nashville, Tennessee; Phoenix, Arizona; Bismarck, North Dakota; Topeka, Kansas; St. Paul, Minnesota; Jackson, Mississippi; Carson City, Nevada; Sante Fe, New Mexico; Baton Rouge, Louisiana; Jefferson City, Missouri; Concord, New Hampshire; Sacramento, California; Madison, Wisconsin; Columbia, South Carolina; Austin, Texas; Salt Lake City, Utah; Olympia, Washington; Helena, Montana; Lincoln, Nebraska; Pierre, South Dakota; and Albany, New York. Thus, one hundred per cent replies were received from the first communication.

Each individual reply was typed to conform to minimum statements of essential requirements and was returned to each state department of education concerned for checking with the following letter:
579 Weld Street,
West Roxbury, Massachusetts,
April 10, 1947.

State Department of Education,
(Correct address filled in here)

Dear Sir;

Will you check the attached sheet which lists the re-
quirements for teacher certification in physical education in
your state and send the information back to me in the enclosed
self-addressed, stamped envelope? Thank you.

Yours truly,

Marie R. Cunningham

In some instances discrepancies arose and the requirements had to
be restated and again returned to the specific state department of edu-
cation for rechecking until the statement was finally approved. The
state requirements in which discrepancies were found were California,
Kansas, Michigan, Nevada, New Hampshire, Rhode Island, and Vermont.

In the final analysis statements of approval were received from
forty-four states. These states were Alabama, Arizona, Arkansas,
California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho,
Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Massachusetts,
Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New
Hampshire, New Jersey, New Mexico, New York, North Carolina, North
Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South
The city of New York,

Dear Mr. Secretary,

We are in receipt of your

Circular of Information

Concerning Affected Areas and Fractions

We understand that you are preparing a report on the

consequences of the recent flood in New York. We

have been closely following the developments and

are eager to contribute our observations and

suggestions. In this regard, we would like to

draw your attention to the following points:

1. The impact on the

commercial sector has

been severe, with

many businesses

closing temporarily or

permanently. We

recommend that the

government provide

financial assistance

and tax incentives to

aid in the recovery.

2. The

infrastructure has

suffered significant

damage, requiring

immediate repairs and

rehabilitation efforts.

3. The health

department has

reported an increase

in the number of

cases of water-related

illnesses. We

suggest implementing

a comprehensive

disinfection

protocol.

4. There is a

need for temporary

shelter and

accommodation

facilities for

displaced residents.

5. We

urge the

government to

consider

expanding

rehabilitation

funds to

support the

reconstruction

efforts.

We are committed

to working closely

with you to

ensure that

the

needs of the affected

areas are

addressed.

Thank you.

Yours truly,

(name)

(name)

(name)

(name)

(name)

(name)

(name)

(name)

(name)

(name)
Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. The state department of education of Kentucky stated that it did not understand the second communication. Iowa, Montana, and South Carolina did not reply to the second communication. A few of the states are now contemplating changes in their requirements.

I. Graduation with a bachelor's or master's degree from a standard institution approved for the training of secondary teachers.

II. Fifteen credits in Education distributed in semester hours as follows:
   A. General Psychology, 3 semester hours
   B. Educational Psychology, 3 semester hours
   C. Principles of High School Teaching, 3 semester hours
   D. Electives in the field of Secondary Education, 6 semester hours

Notes: A maximum of two semester hours of excess credits in one or more of the three required subjects in education may be accepted as electives in secondary education, provided the applicant has completed a minimum of two courses totaling at least four semester hours in secondary education not included in the list of specified courses.

III. Credit for an academic major of 18 semester hours in an approved subject

IV. Credit for an academic minor of 12 semester hours in physical
The state of Nebraska is a state in the Midwestern region of the United States. It is bordered by Iowa, Missouri, and Kansas to the south, South Dakota and Wyoming to the west, and Colorado to the north. Nebraska is known for its flat landscape and is home to the Nebraska Cornhuskers, a college football team known for their distinctive uniforms and fan base.
CHAPTER III

STATE REQUIREMENTS

ALABAMA

I. Graduation with a bachelor's or master's degree from a standard institution approved for the training of secondary teachers

II. Fifteen credits in Education distributed in semester hours as follows:

   A. General Psychology, 3 semester hours
   B. Educational Psychology, 3 semester hours
   C. Principles of High School Teaching, 3 semester hours
   D. Electives in the field of Secondary Education, 6 semester hours

Note: A maximum of two semester hours of excess credits in one or more of the three required subjects in education may be accepted as electives in secondary education, provided the applicant has completed a minimum of two courses totaling at least four semester hours in secondary education not included in the list of specified courses.

III. Credit for an academic major of 18 semester hours in an approved subject

IV. Credit for an academic minor of 12 semester hours in physical
CHAPTER III

STATE REGULATIONS

I

IV

III

II

AMERICAN

NATIONAL

AMERICAN

NATIONAL

Agriculture with a recession in wages and prices that appears

interim memorandum to the President of the American

National

Association in connection with the American

Editors in the field of economic function of a

purpose

Note: A maximum of two semester hours of adhering

one or more of the fields relating to agriculture

may be accepted as electives in economic function

be accepted as electives in economic function

require for the purpose of above 20 semester hours in

be accepted as electives in economic function

II

Chapel for an economics major of 15 semester hours in psychology

Supplement

III

University Information on Economics Hours in Psychology

4
education

These are the requirements for a class B temporary certificate which is valid for a period of three years. This certificate is not subject to renewal under any conditions. To be eligible for the class B Secondary Professional Alabama Teacher's Certificate an applicant must present credentials showing:

I. Graduation with a bachelor's degree from a standard institution meeting requirements as prescribed by the State Board of Education for the training of secondary teachers.

II. Twenty-four credits in Education distributed in semester hours as follows:

A. General Psychology, 3 semester hours
B. Educational Psychology, 3 semester hours
C. Principles of High School Teaching, 3 semester hours
D. Materials and Methods of Teaching Physical Education in High School, 3 semester hours
E. Directed Teaching of physical Education in High School, 3 semester hours*
F. Electives in the field of Secondary Education, 9 semester hours*

Note: 1. If the applicant completes courses in materials and methods of teaching both the major academic subject and the minor academic subject, one of these courses may be accepted as an elective in secondary education.
I hereby certify that I am a member of the Association for the Promotion of Science and that I have attended at least 90% of the meetings held during the past year.

Signature: ____________________________
Date: ____________________________

(Note: If the recurring conferences continue to be held.)
2. A maximum of three semester hours of excess credits in one or more of the five required educational subjects may be accepted as electives in secondary education, provided the applicant has completed a minimum of three courses totaling at least six semester hours in secondary education not included in the list of specified courses.

III. An academic major of 24 semester hours in an approved subject

IV. An academic minor of 18 semester hours in Physical Education

*With the approval of the institution, an applicant, who has had three years of successful experience as a regular teacher, may be excused from directed teaching of physical education, provided twelve semester hours in electives are earned, to give the total of twenty-four semester hours in secondary education.

ARIZONA

I. Special certificates shall be granted upon evidence of graduation from a regular four year high school course, or the equivalent, and in addition, thereto, evidence of graduation from a regular four year course in a college of physical education, physical education department of a teachers college or university whose accrediting is recognized by the State Board of Education.

II. Requirements are:

A. Not less than thirty semester hours, or the equivalent, in the field of physical education
B. Not less than eighteen semester hours in education and psychology appropriate to the field, including not less than five semester hours of practice teaching or approved teaching experience in the public schools either of which must be in physical education.

III. This certificate shall be valid for four years and shall entitle the holder to teach in grades 1 to 12, inclusive, and junior college.

ARKANSAS

I. Graduation from an approved four year college

II. Sixteen semester hours in professional subjects

III. Twenty-four semester hours in physical education which includes:

A. History, Organization, Principles, Administration, and Conduct of Physical Education, 3 semester hours

B. Methods in Health and Safety Education, 3 semester hours

C. Professional or Applied Anatomy, Physiology, Kinesiology, 4 semester hours

D. Hygiene, 2 semester hours

E. Health, 2 semester hours

F. Direction of Recreational Activities, Sports, Games and Stunts, Tennis, Golf, Badminton (for women – soccer and hockey), 4 semester hours

G. Coaching Team Sports: basketball, baseball, swimming,
and methods of an organized program, men - 4 semester hours, and women - 2 semester hours

H. Rhythmics and Gymnastics, men - 2 semester hours, women - 4 semester hours

* The course in methods is not counted in the total number of hours required since this course will be contained in the education requirement.

** This course is included in the general education requirements.

CALIFORNIA

I. The completion of a four year college course with a bachelor's degree

II. A minimum of sixteen semester hours of work in the fields of English, science, social studies, and physical education

III. A minimum of fifteen semester hours of professional work in education, including:

   A. A course dealing with the aims, scope, and desirable outcomes of the elementary and the secondary school

   B. Directed teaching in physical education, 4 semester hours

   C. Other courses in education organized for the training of public school teachers

IV. A minimum of fifteen semester hours selected from at least four of the following:

   A. Biology
The completion of a total core college course with a satisfactory grade.

II. Minimum of twenty semester hours of work in the fields of 
English, science, social sciences, and history.

III. Minimum of fifteen semester hours of humanities work in 
English, history.

A course must include at least three semester hours of one of the following: 
American History, English, or Philosophy.

A minimum of fifteen semester hours of English from any of the following:

I. Advanced English courses.

A sequence of English courses designed to prepare for the following:
B. Anatomy

C. Physiology

D. Hygiene

E. Psychology

F. Sociology

G. Chemistry

V. A minimum of twenty-four semester hours selected from at least seven of the following, with a minimum of six semester hours in activities in physical education:

A. Principles of physical education

B. Techniques of teaching activities

C. Administration of physical education

D. Kinesiology (applied anatomy)

E. Applied physiology (physiology of exercise)

F. Activities in physical education

G. Community recreation

H. Individual program adaptation (corrective physical education)

I. Physical education tests and measurements

J. Health education

K. Growth and development of the individual

COLORADO

I. General Requirements

A. The applicant must be a graduate of a standard four year high school or must have had educational training
equivalent to such a course.

B. In addition to the foregoing, two years, 90 quarter (60 semester) hours, of collegiate training are required. This training must have been completed in accredited institutions of higher learning.

C. At least 15 (10 semester) quarter hours of credit in education must be included in the collegiate training as follows:

   a. Psychology, 3 quarter (2 semester) hours
   b. Practice Teaching in Physical Education, 3 quarter (2 semester) hours. The requirement in practice teaching may be waived by the issuing authority on evidence of at least one year of successful experience in teaching physical education under supervision.
   c. Methods in Teaching Physical Education and such general methods of teaching as are applicable to physical education, 9 quarter (6 semester) hours

II. Special Requirements

A. Corrective Gymnastics, 3 quarter hours
B. History of Physical Education, 3 quarter hours
C. Methods in Formal Activities, 2 quarter hours
D. Methods in Play Activities, 5 quarter hours
E. Practice Work in Formal and Play Activities, 5 quarter hours
It is satisfactory to the president and board of directors to:

1. Abolish the office of college dean and the position of vice president of college administration and propose for the purposes of college administration a new structure.

2. Abolish the office of college treasurer and finance director and propose for the purposes of college finance a new structure.

3. Abolish the office of college librarian and propose for the purposes of library and student affairs a new structure.

4. Abolish the office of college registrar and propose for the purposes of student services a new structure.

5. Abolish the office of college athletic director and propose for the purposes of athletics a new structure.

6. Abolish the office of college treasurer and propose for the purposes of finance a new structure.

7. Abolish the office of college librarian and propose for the purposes of library and student services a new structure.

8. Abolish the office of college registrar and propose for the purposes of student services a new structure.

9. Abolish the office of college athletic director and propose for the purposes of athletics a new structure.

10. Abolish the office of college treasurer and propose for the purposes of finance a new structure.

11. Abolish the office of college librarian and propose for the purposes of library and student services a new structure.

12. Abolish the office of college registrar and propose for the purposes of student services a new structure.

13. Abolish the office of college athletic director and propose for the purposes of athletics a new structure.

14. Abolish the office of college treasurer and propose for the purposes of finance a new structure.

15. Abolish the office of college librarian and propose for the purposes of library and student services a new structure.

16. Abolish the office of college registrar and propose for the purposes of student services a new structure.

17. Abolish the office of college athletic director and propose for the purposes of athletics a new structure.

18. Abolish the office of college treasurer and propose for the purposes of finance a new structure.

19. Abolish the office of college librarian and propose for the purposes of library and student services a new structure.

20. Abolish the office of college registrar and propose for the purposes of student services a new structure.

21. Abolish the office of college athletic director and propose for the purposes of athletics a new structure.

22. Abolish the office of college treasurer and propose for the purposes of finance a new structure.

23. Abolish the office of college librarian and propose for the purposes of library and student services a new structure.

24. Abolish the office of college registrar and propose for the purposes of student services a new structure.

25. Abolish the office of college athletic director and propose for the purposes of athletics a new structure.

26. Abolish the office of college treasurer and propose for the purposes of finance a new structure.

27. Abolish the office of college librarian and propose for the purposes of library and student services a new structure.

28. Abolish the office of college registrar and propose for the purposes of student services a new structure.

29. Abolish the office of college athletic director and propose for the purposes of athletics a new structure.
F. Organization and Administration, 3 quarter hours

G. Hygiene and First Aid, 6 quarter hours

I. Physiology (including Physiology of Exercise) 6 quarter hours

J. Biology, 3 quarter hours

K. Anatomy and Kinesiology, 6 quarter hours

L. Physical Examination, 3 quarter hours

M. Methods of Health Education, 1 quarter hour

CONNECTICUT

A degree from an accredited college certifying to completion of an approved four year teacher training course in physical education.

DELAWARE

I. Bachelor's degree satisfactorily completed in a standard college or university

II. Specialization in Physical Education to the extent of 60 semester hours, including

   A. Six semester hours in methods of teaching physical education in both high and elementary schools
   B. Six semester hours in practice teaching

III. Six semester hours in Professional subjects which may include

   A. Philosophy of Education
   B. Principles of Education
   C. Introduction to Teaching
   D. Educational or Adolescent Psychology
COMPLETION

A course from an accredited college or an accredited course in psychology to demonstrate completion of an associate degree or higher.

DEGREES

I. Bachelor's Degree in Psychology

II. Master's Degree in Psychology

III. Doctorate in Psychology

SUBTOPICS TO COVER

A. Research Methodology

B. Social Psychology

C. Personality Theory

D. Introduction to Teaching

E. Philosophy of Education

F. Educational Psychology
FLORIDA

Graduation from an institution which requires four years of training with the following preparation:

I. General Education

At least six semester hours are required in each of the following fields:

A. Science

B. Social Studies

C. English

II. Professional Education

Eighteen semester hours of education in addition to any courses in general psychology

III. Physical Education

Twenty-one semester hours of health and physical education of which not more than nine semester hours may be coaching courses

IV. United States Constitution

Assertion of allegiance to the Constitution of The United States and completion of at least six semester hours of college work in American History and Government including the Constitution of The United States or the passing of an examination on the Constitution of The United States as given by the State Department of Education.

GEORGIA

Three years of college work (90 semester hours) including at least three courses (nine semester hours) in professional education and at least 12
semester hours in physical education.

IDAHO

I. 64 semester hours in an approved college or university which includes 15 semester hours of Idaho School Law and both Elementary and High School Courses of Study

II. 15 semester hours in Physical Education

III. 34 semester hours in electives

ILLINOIS

Graduation from a recognized college with a bachelor's degree which includes:

I. General education, 33 semester hours
   A. English, 8 semester hours
   B. Natural science, 6 semester hours
   C. Social science, 6 semester hours
   D. Humanities, 6 semester hours
   E. Health and physical education, 3 semester hours
   F. Additional work in any of the above fields, 4 semester hours

II. Professional education, 16 semester hours
   A. Pupil development and the learning process, 2 or 3 semester hours
   B. Organization of subject matter and methods of teaching physical education, 2 or 3 semester hours
   C. The American educational system, 2 or 3 semester hours
D. Electives from the areas of guidance, and/or tests and measurements, 2 or 4 semester hours

*E. Student teaching in physical education, 5 semester hours

III. Physical education, 35 semester hours

*One year of actual teaching experience will be accepted in lieu of student teaching.

INDIANA

Graduation with a bachelor's degree from an approved university with 30 semester hours in general education, 18 semester hours in professional education, and 40 semester hours in health and physical education to be distributed as follows:

I. Three-eighths of the hours in health and safety education with a minimum of two hours in each of these subjects:
   A. Zoology or animal biology
   B. First aid and safety
   C. Personal and community hygiene
   D. Organization and administration of school health program
   E. Physiology
   F. Human anatomy

II. One-half of the hours in physical education, with two hours in each of these subjects:
   A. Orientation and organization
   B. Tests and measurements in health and physical education
   C. Highly organized sports
   D. Recreational sports
of mass and function of the body, and a study of various states of health and disease.

I. Anatomy

A. Gross examination of the body and surface structures.
   - Muscular system
   - Skeletal system
   - Circulatory system
   - Respiratory system
   - Digestive system

II. Functions of the body in relation to nutrition and growth

A. Basic principles of nutrition
   - Types of food and their nutritional value
   - Metabolism and energy requirements

B. Human growth
   - Stages of growth and development
   - Factors influencing growth

C. Research methods
   - Experimental design
   - Data collection and analysis
   - Statistical interpretation

D. Ethics and research
   - Ethical considerations in research
   - Research ethics and regulations

- Research report
E. Gymnastics

1. Tumbling, apparatus, tactics, calisthenics, body mechanics, individual athletic events

F. Rhythmic activities

1. Folk, clog, social, modern, and tap dancing

G. Activities for the elementary grades

III. One-eighth of the hours in public recreation shall include crafts, dramatics, music, mass or group games.

ICWA

I. Degree and diploma from an institution approved by the Board of Educational Examiners.

II. Fifteen Semester hours in Professional Training.

A. Principles of education, 3 semester hours

B. Psychology and its application to education, 6 semester hours

C. Methods of teaching, 3 semester hours

D. Directed observation and supervised student teaching, 3 semester hours

III. Twenty semester hours in physical education distributed as follows:

A. Six semester hours in courses covering principles, administration, methods, and supervision

B. Four semester hours in courses covering the principles of the school health program.

C. Ten semester hours in courses covering methods of special-
Off the record.

I. Temporary succession. Pedagogical and psychological

II. Profound alteration of the educational process.

III. New models of the role of the educational process.

AMC

I. General plan for the initiation program at the beginning of

II. Methodological examination.

III. Planned processes in the educational institutions.

IV. Practical application and evaluation of the program.

V. Teacher educational process in the context of education and training of

VI. Reflections.
ized physical education activities. These credits are given for lecture hours and not for participation on an athletic team or in field work.

KANSAS

A special certificate valid in any elementary school, junior high school, or senior high school for a two-year period for teaching physical education may be issued to the applicant who holds a baccalaureate degree, or who has secured 120 semester hours credit from an accredited college, provided an official transcript of the college record shows the following credit:

I. 40 semester hours from general cultural courses such as:
   English, language, social science, biological science, physical science, general psychology, mathematics, and fine arts courses of an academic nature not to exceed 10 hours.

II. 18 semester hours' credit in psychology and education which must include 3 semester hours' supervised practice teaching, or three years of full time teaching experience (24 months), 3 semester hours' educational psychology, 12 semester hours' elective in education distributed in 3 or more fields. Not to exceed 3 semester hours credit in psychology and 3 semester hours credit in observation and practice teaching may be presented to meet this requirement.

III. 65 semester hours' credit, not fewer than 40 of which must be in physical education.
I have been working on a project to develop a new educational program that focuses on providing students with the skills and knowledge they need to succeed in college and beyond. This program will include a comprehensive curriculum that covers a wide range of subjects, including science, mathematics, and humanities. It will also feature hands-on activities and real-world applications to help students understand how the concepts they learn in the classroom can be applied in the real world.

The program will be divided into three main sections:

I. Foundation Courses
   - Mathematics
   - Science
   - Language Arts

II. Specialized Courses
   - Business Administration
   - Engineering
   - Computer Science

III. Practicum and Internship
   - Students will have the opportunity to gain practical experience by working with local businesses and organizations.

Overall, the goal of this program is to prepare students for success in college and their future careers.
I. Graduation with a bachelor's degree from a standard or approved university, college, or teachers college with a minimum of 120 semester hours of credit, distributed according to the following general pattern:

A. General education - 30 semester hours

B. Professional education - 18 semester hours

1. A minimum of 2 hours each in the following 5 areas; Educational psychology, general methods, principles of high school teaching, guidance, and special methods in physical education.

2. Permission is granted to apply not more than 2 or 3 semester hours of professionalized subject matter toward any comprehensive or restricted area.

3. An additional 3 hours may be selected from the aforementioned areas or from: tests and measurements, mental hygiene, psychology of adolescence, extra-curricular activities. Credit of 5 hours shall be earned in student teaching.

C. Comprehensive area - Physical Education - 40 semester hours

I. Approximately three-eighths of the hours in health and safety education with a minimum of 2 hours in each of these subjects: zoology or animal biology,
General Subsection - 30. Summary of the present study.

Subsection 4. Summary of the present study.

Subsection 5. Summary of the present study.

Subsection 6. Summary of the present study.

Subsection 7. Summary of the present study.

Subsection 8. Summary of the present study.

Subsection 9. Summary of the present study.

Subsection 10. Summary of the present study.

Subsection 11. Summary of the present study.

Subsection 12. Summary of the present study.

Subsection 13. Summary of the present study.
first aid and safety, personal and community hygiene, organization and administration of school health program, physiology, and human anatomy.

2. Approximately one-half of the hours in physical education, with a minimum of 2 hours in each of these subjects: orientation and organization, tests and measurements in health and physical education, highly organized sports, recreational sports, gymnastics (tumbling, apparatus tactics, calisthenics, body mechanics, individual athletic events), rhythmic activities for the elementary grades.

3. Approximately one-eighth of the hours in public recreation shall include crafts, dramatics, music, mass or group games.

LOUISIANA

Graduation from an approved curriculum of four years of specialized education which includes:

I. Eighteen semester hours in professional education

II. Forty-one semester hours in health and physical education distributed as follows:

A. Principles, organization, and administration, 5 semester hours

B. Basic science (applied anatomy and kinesiology), 3 semester hours

C. Health education, 6 semester hours
I. Certification

- A. Practical experience and administrative training
- B. Basic knowledge (including anatomy and physiology)
D. Professional techniques in physical education, 18 semester hours

E. Anatomy and physiology, 6 semester hours

F. Electives in physical education, 3 semester hours

MAINE

First provisional professional certificate requires graduation from a four year course in an accredited school of physical education.

First provisional nonprofessional certificate requires completion of a three year course in an approved college of physical education, or four years of college, or four years combination of college and normal school training together with twelve semester hours of credit, six of which must be in approved courses in physical education and six in the field of biology and/or physiology.

MARYLAND

Completion of a standard four year college course including:

I. Sixteen hours in education

II. Thirty hours in physical education distributed as follows:

A. Foundation sciences, including anatomy and physiology, personal hygiene, and community hygiene

B. Courses in physical and health education, including physical education activities throughout the four year course, introduction to physical education, protection and emergency care of injuries, nature of play, leadership organization, mechanical analysis of activities and
mechanical-anatomical analysis, and physiology of activities.

III. Rank in upper four-fifths of the class and grade of at least "C" in practice teaching.

MASSACHUSETTS
There is no general certification law, the only requirements being those set up by regulation of the State Department of Education. The great majority of teachers are employed in the larger communities where teacher training requirements are a matter of discretion in the hands of the local school authorities.

MICHIGAN
I. Graduation with a bachelor's degree from an approved or accredited teacher education institution

II. Twenty semester hours in professional courses including:
   A. Directed teaching, 5 semester hours
   B. Methods
   C. Principles of teaching
   D. Psychology of education
   E. History of education, or philosophy of education

III. A major of twenty-four semester hours in health and physical education and two minors in academic subjects or a minor of fifteen semester hours in health and physical education, one academic major, and one academic minor.
MINNESOTA

High School Certification

I. Degree from a state teachers college, a state college of education, or an accredited liberal arts college

II. A major in physical education

III. Fifteen semester (22½ quarter) hours in education including:
   A. Educational psychology, 3 semester hours
   B. General methods (technic of teaching), 3 semester hours
   C. Physical education methods, 3 semester hours
   D. Observation and practice teaching in physical education, 3 semester hours

Elementary Grades Certification

A two year course in an accredited teacher training institution.

MISSISSIPPI

30 quarter hours in physical education are required. However, the certification requirements are undergoing revision at the present time.

MISSOURI

Baccalaureate degree from an accredited college or university with:

I. Eighteen hours of professional education including:
   A. Orientation
      1. Educational psychology
      2. A general orientation course, such as history or philosophy of education
   B. Methods
1. General techniques or methods in high school teaching
2. Special techniques in physical education
3. A general administration course for teachers

C. Teaching
   1. Student or apprentice teaching, 5 hours

II. Health and Physical Education, 24 hours, including:
   A. Health
   B. Physiology
   C. Physical Activities
   D. Recreation
   (Part-time Teachers in Physical Education, 15 hours)

MONTANA

For high school certification:
Graduation from a fully accredited four-year college with
   1. Twenty-four quarter hours in education
   2. A major of forty-five quarter hours in physical education
   3. A minor of thirty quarter hours in high school subjects

NEBRASKA

I. Completion of four-year college teacher training course
   with baccalaureate degree and recommendation of school
II. Eighteen semester hours in education
A. Three semester hours in supervised teaching, grades 7 to 12

B. Two semester hours in physiology and hygiene

III. A minor of fifteen semester hours in physical education

NEVADA

I. Bachelor of arts or bachelor of science degree from a standard college, normal school, or university which includes eighteen semester hours training in the field of professional education, including, also, four semester hours of practice teaching.

II. Two years of successful teaching experience in public schools may be submitted in lieu of practice teaching.

III. The majority of the hours in professional education must be in the secondary field.

NEW HAMPSHIRE

I. Elementary Certificate

A. Graduate of a three or four year curriculum, in a standard post-secondary institution, designed to prepare teachers in the field of Physical Education.

B. Course must include 12 semester hours in education.

II. High School Certificate

A. Graduate of a four year curriculum, in a standard post-secondary institution, designed to prepare teachers in the field of Physical Education, in-
cluding at least 24 semester hours of work in Physical Education.

B. Course must include 12 semester hours in education.

NEW JERSEY

I. A degree from a four year physical education teacher training curriculum with

A. Forty-eight credits in physical education

B. Thirty credits in English, social studies and science

C. Eighteen credits in professional education, including six credits in methods of teaching, three credits in educational psychology, and three credits in principles of education

D. 150 clock hours of practice teaching

II. This certificate permits the holder to teach physical education in grades one through twelve.

NEW MEXICO

I. High school graduation or the equivalent

II. 60 semester or 90 term hours of college training or the equivalent, 20 semester or 30 term hours of which must be in the field of health and physical education.

NEW YORK

Completion of an approved four year curriculum leading to a baccalaureate degree including:
Cooperation as requested from your committee raised to a percentage...

...and supporting...
I. Eighteen semester hours in professional courses approved for public school teaching
   A. Supervised student practice teaching including conferences on teaching problems, 4 to 8 semester hours
   B. Teaching methods and materials in physical education, 4 to 8 semester hours
   C. Psychology for teachers, 2 to 6 semester hours
   D. History, philosophy, problems and/or principles of education, 2 to 6 semester hours

II. Thirty-six semester hours* in Physical Education and Hygiene
   A. Applied anatomy, 2 to 4 semester hours
   B. Physiology of exercise, 2 to 4 semester hours
   C. Physical inspection, 2 to 4 semester hours
   D. First aid and safety education, 2 to 4 semester hours
   E. Physical education for atypical children, 2 to 4 semester hours
   F. Physical education tests and measurements, 2 to 4 semester hours
   G. Administration, organization and supervision (physical education, recreation and camping), 6 to 8 semester hours.
   H. Physical education skills and applied technics, 14 to 16 semester hours
      1. Group games of low organization (games adapt-
I.

II.

III.

A.

B.

C.

D.

E.

F.

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J.

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V.

W.

X.

Y.

Z.
ble to adult groups and to children of elementary age), men - 2, women - 2

2. Dual and single games (tennis, handball, badminton, track and field events, etc.), men - 3, women - 3

3. Group games of high organization (football, soccer, rugby, basketball, volleyball, speed ball, lacrosse, field hockey, etc.), men - 3, women - 2

4. Rhythms and dances, men - 2, women - 4

5. Gymnastics and stunts, men - 2, women - 4

6. Aquatics, men - 1, women - 1

*Prerequisites: Eighteen semester hours in science including one course in each of the following fields: anatomy, physiology, biology, and bacteriology.

NORTH CAROLINA

The minimum scholastic training represents graduation from a standard four year college. The subject for which certification is granted appears on the face of the certificate.

I. Professional requirements are:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>B. Principles of High School Teaching or Problems in Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>C. Materials and Methods in one subject field</td>
<td>2</td>
</tr>
</tbody>
</table>
II. A full-time teacher of Health and Physical Education in the junior and senior high school must have thirty semester hours which shall include:

A. Human anatomy and physiology 6

B. Principles, organization, administration, supervision of Physical Education and Health Education 6 to 8

C. Physical Education skills and applied techniques 6 to 8

1. Group games of low organization
   (games adaptable to adult groups and to children of elementary age)

2. Dual and single games (tennis, hand-ball, golf, badminton, track and field events, etc.)

3. Group games of high organization
   (football, soccer, rugby, basketball, baseball, volley ball, speedball, lacrosse, field hockey, etc.)

4. Rhythms and dances

5. Gymnastics and stunts

6. Aquatics

D. Individual corrective physical education 2 to 3
E. Health Education:

1. Methods and Materials in Health Education

If Methods and Materials are used toward fulfilling the general education requirements, the additional work in the field of Health and Physical Education must be taken to fulfill major requirements.

2. Hygiene, including personal health, public health, child hygiene, sanitation, immunology, and allied subjects

F. Biology

NORTH DAKOTA

A bachelor's degree from an accredited college or university, approved as a teacher training institution, with sixteen semester hours in education and a major or minor in physical education.

OHIO

Graduation from a four year college course of a teacher-training institution, approved in the field of physical education. Included within, or in excess of, the requirements for the degree, the following professional preparation is necessary:

A. Educational Psychology

(Prerequisite: General Psychology)
TO HEALTH EDUCATION

Professor and Matron Certification

If it is found that any of the above

pronounced the necessity of

certified and recommendations

work in this field of health and

education certification must be taken

to fill voids in recommendations

-XX

afford important background knowledge

sectorial, inferences, and advice

support

-XX

E. Robertson

NORTH DAKOTA

A person's health care is an essential component of nutrition.

- As a person's dietary information with specific emphasis toward

action and a method of working in proper diet.

- XX

OHIO

Organization from your local college course of a person's primary

nutrition, thereby in the field of educational science. Influencing

to an excess of the recommendations for the greatest, the following

essential prerequisites to incorporate:

Semester Home

A. Biochemistry

(General Biochemistry)
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Principles of Teaching (or Education)</td>
<td>2-3</td>
</tr>
<tr>
<td>C. School Administration, Organization, or Management</td>
<td>2-3</td>
</tr>
<tr>
<td>D. Methods of Teaching</td>
<td>2-6</td>
</tr>
<tr>
<td>E. Student Teaching (on both elementary and secondary levels)</td>
<td>3-5</td>
</tr>
<tr>
<td>F. Electives to make a minimum of 17 semester hours of professional credit from the following or related courses:</td>
<td></td>
</tr>
<tr>
<td>1. History of Education</td>
<td></td>
</tr>
<tr>
<td>2. Tests and Measurements</td>
<td></td>
</tr>
<tr>
<td>3. Educational Sociology</td>
<td></td>
</tr>
<tr>
<td>4. Introduction to Teaching</td>
<td></td>
</tr>
<tr>
<td>5. Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>G. Forty semester hours in Physical Education to be distributed as follows:</td>
<td></td>
</tr>
<tr>
<td>1. Principles, Organization, and Administration of Physical and Health Education</td>
<td>4</td>
</tr>
<tr>
<td>2. Theory and Practice of Physical Education (games, stunts, gymnastics, apparatus, dancing, tumbling and swimming)</td>
<td>12</td>
</tr>
<tr>
<td>3. Theory and Practice of Physical Education (coaching, interscholastic and intramural sports)</td>
<td>6</td>
</tr>
<tr>
<td>4. Health Education</td>
<td>10</td>
</tr>
<tr>
<td>5. Individual Corrective Gymnastics and Normal</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Semester Hours</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>2</td>
</tr>
<tr>
<td>6. Human Anatomy and Physiology</td>
<td>6</td>
</tr>
</tbody>
</table>

OKLAHOMA

I. GENERAL REQUIREMENTS:

Work completed in standard, accredited colleges and universities, only will be accepted as a basis for teachers' certificates, and applicants' grades must be as high as the average required for graduation from the institutions attended. Only 62 hours completed in an accredited two-year junior college, and 31 hours completed in an accredited one-year junior college, may be used for certification purposes.

II. COURSES IN EDUCATION, not more than six semester hours of which shall be completed during the first two years of the college course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Education Courses, including six hours of student teaching</td>
<td>12  18</td>
</tr>
<tr>
<td>B. Suggested Courses: Adolescent</td>
<td></td>
</tr>
<tr>
<td>Psychology, Educational Psychology, Philosophy or History of Education, Measurements and Methods.</td>
<td></td>
</tr>
<tr>
<td>C. General Methods and Management, including Oklahoma School Law</td>
<td>3  3</td>
</tr>
<tr>
<td>total Education Courses</td>
<td>15  21</td>
</tr>
</tbody>
</table>

III. COURSES IN PHYSICAL EDUCATION:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Activity or Participation courses</td>
<td>6</td>
</tr>
</tbody>
</table>
BIOGRAPHY

I. OCCUPATIONAL BACKGROUND

Work completed in training seminaries, colleges, and universities.

Occupations and positions taken up and held, with dates and places of engagement.

List of all prior employment and educational experiences.

II. OCCUPATIONAL TRAINING

Majors and minors in college and university courses.

Courses completed in professional schools.

III. OCCUPATIONAL PHILOSOPHY

A. Philosophy of Professional Concerns

Semester hours

10

Life of an American

Theological and Scientific Education

Doctor of Divinity

Semester hours

12
B. First Aid                Semester hours  2  2  
C. Boy and Girl leadership  2  2  
D. Anatomy                  2  2  
E. Theory of Activities, including  
   Theory of Intramurals    4  4  
Total Physical Education Courses  16  20  

IV. OTHER REQUIRED COURSES:  
   A. English                6  8  
   B. American History and Government  6  6  
   C. Oklahoma History (or ½ unit in high  
      school or 70% in state examination)  2  2  
   D. Agriculture (or ½ unit in high school  
      or 70% in the state examination)  2  2  
   E. Minimum in all subjects   90%  
   F. Minimum degree            None, A.B., or B.S.  

These requirements are undergoing revision at the present time.  

OREGON  

I. Graduation from a standard college, university, or teachers college.  

II. The completion in a standard college, university, or teachers college of a five-year secondary teacher training course or its equivalent of at least 45 quarter hours beyond the requirements for the baccalaureate degree, which course must include the following:
A. 40 quarter hours in Education, of which 15 quarter hours shall be on the upper-division or graduate level and shall be taken during the last three quarters of preparation.

B. Six quarter hours of Supervised Teaching.

NOTE: Five years of successful teaching experience acceptable to the superintendent of public instruction may be offered in lieu of Supervised Teaching, provided the last year of such teaching has been within the three years immediately preceding application for certification.

C. Four quarter hours of Oregon history and Oregon school law and system of education.

NOTE: This provision may be waived to allow an otherwise fully qualified teacher to receive a one-year certificate.

D. 24 semester or 36 quarter hours, or a major in Physical Education.

III. Any teacher holding a regular secondary teacher's certificate may teach physical education in this state without holding the regular special physical education certificate.

PENNSYLVANIA

I. Provisional College Certificates issued to graduates of approved four year teacher education curricula in health and physical education in accredited colleges and universities.
II. Permanent College Certificate - the provisional college certificate will be made permanent on evidence of three years of teaching on the provisional college certificate in the public schools of Pennsylvania, with a rating of "middle" or better; and the satisfactory completion of six semester hours of additional education of college grade, one-half of which must be professional.

III. A college certificate may be extended to include the teaching of health and physical education on the satisfactory completion of courses selected from an approved teacher education curriculum in health and physical education. These courses must consist of at least thirty semester hours and should be approximately distributed as follows:

A. One-third health education
B. One-third physical education
C. One-third theory, organization and administration courses, and student teaching in health and physical education classes.

RHODE ISLAND

I. Provisional Certificate (valid for one year)

A. Academic requirements

1. Graduation from an approved secondary school
2. Graduation from an approved college, college of education, normal, or technical school

(require four years of attendance for gradu-
PARAPHERAL COLLEGE CERTIFICATES

The Parapheral College Certificate is offered to students who have completed a minimum of one academic year in a recognized college program. This certificate is awarded to those who have successfully completed the following courses:

1. General Education Requirements
2. Education Area Requirements
3. Elective Courses

The Parapheral College Certificate is intended to provide the student with a broad foundation in various fields, preparing them for further education or employment.
NOTE: A graduate of a three-year state normal school with five years of experience or a graduate of a two-year state normal school with ten years of experience, may be certified provisionally.

B. Professional requirements

1. Art and Science of Education, 200 clock hours - to include "History of Education" and "Educational Psychology" with a minimum of 30 and a maximum of 50 clock hours in each course.

NOTE: The course in "Rhode Island Education" is required of all applicants for certification, the course to be completed within one year after certification is granted.

C. Holders of a provisional certificate shall make a substantial advance annually by successful completion of one or more approved courses in summer school or extension service toward the 400 clock hour requirement.

II. Professional Certificate (valid for five years)

A. Academic requirements (See I-A)

B. Professional requirements

1. Art and Science of Education, 400 clock hours - to include the following with a minimum of 30,
and a maximum of 50 clock hours in each:

a. History of Education

b. Educational Psychology

c. Principles of Education

d. Rhode Island Education

NOTE: Courses in General Psychology, Genetic Psychology, Philosophy, Sociology, etc., are not accepted.

C. Practice Teaching 400 clock hours

NOTE: The practice teaching requirement may be waived after 5 years of satisfactory service in R. I. public schools, following visitation and inspection of classes by a committee of master teachers.

SOUTH CAROLINA

I. General Education: Semester Hours

| A. English | 12 |
| B. Biological and Physical Sciences (A minimum of 6 semester hours each) | 12 |
| C. Social Studies (Must cover at least three fields) | 12 |
| D. Fine Arts | 6 |
| E. Health Education | 3 |
| F. General Mathematics | 3 |

(A standard examination may be used to demonstrate proficiency in any area.)
If this experience in general education is to contribute in an effective way to the development of the individual as a person, it is felt that the work should be pointed in the following directions:

**English** - These courses should be functional courses involving the satisfactory use of written and oral language, plus a background of general literature. Proficiency in the use of oral and written English should be indicated in all classes and in phases of college life.

**Science** - A basic knowledge and understanding of both the biological and physical sciences is necessary. It is suggested that these courses deal with the facts that bear directly upon the lives of individuals.

**Social Studies** - This experience should enable students to understand the growth and development of our civilization; to show how history, political science, economics, geography, sociology, religion, and philosophy can contribute to the solution of current social and political problems. It should lead to the development of a scientific and objective attitude; to a sympathetic understanding of our own culture and the culture of other people; and to an effective citizenship.

**Fine Arts** - Art and Music for Living -- This shall deal primarily with the appreciation of art and music in everyday living, and shall encourage participation in the
work shown in Process in the following lines:

These concepts apply to all areas of experience as well as to the activities of the mind and body. The development of these concepts is not limited to a particular field, but can be found in any area of human activity. The concepts are not static, but are constantly evolving and changing. They are not isolated, but are interconnected with each other and with the environment. The development of these concepts is not a linear process, but a complex and dynamic one. The concepts are not fixed, but are subject to change and development. The concepts are not absolute, but are relative to the context in which they are used. The development of these concepts is not a one-time event, but a continuous process. The concepts are not static, but are constantly evolving and changing. They are not isolated, but are interconnected with each other and with the environment. The development of these concepts is not a linear process, but a complex and dynamic one. The concepts are not fixed, but are subject to change and development. The concepts are not absolute, but are relative to the context in which they are used. The development of these concepts is not a one-time event, but a continuous process.
production of both to the extent of the student's ability.

Health Education - Health Education should give instruction in maintenance of community group, and personal health. Opportunity should be provided for experience in many leisure time activities.

General Mathematics - This course should be a basic course in general mathematics, emphasizing the functional mathematics needed in solving problems of home and community life.

Remedial Courses - Institutions are expected to offer remedial courses with no additional credit where the indicated time is too short to develop competency in the required area.

II. Professional Education:

A minimum of 18 semester hours of professional education is required of all teachers.

A. Human Growth and Development. 12 semester hours

B. Principles, philosophy, and General Techniques

C. Directed Teaching 6 " "

Human Growth and Development: This area would include those knowledges and experiences commonly found in such courses as child psychology, adolescent psychology, educational psychology, and mental hygiene.
Health Promotion - Health education should be incorporated into experiences of community schools, and personal health opportunities should be maintained for experiences to many

Introduction - This course provides a basic course

introduction to understanding the importance of community health

Health Education - An introduction to the community

Health Education

A combination of theoretical concepts and practical application is to the

defined area

Theoretical

Identifies the importance of the social, economic, and cultural

Teaching

Strategies and Teaching Techniques

Teaching

Strategies and Teaching Techniques

Strategies and Teaching Techniques

Strategies and Teaching Techniques

Strategies and Teaching Techniques
This work should give an insight into children -- how they develop and how they learn. It should bring the students in contact with many children in different learning situations. It is suggested that this area be treated as a whole, rather than be broken down into segmented courses.

Principles, Philosophy, and General Techniques: This area would include the material usually offered in such courses as philosophy of education, principles of education, educational sociology, principles of curriculum construction, techniques and materials of teaching, psychology of school subjects, educational measurements, etc....

Directed Teaching: This work should be closely integrated with other phases of professional study, especially work on techniques and materials. Where directed teaching is done on a period basis and is closely checked by the supervisor of directed teaching, a minimum of 90 clock hours of observation and teaching is required. Where the directed teaching is done over a full day, week, or more, a minimum of six weeks of full-time observation and teaching is required. In all cases, at least two-thirds of this time must be devoted to actual teaching in the field
The work problem on the topic of physical activity

and physical education. The physical education and
physical exercise are important elements of health
and well-being. The physical education and
physical activity are crucial for maintaining a
healthy lifestyle. The physical education and
physical activity can help improve cardiovascular
fitness and muscular strength.

An effective physical education and
physical activity program should include

- aerobic exercise
- strength training
- flexibility exercises
- balance and coordination

These components can help improve overall
health and fitness. The physical education and
physical activity program should be

- tailored to individual needs
- enjoyable
- motivating

The physical education and
physical activity program should be

- accessible
- affordable
- convenient

In conclusion, the physical education and
physical activity are essential for a healthy
lifestyle. The physical education and
physical activity program should be

- comprehensive
- effective
- sustainable
of physical education.

III. Health and Physical Education 24 semester hours

A. History, Principles, Philosophy, Organization, and Administration 4-6

B. Health Education -- First Aid and Safety, including Personal and Community Health 3-4

C. Materials and Applied Techniques 14-17

D. Basic Sciences 10-14
   1. Physiology and Anatomy 4-6
   2. Chemistry and/or Physics 6-8

NOTE: The requirement in chemistry or physics may have been met in the general requirement.

Units to be included in Materials and Applied Techniques:

The content to be included in each of the areas is as follows:

Health Education:
This work should cover the theory of the field of Health Education, including the teaching materials to be used presenting problems relating to the healthful environment, the sources of materials and their uses,
III. Health and Hygiene Preparation

A. Health Education

1. Health Education - Health Education

Select educational materials and

2. Community Health

I-11. Meetings and Group Activities

1. Parent-Child

2. Community Activities

3. Preparation and Practice

4. Practice and Preparation

NOTE: The requirements in parentheses may have been

made in the General Recommendation.

Users to be informed of materials and therapies recommended

Compos of local Outreach, Inpatient, and Outpatient

(Union Meeting) Team Meeting (Afternoon) Emergency

Activities, Community, Spouse, and Continuing Activities

Advocate, Body Maintenance, Community Association Leadership

The concept to be informed to those at the stage to be Listed

Health Education

There may be special care and training at this time to

prepare individuals, including the necessary materials to

be used during the procedures related to the medical

environment, the source of materials may vary.
the principles and practice of First Aid and Safety as they may be used in the school program.

Principles, History, Philosophy, Organization and Administration of Health and Physical Education: This area would include the historical backgrounds of the Health and Physical Education program as a basis for the understanding of the present program, the underlying principles, aims and objectives, the problems relating to the setting up and conducting of the program, including curriculum building, planning, and use of facilities.

Materials and Applied Techniques:
This area involves an understanding and mastery of the techniques of the various activities and their presentation and adaptation to the various age levels and groups:

1. Plays and Games and Story Plays
2. Rhythmical Activities, including Creative Rhythms
3. Individual and Dual Sports
4. Team Sports
5. Correctives
7. Intramural and Interscholastic Sports
The purpose of this division of the hand is to

Principles, History, Philosophy, Organization and Use

ministration of content and character education at the heart

with emphasis on education and professional education as a basis for the merit

application to the planning process, the implementation plan

alyses, plans, and objectives of educational data relating to

comprehensive planning, operation, and use of facilities.

educational and teaching technologies

The results should be meaningful and necessary to the

recommendations of the various activities and their processes

related and appropriate to the various activities and levels of

 nineteen

1. PLAN AND OBJECTIVES
2. IMPLEMENTATION, INFORMATIVE PLANNING, AND RESEARCH
3. IMPLEMENTED AND PLANNED
4. TEACHING
5. CONSTRUCTIVE
6. MECHANICS, SPACES, ENERGIES, AND TOOLS, AND OTHER
    WELL-TEACHING ACTIVITIES (INSTRUCTIONAL COMBINATION)
     IMPLEMENTATION

INTEGRATING ANY INTERACTIONS ORGANIZATION
8. Community Recreation

NOTE: For women, emphasis will be placed on 1, 2, 3, and 4: for men, upon 7 and conditioning exercises.

SOUTH DAKOTA

Bachelor's degree in physical education from a recognized institution. The training must include fifteen semester hours of credit in education including three semester hours practice teaching in physical education.

TENNESSEE

I. Graduate of a college or university approved by the State Commissioner and State Board of Education.

II. Education: The professional requirements for high school teachers are:

A. Educational Psychology, 3 quarter hours
B. Principles of Secondary Education, 3 quarter hours
C. Materials and methods in high school subjects, 6 quarter hours and
D. Directed or practice teaching, 3 quarter hours or
E. Materials and methods, 9 quarter hours.

Total, 15 quarter hours

The remaining 12 quarter hours are elective and will be selected from courses in the field of secondary education. The electives to be selected from the following list:
NOTE: You cannot examine with a peep tool or a camera.

and if you want a hard copy examination.

SOUTHERN DYNASTY

Section 3.7: Analyze reaction from a reaction test.

The patient was told to listen to the sound of device A or device B and indicate in the space provided.

1. Generate a list of addresses or geographic locations of the space.
2. Identify and assess value of the measurement.
3. Identify the presence of a reaction to the measurement.
4. Assess the presence of a reaction to the measurement.
5. Assess the presence of a reaction to the measurement.
6. Assess the presence of a reaction to the measurement.

Director of Practice/Vice-Chair, Department of

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The statement is correct and the student may be selected from

the list of qualified candidates. The student to be

selected from the following list:


(A maximum of 3 quarter hours in each course.)

1. History of Education or History of Education in the United States

2. Adolescent Psychology

3. Educational Tests and Measurements

4. High School Administration, Organization, and Management

5. Educational Sociology

6. General Psychology

7. Curriculum of the High School

8. Philosophy of Education

III. Completion of 21 quarter hours in Health and Physical Education to be distributed as follows:

A. Physical Education courses selected from the following, 9 quarter hours. The first activity listed below is required.

1. Conditioning exercises, 2 quarter hours

2. Stunts and tumbling, 2 quarter hours

3. Boxing, wrestling, and/or combat activities, 2 quarter hours

4. Folk Rhythms, 2 quarter hours

5. Tap rhythms, 2 quarter hours

6. Adult sports, 2 quarter hours

7. Group games or athletic coaching, 3 quarter hours
(1) Maximum of 3 characters before a space comma)

II. The first sentence of each paragraph should be

1. United States

2. International Travel

3. Interview with Mr. Johnston and the "Duties and Responsibilities"

4. High School Administration Organization, with

Department

5. Assistant Secretary

6. General Education

7. Curriculum of the High School

8. Philosophy of Education

III. Communication of the Need for Health and Physical

End of the first paragraph

IV. Physical Education Courses selected from the

Following three courses. The three activities

• Lead to a leader in the community

• Controlling extraneous factors during home

• Interests and capabilities of the home

• Right measure and control sport and recreation

• Computer operator, under computer operating

• S. Director's home

• Pool operator S. Director's home

• Tab Auxiliary S. Director's home

• Athletic coach S. Director's home

• Grounds crew or experimentalcocktail & equipment

Powers
B. Health Education -- choice of any three, 9 quarter hours

1. Health examination and followup, 3 quarter hours
2. Health instruction content, 3 quarter hours
3. Nutrition, 3 quarter hours
4. Safety education and first aid, 3 quarter hours

C. Health and Physical Education:

(Education) Choice of one, 3 quarter hours

1. Administration problems in health and physical education
2. Principles and Philosophy of health and physical education
3. Program planning in health and physical education

TEXAS
Completion of ten college courses, at least one of which shall be in English, at least one of which shall be in education, and at least one of which shall be in methods of teaching physical education.

NOTE: A course within the meaning of the Texas certificate law is equivalent to 6 semester or 9 term hours.

UTAH
Requirements for certification of teachers in physical education are as
follows:

I. A teaching major, a minimum of 30 quarter hours of work in physical education.
II. A minor of 18 quarter hours in a subject which is allied to physical education.
III. 33 quarter hours of professional education.
IV. A Bachelor's Degree.

The certification requirements are undergoing revision at the present time.

VERMONT

I. Graduation from an approved four year secondary school
II. Baccalaureate degree from an institution of higher learning which is approved by the state department of education. This course shall include at least 12 semester hours of professional education. Three of the 12 semester hours must be in Observation and Practice Teaching in Physical Education in the public schools. Not more than 6 of the 12 credits may be in Psychology and only 3 of the 6 credits in General Psychology.
III. It is suggested that the teacher offer courses in Philosophy of Education or Principles of Teaching, Educational Psychology, Methods of Teaching in Physical Education, and Observation and Practice Teaching.
IV. Certificates for full-time teachers who have specialized in
Health and Physical Education will be issued to those whose preparation is comparable to the minimum requirements.

VIRGINIA

The Collegiate Professional certificate is issued to the holder of a baccalaureate degree conferred by a standard university, teachers college, arts college, or technical college, who has completed at least nine college session hours' work in teacher-training courses, distributed as follows:

I. Required courses in professional subjects

A. Supervised Student Teaching 3 session hours

B. School and Community Hygiene, including physical inspection of school children 1 " "

C. Electives in professional subjects 5 " "

Total professional credits 9 " "

II. Professional courses from which electives may be chosen:

A. Curriculum of Elementary School

B. Curriculum of High School

C. Educational Psychology

D. Educational Sociology

E. Elementary School Organization, Supervision, and Administra-

F. Evaluation

G. Guidance
The College Entrance Exam is to be taken to the fullest of a person's abilities. The College Entrance Exam is to be taken by a student in high school, and the completed work is to be sent to the College Entrance Exam office. The student must take the College Entrance Exam at least once.

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II. Professional Courses from Drop-Off Examination Guide

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</table>
H. High School Organization, Supervision, and Administration

I. History of Education

J. Philosophy of Education

K. Problems in Secondary Education

III. Physical Education

The holder of a Collegiate Professional or Collegiate certificate may be certificated in physical and health education on presentation of a minimum of six college session hours' credit in the field of physical and health education.

IV. Teachers who are employed as full-time directors of physical and health education are expected to have a minimum of twelve college session hours' credit in the field of physical and health education.

WASHINGTON

Special certificates for physical education are not issued in this state. Teachers who wish to teach physical education are required to meet requirements for a regular certificate which are completion in a fully accredited college or university of a five year course designed for the training of secondary teachers and including at least 45 quarter (thirty semester) hours in addition to the number of hours regularly required by the institution for a bachelor's degree.

In this five year course every applicant must have included at least fifteen quarter hours in contemporary social problems. Courses in current history, political science, economics, and sociology will
The purpose of the collegiate professional or collegiate career

There may be certifications in play therapy and related disciplines

accredited to the field of play therapy and related disciplines

IV. Teachers who are employed in full-time instruction to have a

minimum of two years college session points, greater than the field

of play therapy and related disciplines

NOTES

Special certifications for play therapy supervisors are not listed in this report.

Teachers who plan to teach play therapy supervisor are recommended to take:

determinants of learning conditions which are common to a full

cooperative college or university of the basic course leading to the

preparation of education and content and information of lasting value; and

the teaching of a professional course.

In the listed courses, many educators have found of lasting

listed in this report for cooperate social science courses. Courses in

among which are political sciences, economics, and sociology.
satisfy this requirement. Courses in modern history, education, English, etc., are not acceptable unless a description of the courses shows clearly that the field covered is contemporary history or contemporary social problems.

Besides a broad and general background, applicants must have completed one teaching major of 36 quarter hours and two teaching minors of at least 18 quarter hours each. A major or a minor must consist of subjects in a specific and homogeneous field.

Applicants must include in their college or university course at least 24 quarter hours in education. Not less than three (except in special methods, in which case two quarter hours will be acceptable) nor more than six quarter hours are accepted in each of the following courses toward satisfying the required 24 quarter hours:

a. Educational psychology (general psychology may not be substituted for educational psychology)

b. General methods, or principles of teaching

c. Secondary education

d. Special methods

e. Additional elective hours in education to complete a total of 24 quarter hours

Applicants will be required to file satisfactory evidence of having completed four quarter hours of directed teaching, or eight months of successful teaching experience, provided that not more than nine quarter hours in directed teaching be included in the total 24 quarter hours.
the work involved in preparing for and carrying out the course.

Although the work involved in preparing for and carrying out the course may be demanding, it is also very rewarding. The knowledge and skills gained will be invaluable in your future career.

To succeed in this course, you will need to:
- attend all classes and participate actively
- complete all assignments and projects on time
- study regularly and review material
- seek help if you need it

Your efforts will be rewarded with a sense of satisfaction and personal growth.

For further information, please contact your instructor or the department office.
In addition, an applicant must complete the courses in Washington State Manual and Washington State History and Government.

WEST VIRGINIA

1. Graduation and recommendation from a standard college

II. General requirements (minimum 28 semester hours)

A. English, 8 semester hours: Speech, 2 semester hours

B. Social Studies, 12 semester hours

   History, Government, Sociology, Economics, and Geography. At least one course in each of the three subjects or fields must be completed.

C. Science or Mathematics, 6 semester hours

   Combination of Science and Mathematics not acceptable

III. Professional requirements (minimum 20 semester hours)

A. Educational Psychology, 5 semester hours

B. Teaching in Secondary Schools including Principles, Methods, and Management, 4 semester hours

C. Directed Teaching (90 clock hours), 4 semester hours

D. Suggested Electives:

   1. Organization and Program of Study of West Virginia School System

   2. Tests and Measurements

   3. Philosophy of Education

   4. Educational Sociology
WET MACHINERY

I. Completion of Filling, Recycling, and Cutting Processes from a Granular Colloid

II. Determination of the Temperature (Minimum 24-hour period)

A. Conduct and Maintenance of Continuous Processes

B. Observation, Notification, and Reporting of Any Abnormalities

C. Instructions to Proceed with Specific Operations

D. Summary of Findings (On-Duty Report)
5. High School Program of Studies
6. History of Education
7. High School Organization
9. Co-Curricular Activities
10. Pupil Personnel and Pupil Accounting
11. The Junior High School
12. Adult Education
13. Introduction to Vocational Teaching

IV. Physical Education, 24 semester hours

A. Required Courses:

1. Anatomy, Physiology, and Kinesiology, 4 semester hours
2. Health Education and Hygiene, 4 semester hours
3. Principles, Organization, and Administration of Health and Physical Education, 2 semester hours
4. Theory and Practice of Physical Education, 13 semester hours distributed as follows:
   a. Team Sports, men - 5, women - 3
      Baseball, football, basketball, track and field events, volleyball, speed ball, touch ball, football, field ball, field hockey and officiating.
5. Recreational Activities, men - 3 semester hours:
II. Personnel Preparation: As semester home

A. Reading Comprehension

1. Annotated Epistemology and Methodology, A Semesteer

2. Health Question and Examination, A Semester Report

3. Administration, Organization, and Administration of

Health and Physical Education, A Semester Report

B. Teaching and Practice of Physical Education, In

Semester Home Arranged as follows:

A Team Game, two, four, and more

Two-Car, Foot-ball, Handball

Four-Corner, Latch, Captain, Pocket

and Administration

and Experimental Activities, men and women, Home
women - 3 semester hours
  a. Swimming, archery, golf, tennis, badminton, table tennis, handball, boxing, wrestling, gymnastics, and apparatus.

6. School and Community Activities, men - 4 semester hours and women - 4 semester hours
  a. Games, first aid, camping and hiking, scout-mastership, and club leadership.

7. Rhythms, men - 1 semester hour and women - 3 semester hours
  a. Folk, natural, social, clog, and tap dancing, marching, and calisthenics.

No credit in Physical Education shall be allowed for participation in inter-collegiate sports.

WISCONSIN

  I. Graduation from an accredited four year college or university
  II. A major of at least 30 semester hours in physical education
  III. Professional education consisting of 18 semester hours.

WYOMING

Graduation from a standard college or university, with 24 quarter hours in professional education and $22\frac{1}{2}$ quarter hours in physical education or in other major teaching areas.
CHAPTER IV
DISCUSSION

Of the forty-eight states in the United States, as indicated in Table I, only two, Oregon and Washington, require a master's degree for teacher certification in physical education. Thirty-eight states - Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming require a bachelor's degree. Four states - Colorado, Georgia, Idaho, and New Mexico require neither a master's degree nor a bachelor's degree but from forty-nine semester hours to sixty-nine semester hours of collegiate training.

Massachusetts, alone, of all the states, has no certification law. Its only requirements being those set up by regulation of the State Department of Education. The great majority of teachers of Massachusetts are employed in the larger communities where teacher training requirements are a matter of discretion in the hands of the local school authorities.

Table I shows that physical education courses are necessary in twenty-seven states of the United States and that there is a great range in the requirements from the six semester hours essential in Virginia.
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<th>State</th>
<th>Master of Education</th>
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<th>Agriculture</th>
<th>Academic Major</th>
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<th>U.S. Constitution</th>
<th>Grade of at least &quot;C&quot; in Practice Teaching</th>
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All figures are in terms of semester hours unless otherwise indicated.
CHAPTER IV
DISCUSSION

Of the forty-eight states in the United States, as indicated in Table I, only two, Oregon and Washington, require a master's degree for teacher certification in physical education. Thirty-eight states - Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming require a bachelor's degree. Four states - Colorado, Georgia, Idaho, and New Mexico require neither a master's degree nor a bachelor's degree but from forty-nine semester hours to sixty-nine semester hours of collegiate training.

Massachusetts, alone, of all the states, has no certification law. Its only requirements being those set up by regulation of the State Department of Education. The great majority of teachers of Massachusetts are employed in the larger communities where teacher training requirements are a matter of discretion in the hands of the local school authorities.

Table I shows that physical education courses are necessary in twenty-seven states of the United States and that there is a great range in the requirements from the six semester hours essential in Virginia
CHAPTER

DISCUSSION

Of the Northern States to the Pacific States, as indicated in
Table I above, and by maps and graphs, certain features are
clearly shown. The highest percentage of the labor force
in the Northern States is employed in the mining and manu-
facturing industries, while in the Western States, the
predominant industries are those of agriculture and
forest products. This is evident from the percentages of
employment in these industries, as shown in Table I.
### Table I

**Requirements for Teacher Certification in Physical Education in the Forty-Eight States**

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All figures are in terms of semester hours unless otherwise indicated.
TABLE I

REQUIREMENTS FOR TEACHER CERTIFICATION IN PHYSICAL EDUCATION IN THE FORTY-EIGHT STATES

| Master of Education | Bachelor's Degree | Physical Education | Education & Psychology | Practice Teaching | Professional Education | Secondary Education | Health & Physical Education | Science | Social Studies | English | History | Agriculture | Academic Major | Academic Minor | U.S. Constitution | Grade of at least four-fifths of class | Minimum subjects in Practice Teaching | State History and Government | Collegiate Training | No Certification Law |
|---------------------|-------------------|-------------------|------------------------|------------------|-----------------------|---------------------|-------------------------|--------|---------------|--------|---------|--------------|-----------------|-----------------|-----------------|------------------|-----------------|------------------|------------------|
| Ohio                | ✓                 | 40                |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Oklahoma            | ✓                 | 16                |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Oregon              | ✓                 | 24                | 4                      | 26               | 2                     | 8                   | 2                       |        |               |        |         |              |                 |                 |                 |                  |                 |                 | 90%              |
| Pennsylvania        | ✓                 |                   |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Rhode Island       | ✓                 |                   |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| South Carolina      | ✓                 | 18                |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| South Dakota       | ✓                 | 3                 |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Tennessee           | ✓                 | 10                | 8                      | 14                |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Texas               |                   |                   |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Utah                | ✓                 | 12                |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Vermont             | ✓                 |                   |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Virginia            | ✓                 | 6                 |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Washington          | ✓                 |                   |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| West Virginia       | ✓                 | 24                |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Wisconsin           | ✓                 | 30                |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |
| Wyoming             | ✓                 | 15                |                        |                  |                       |                     |                         |        |               |        |         |              |                 |                 |                 |                  |                 |                 |                  |

All figures are in terms of semester hours unless otherwise indicated.
to the sixty-five semester hours needed for Kansas. For physical education courses Alabama, in terms of semester hours, requires twelve, Arizona thirty, Arkansas twenty-four, Colorado thirty, Delaware sixty, Florida twenty-one, Georgia twelve, Idaho fifteen, Illinois thirty-five, Iowa twenty, Kentucky forty, Maryland thirty, Mississippi twenty, Nebraska fifteen, New Hampshire twenty-four, New Jersey forty-eight, Ohio forty, Oklahoma sixteen, Oregon twenty-four, Utah twelve, West Virginia twenty-four, Wisconsin thirty, and Wyoming fifteen. The state of North Dakota requires a minor in physical education and the state of Minnesota, a major in physical education.

In professional education requirements the range is not so great. The lowest is six semester hours and the highest is twenty-eight semester hours for required courses in this field. In semester hours Arkansas, Illinois and Wyoming each call for sixteen; California and Iowa, fifteen each, Delaware, six; Florida, Indiana, Kentucky, Louisiana, Missouri, Nevada, New Jersey, the Carolinas and Wisconsin, eighteen each; Georgia and Virginia, nine each; Michigan and West Virginia, twenty each; Ohio, twenty-eight; Rhode Island six and one-sixth; Tennessee ten; Utah twenty-two; and Vermont twelve.

Eight semester hours in secondary education is essential in Tennessee. Arizona requires thirteen semester hours of an education and psychology combination while Kansas wants eighteen. In practice teaching in physical education Arizona calls for five semester hours, Nevada four semester hours, New Jersey five semester hours, Oregon four semester hours, and South Dakota three semester hours.
In the health and physical education combination California, Michigan, Missouri and South Carolina each want twenty-four semester hours; Indiana forty; Louisiana forty-one; Montana and North Carolina thirty each; New Mexico twenty; New York thirty-six; and Tennessee fourteen.

Table I also shows that there is a fairly wide range in the semester hours required in education in the various states. Alabama, Minnesota, and Oklahoma call for fifteen each; Maryland, Montana, North Dakota, and Washington sixteen each; California thirty-one; Colorado ten; Florida and Nebraska eighteen each; Idaho thirty-four; Illinois thirty-three; Indiana and Kentucky thirty each; Kansas forty; New Hampshire and South Dakota twelve each; Oregon twenty-six and two-thirds; South Carolina forty-eight; Texas sixty; and West Virginia twenty-eight. The lowest requirement is that of California and the highest that of South Carolina.

For state certification in physical education the state of Florida requires a knowledge of the United States Constitution. Michigan requires two academic minors while in Montana it is necessary to have twenty semester hours in an academic minor and Washington asks for twenty-four semester hours in an academic minor.

As a prerequisite for teacher certification in physical education the state of Alabama wants eighteen semester hours in an academic major while Utah wants twenty semester hours, and Washington twenty-four semester hours for the same purpose.

Courses in state history are needed in only three of the forty-eight states. These three states are Oklahoma, Oregon, and Washington.
New Jersey requires ten semester hours of science, ten semester hours of social studies, and ten semester hours of English. Oklahoma is the only state calling for a course in agriculture as a prerequisite for teacher certification in physical education. Oklahoma, also, is the only state requiring a minimum of ninety per cent in all college subjects while Maryland accepts only those who rank in the upper four-fifths of the class.
CHAPTER V

CONCLUSIONS

There is very little agreement among state laws as to the certification for teachers of physical education as this study, Prerequisites for Teacher Certification in Physical Education in the Forty-eight States, clearly shows except that they be mentally and physically fit. This lack of agreement among the states is found in the amount of education required and in the kind of education required. Some examples of this are indicated as follows -

I. State Education Requirements

A. Master's degree
   1. Oregon
   2. Washington

B. Bachelor's degree
   1. Alabama
   2. Arizona
   3. Arkansas
   4. California
   5. Connecticut
   6. Delaware
   7. Florida
   8. Illinois
   9. Indiana
   10. Iowa
   11. Kansas
   12. Kentucky
   13. Louisiana
   14. Maine
   15. Maryland
   16. Michigan
CHAPTER V

EMPIRICAL

Lately the very fierce competition among states gives rise to the question of securing for the state a
section for residence of physically unskilled as part of the
extent of the state's certification to possess the expenditure of the body. After
specific some expert think that be necessary any immediately the
in expenditure some say if found in the amount of expenditure and
interest in the kind of expenditure is needed. Some examples of state the
interconnection as follows:

I. State Association of Empiricists

A. Empiricist's Agency

1. Environment

2. Nebraska

3. Iowa

4. Kansas

5. Kentucky

6. Louisiana

7. Indiana

8. Connecticut

9. Maine

10. New Hampshire

11. Vermont

12. California
17. Minnesota
18. Missouri
19. Montana
20. Nebraska
21. Nevada
22. New Hampshire
23. New Jersey
24. New York
25. North Carolina
26. North Dakota
27. Ohio
28. Oklahoma
29. Pennsylvania
30. Rhode Island
31. South Dakota
32. Tennessee
33. Utah
34. Vermont
35. Virginia
36. West Virginia
37. Wisconsin
38. Wyoming

C. Collegiate training
1. Idaho 49 semester hours
2. Colorado 60 " "
3. New Mexico 60 " 
4. Georgia 69 " 

D. No certification law
1. Massachusetts 60 " 

E. Physical education
1. Virginia 6 semester hours
2. Alabama 12 " 
3. Georgia 12 " 
4. Utah 12 " 
5. Idaho 15 " 
6. Nebraska 15 " 

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**C. Confidential Material**

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F. Education and psychology combination

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G. Professional education

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25. Wyoming 16 semester hours

H. Education

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J. Practice teaching

1. Arizona 5 semester hours
2. Nevada 4 " "
3. New Jersey 5 " "
4. Oregon 4 " "
5. South Dakota 3 " "

K. Health and physical education

1. California 24 " "
2. Indiana 40 " "
3. Louisiana 41 " "
4. Michigan 24 " "
5. Missouri 24 " "
6. Montana 30 " "
7. New Mexico 20 " "
8. New York 36 " "
9. North Carolina 30 " "
10. South Carolina 24 " "
11. Tennessee 14 " "

L. Agriculture

1. Oklahoma 2 " "

M. Minimum in all subjects

1. Oklahoma 90%

Therefore, as there is very little agreement among state laws as to certification for teachers of physical education, it is almost an impossibility for the potential teacher of physical education to meet
all of the requirements of all of the forty-eight states of the United States during a four year college course. Thus, a student preparing to teach physical education must select the courses which meet the requirements of the state in which he wishes to teach.
of the requirements of all of the forty-year period of the College.

After having a total year of college course, there is another obligation to

cease briefing instruction and select one course after en-

dualization of the staff to which he wishes to render.
BIBLIOGRAPHY


McCarthy, Walter W. Prerequisite Undergraduate Work in Physical Education Necessary to Enter Certain Graduate Schools of Physical Education. Master's Thesis, Boston University, 1946.


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