



8-1-1968

An Evaluation of the Specialized Professional Physical Education Programs in State Supported Colleges and Universities in North Dakota

Stephen B. Hurd

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AN EVALUATION OF THE SPECIALIZED PROFESSIONAL PHYSICAL
EDUCATION PROGRAMS IN STATE SUPPORTED COLLEGES
AND UNIVERSITIES IN NORTH DAKOTA

Stephen B. Hurd, Master of Science

The University of North Dakota, 1968

Faculty Adviser: Professor Clayton

This study compared the physical education curricula for undergraduate, male physical education majors at colleges and universities in North Dakota with the curriculum recommended by the American Association for Health, Physical Education and Recreation's Professional Preparation Conference in 1962. The schools studied were Dickinson State College, Mayville State College, Minot State College, North Dakota State University, the University of North Dakota, and Valley City State College.

The latest catalogues from the schools were surveyed to determine whether an institution offered a specific course or experience, defined as a minimum of ten regular class sessions, in each of the 51 categories recommended by the Professional Preparation Conference. The survey was verified by the physical education department chairman of each institution.

The results indicated that:

1. None of the schools offered the entire recommended curriculum.
2. Only 3 of the 51 recommended categories were required at all of the schools.

3. Four of the 51 recommended categories were not offered in any of the schools.

4. Student teaching was offered and required in all of the schools.

It was concluded that the actual training a student received was different in each of the schools.

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AN EVALUATION OF THE SPECIALIZED PROFESSIONAL PHYSICAL
EDUCATION PROGRAMS IN STATE SUPPORTED COLLEGES AND
UNIVERSITIES IN NORTH DAKOTA

by

Stephen B. Hurd

B. S. Degree, Minot State College 1966

A Thesis

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the Degree of

Master of Science

Grand Forks, North Dakota

August
1968

448115

This Thesis submitted by Stephen B. Hurd in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

Robert D Clayton
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Joseph H. Scheffer

William Johnson
Dean of the Graduate School

Permission

AN EVALUATION OF THE SPECIALIZED PROFESSIONAL PHYSICAL EDUCATION
PROGRAMS IN STATE SUPPORTED COLLEGES AND UNIVERSITIES IN

Title NORTH DAKOTA

Department Physical Education

Degree Master of Science

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ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. Robert Clayton, whose encouragement and suggestions were of utmost importance while completing this study, and to Dr. Joseph Schieffer and Mr. L. R. Marti who served on the writer's graduate committee upon such short notice due to the absence of the original committee members.

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ABSTRACT

This study compared the physical education curricula for undergraduate, male physical education majors at colleges and universities in North Dakota with the curriculum recommended by the American Association for Health, Physical Education and Recreation's Professional Preparation Conference in 1962. The schools studied were Dickinson State College, Mayville State College, Minot State College, North Dakota State University, the University of North Dakota, and Valley City State College.

The latest catalogues from the schools were surveyed to determine whether an institution offered a specific course or experience, defined as a minimum of ten regular class sessions, in each of the 51 categories recommended by the Professional Preparation Conference. The survey was verified by the physical education department chairman of each institution.

The results indicated that:

1. None of the schools offered the entire recommended curriculum.
2. Only 3 of the 51 recommended categories were required at all of the schools.
3. Four of the 51 recommended categories were not offered in any of the schools.
4. Student teaching was offered and required in all of the schools.

It was concluded that the actual training a student received was different in each of the schools.

CHAPTER I

INTRODUCTION

Statement of the Problem

The problem in this study was to compare the physical education curricula required of undergraduate, male physical education majors at selected colleges and universities in North Dakota with the curriculum recommended by the American Association of Health, Physical Education and Recreation's Professional Preparation Conference in 1962, and to make recommendations for each specific school.

Need for the Study

In the state of North Dakota there are no regulations which specify the courses within a school's curriculum that an individual must take to receive a Bachelor of Science degree in physical education. Therefore, in order to receive this degree, an individual must complete a program determined by the school he attends.

As no other study had been done relating to this situation, it was felt that this study would be of value to school administrators and those people in charge of program development in the schools studied because the study would show the areas in which the schools lacked courses that were recommended by the Professional Preparation Conference.

Also, it could be of some value to those persons interested in pursuing a career in physical education as it would show which schools offered the most diversified curricula in terms of courses required.

Purpose of the Study

The purpose of the study was to determine whether the institutions studied required the courses recommended by the Professional Preparation Conference.

Delimitations

The study included only the four-year state colleges and universities found in North Dakota, as they were the only state supported schools offering the Bachelor of Science degree in physical education. They are, alphabetically, Dickinson State College, Mayville State College, Minot State College, North Dakota State University, the University of North Dakota, and Valley City State College.

The curricula studied was the physical education curricula for the 1966-67 academic year. It was the curricula for male, undergraduate students seeking the Bachelor of Science degree in physical education.

Definition of Terms

The following terms were used in the study:

1. Physical education major refers to a student striving for the Bachelor of Science degree in physical education.
2. Physical education required curriculum refers to the physical education courses required to obtain the Bachelor of Science degree in physical education.

3. Physical education elective course refers to any course within the physical education curriculum that was not required for graduation.
4. Undergraduate student refers to a student that has not received the Bachelor of Science degree in physical education.
5. Professional Preparation Committee refers to the committee appointed by the American Association of Health, Physical Education and Recreation's Board of Directors in April, 1960. The committee met for 19 months, after which they recommended a course of study for the Bachelor of Science degree in physical education.

Review of Related Literature

Throughout the United States there are many colleges and universities that train and certify both men and women to become professional physical educators. As is the case in most professions, there is a recognized need to insure that these people are properly trained to function as competent educators in their field. One authority, however, says that all of these institutions do not meet the standards that are required of the profession.

There are many teacher preparing institutions throughout the United States where one may train for the profession of physical education . . . All the institutions that prepare teachers for this specialized work do not adhere to the highest standards of the profession.¹

¹Charles A Bucher, Foundations of Physical Education (3rd. ed.; St. Louis: C. V. Mosby Company, 1960), p. 393.

The disparity is due in part to the fact that states cannot agree on which requirements should be met before one can become certified as a professional physical educator.² Dexter and Morehouse felt that possibly each state expected to procure its physical education teachers from its own teacher training institutions rather than to prepare physical education graduates for certification in all 50 states.³

Johnson points out three factors that have influenced professional education in physical education since 1916. He cited a continual change in physical education curricula for undergraduate majors, a radical change in philosophy and program, and the enormous development of professional physical educators as reasons for changes in the certification requirements of professional physical educators in Oregon.⁴ It may be assumed that similar problems plagued the other states over the years.

A rather complete summary of the continual change in the establishment of professional curricula was compiled in a study by Buice.⁵ She states that until 1921, the opinions of experts in physical education were the chief means of establishing curricula. Then, from that time until 1930, opinionnaire and survey techniques were the chief means used.

²James Dexter and Laurence Morehouse, "Certification Requirements of Physical Education Teachers Between 1953 and 1959," Research Quarterly XXXII (March, 1961), 20.

³Ibid., p. 25.

⁴William Johnson, "An Evaluation of the Teacher Education Preparation in Physical Education for Undergraduates at the University of Oregon" (unpublished doctor's dissertation, University of Oregon, 1956), p. 3. (Microcarded.)

⁵Mary Buice, "Self-Evaluation of Undergraduate Professional Physical Education Programs in Institutions of Higher Learning" (unpublished doctor's dissertation, University of Texas, 1953), pp. 114-15. (Microcarded.)

However, in the establishment of professional curricula from 1931 to the present, there appeared to be a breaking away from the researcher's empirical judgments and a trend toward the use of information from professional physical educators in the field.

In general, since 1941, there has been an increase in the requirements needed for certification as a professional physical educator.⁶

In any case, there have been a number of studies on the effectiveness of particular programs that develop physical educators and also studies concerned with evaluating professional programs required for certification of physical educators. It will be pointed out in this study that there are almost as many different ways to conduct these studies and different means of evaluating programs as there are studies made in these areas.

One of the means used in curriculum evaluation was the self-evaluation, whereby graduates rated the institution from which they were graduated. The study by Johnson was done to determine the effectiveness of the University of Oregon's program for physical educators in terms of how well it prepared graduates to meet the requirements in the different schools in which they taught.⁷ Graduates of that physical education program gave their preparation for the most part an effective rating, both as to quality of preparation and as to the utility of their preparation.⁸

⁶Dexter and Morehouse, loc. cit., p. 25.

⁷Johnson, loc. cit., pp. 210-11.

⁸Ibid., p. 213.

A similar study was done by McClellan on the graduates of Utah State University. Both studies had the same objectives, although they differed in the method they used to reach their objective. McClellan divided the professional program into nine areas and the graduates were asked to evaluate quality, quantity, and utility of program for each of the nine areas, using a five point rating scale.⁹ The study indicated average preparation for the professional program as a whole.¹⁰

Another means of curriculum evaluation was the use of a scorecard. This was a type of rating scale that an individual could use to rate a program in any school that offers the professional program. It serves as a single standard of evaluation in that it combines all aspects of the curriculum to give the scorer one score that is to represent the entire program. By comparing scores one could rate different programs.

One scorecard studied by this writer was the one developed by Bookwalter.¹¹ He has included on the scorecard all aspects of the professional program, i.e., course of study, staff requirements, physical plant requirements, and equipment that should be made available to the prospective physical educator. He used the opinions of different professional physical educators and professional education organizations and from these he developed standards to evaluate a school's professional program.

⁹Lincoln McClellan, "An Evaluation of the Undergraduate Professional Preparation Program in Physical Education at Utah State University" (unpublished doctor's dissertation, University of Oregon, 1963), p. 612. (Microcarded.)

¹⁰Ibid., p. 117.

¹¹Karl W. Bookwalter, A Scorecard for Evaluating Undergraduate Professional Programs in Physical Education (Bloomington, Indiana: Indiana University, 1962). (Microcarded.)

In a study done by Errington a group of Canadian and American physical educators were used to give opinions as to what should be required in the physical education program in schools in Canada. Through this group, a different scorecard was developed in which the physical education program was divided into five areas which contained 94 sub-areas.¹²

After studying a number of different methods of curriculum evaluation, it was decided to model the present study after the one published by Blesh in 1946.¹³ The study was on basic minimum requirements in the professional program and was done in three steps. First, by means of a questionnaire, the certification requirements in the professional programs in 48 states were analyzed. Secondly, seventy-five schools offering the professional program were studied by a review of the school catalogues from 1935-40 and the requirements listed. The third step was to get expert opinion on the basic curricula to determine whether they were adequate or not.

In 1962, The American Association of Health, Physical Education and Recreation's Professional Preparation Committee published its recommendations on undergraduate preparation for a career in physical

¹²Joseph Errington, "An Evaluation of Undergraduate Professional Preparation in Physical Education for Men in Canada" (unpublished doctor of physical education study, Indiana University, 1957), p. 147. (Microcarded.)

¹³T. Erwin Blesh, "Evaluative Criteria in Physical Education," Research Quarterly, XVII (May, 1946). 114-26.

education.¹⁴ In its publication the committee outlined in detail a suggested curriculum for undergraduates in physical education which was divided into five areas of study. These areas were "Area of Study in Physical Education," "Area of Study in Fundamental Skills and Exercise," "Area of Study in Sports and Games," "Area of Study in Rhythm and Dance Activities," and "Field Work Under Direct Supervision of School Personnel." The entire curriculum is given in Appendix A. Individuals that served on the committee were representatives of liberal arts colleges, teacher's colleges, and universities. Particular attention was given to assure representation from various public and private agencies and consumer groups concerned with physical education. As a whole, the committee represented a reasonable geographical distribution of the United States. Perhaps most significant, however, was the fact that each representative had demonstrated competence in his area.¹⁵ This competency, although not explained in detail, was established by the American Association of Health, Physical Education and Recreation.

There have been a number of committees, conferences, and individuals that have attempted to establish and evaluate physical education curricula. Some have done a creditable job. However, because of the criteria used in the selection of its members, it was the curriculum recommended by the Professional Preparation Conference that was used as a basis for this study.

¹⁴American Association for Health, Physical Education and Recreation, Professional Preparation in Health Education, Physical Education, Recreation Education, A Report of a National Conference (Washington, D. C. : American Association for Health, Physical Education and Recreation, 1962).

¹⁵Ibid., pp. 3-4.

Summary of Related Literature

In the study of professional physical education curricula, there have been many attempts to evaluate past and present programs and to establish standards that could be imposed on these programs. Although such studies are numerous and seldom agree completely on a method of evaluation, they have shown certain similar results.

In the certification of professional physical educators, there is a lack of agreement among the states as to what standards must be met before a person may become certified. Therefore, most states and schools have different certification requirements. Along with this lack of agreement among states, there has been the trend for methods used to evaluate professional programs to change from decade to decade.

Evidence also seems to indicate that there has been a gradual increase in the requirements needed for an individual to become certified in the field of physical education.

It has been pointed out that there are a number of popular methods of curricula evaluation: the self-evaluation, whereby graduates express their opinions on how well the schools from which they have been graduated prepared them for their professional duties, the scorecard method whereby some sort of numerical figure, depending upon the writer, is given as an overall grade on a particular curriculum, and there is the checklist, whereby a model curriculum is presented and the institution being studied is compared with that model.

Finally, it was the findings of the American Association of Health, Physical Education and Recreation's Professional Preparation Conference,

with its geographically broad selection of representatives that had displayed competence in the field of physical education, that were selected as a basis for the following study.

CHAPTER II

METHODOLOGY

Selection of Subjects

The study included the four colleges and two universities in North Dakota that offer a four year program leading to the Bachelor of Science degree in physical education for male students. The schools and their locations included in the study are listed alphabetically as follows:

<u>School</u>	<u>City</u>
Dickinson State College	Dickinson
Mayville State College	Mayville
Minot State College	Minot
North Dakota State University	Fargo
University of North Dakota	Grand Forks
Valley City State College	Valley City

Evaluative Criteria

The criteria used for evaluating the specialized professional curricula of the colleges and universities in this study was the curriculum recommended by the Professional Preparation Conference as designated in their final report. That curriculum is contained in Appendix A.

From a review of the latest school catalogues, each school was surveyed by this writer by means of a checklist which contained the Professional Preparation Conference's recommended physical education curriculum. Only those courses that were strongly recommended were

included in the study. The completed checklists were sent to the physical education department chairmen of each school for their verification as to the accuracy of the checklists. The chairmen were requested to make any necessary corrections on the checklist and return them to this writer. From these checklists it was determined whether the schools required the courses recommended by the Professional Preparation Conference.

Checklist I

Checklist I determined whether a course or courses was offered in a specific area of physical education. It also determined the number of semester or quarter hours that were offered. Appendix B contains the actual chart used.

The following summary indicates that a check was made to see if certain courses were offered at each school in a specific area of study in the physical education curriculum recommended by the Professional Preparation Conference.

"Area of Study in Physical Education"

Courses:

1. Introduction and orientation to the profession
2. Administration
3. Curriculum
4. General Methods
5. History
6. Philosophy
7. Principles
8. Measurement and evaluation
9. Coaching Courses
10. Kinesiology
11. Physiology of exercise
12. Adapted physical education for the handicapped
13. Health Education
14. Safety Education
15. Recreation

"Area of Study in Fundamental Skills and Exercise"

Courses:

1. Conditioning activities
2. Fundamental movements
3. Exercise with apparatus
4. Group marching tactics
5. Posture and body mechanics
6. Stunts and tumbling
7. Weight training
8. Individual self-testing events

"Area of Study in Sports and Games"

Courses:

1. Archery
2. Badminton
3. Baseball
4. Basketball
5. Canoeing
6. Diving
7. Football (tackle)
8. Football (touch)
9. Golf
10. Group games
11. Individual games
12. Life saving
13. Relays
14. Scuba
15. Small craft
16. Softball
17. Speedball
18. Swimming
19. Tennis
20. Track and Field
21. Volleyball
22. Water safety
23. Wrestling

"Area of Study in Rhythm and Dance Activities"

Courses:

1. Social Dance
2. Square Dance

Checklist II

Checklist II determined whether a course or courses was required in a specific area of physical education. It also determined the number of semester or quarter hours that were required before a student was graduated. Appendix C contains the actual chart used. A check was made on the same courses mentioned under Checklist I.

Checklist III

If a course was not offered in a specific area of study, Checklist III determined whether experience in that area of study was offered and if it was required before a student was graduated. Experience was defined on the checklist as having a minimum of ten regular class sessions in an area of study. Appendix D contains the actual chart used. A check was made on experience in the same courses mentioned under Checklist I.

Checklist IV

Checklist IV determined whether Field Work under direct supervision of school personnel was offered and whether it was required before a student was graduated. It also determined the number of elective hours that each school offered in their physical education curriculum. Appendix E contains the actual chart used.

The following summary indicates that a check was made to see if Field Work in specific areas of physical education was offered at each school.

"Field Work Under Direct Supervision of School Personnel"

1. Student teaching
2. Officiating athletic contests
3. Supervisory work in community recreation programs

CHAPTER III

TREATMENT AND ANALYSIS OF DATA

This study was made to determine whether the schools surveyed offered the physical education curriculum recommended by the Professional Preparation Conference. The following results were obtained by comparing each school's physical education curriculum with the curriculum recommended by the Professional Preparation Conference.

Physical Education Courses Offered and Required

Table 1 indicates the results of the following questions that were asked each of the school's department chairmen relating to their physical education curricula. The questions asked were, (1) "Was a course or courses in this area of study offered in the physical education curriculum?" and (2) "Was a course or courses in this area of study required before a student was graduated?" Any area of study defined as a course had to relate only to that area of study. If a course was required, a student must have taken the course before he was graduated.

TABLE 1

PHYSICAL EDUCATION COURSES OFFERED AND REQUIRED

Area of Study in PHYSICAL EDUCATION	Was a <u>course or courses</u> in the following areas of study <u>offered and required</u> in the physical education curriculum?					
	NO=Not Offered		OFF=Offered, REQ=Required		Not Required	
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
Introduction and orientation to the profession	NO	REQ	NO	REQ	REQ	NO
Administration	REQ	REQ	REQ	REQ	REQ	REQ
Curriculum	NO	NO	NO	REQ	NO	NO
General Methods	REQ	NO	REQ	REQ	OFF	REQ
History	NO	NO	NO	NO	NO	NO
Philosophy	NO	NO	NO	NO	NO	NO
Principles	NO	NO	REQ	NO	REQ	REQ
Measurement and Evaluation	REQ	NO	REQ	REQ	NO	OFF
Coaching courses	REQ	REQ	REQ	REQ	REQ	REQ
Kinesiology	REQ	REQ	REQ	REQ	REQ	REQ
Physiology of Exercise	NO	NO	REQ	NO	NO	NO
Adapted physical education for the handicapped	NO	NO	OFF	OFF	REQ	OFF
Health Education	REQ	REQ	REQ	REQ	REQ	NO
Safety Education	NO	OFF	NO	OFF	NO	OFF
Recreation	REQ	REQ	OFF	REQ	REQ	REQ

TABLE 1--continued

PHYSICAL EDUCATION COURSES OFFERED AND REQUIRED
STUDY IN SPORTS AND GAMES

Was a course or courses in the following areas
study offered and required in the physical educa-
tion curriculum?

Area of STUDY IN SPORTS AND GAMES	NO=Not Offered		OFF=Offered REQ=Required		Not Required	
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
Archery	REQ	NO	NO	NO	NO	NO
Badminton	REQ	NO	NO	NO	NO	NO
Baseball	NO	OFF	OFF	OFF	NO	REQ
Basketball	NO	OFF	OFF	OFF	NO	REQ
Canoeing	NO	NO	NO	NO	NO	NO
Diving	NO	NO	NO	NO	OFF	NO
Football (tackle)	NO	OFF	OFF	NO	NO	REQ
Football (touch)	NO	NO	NO	OFF	NO	NO
Golf	REQ	REQ	OFF	REQ	NO	OFF
Group Games	NO	NO	NO	NO	NO	NO
Individual Games	NO	NO	NO	NO	NO	NO
Life Saving	NO	NO	OFF	OFF	REQ	NO
Relays	NO	NO	NO	NO	NO	NO
Scuba	NO	NO	NO	NO	NO	NO
Small Craft	NO	NO	NO	NO	NO	NO
Softball	NO	OFF	NO	NO	NO	NO
Speedball	NO	NO	NO	NO	NO	NO
Swimming	NO	OFF	REQ	REQ	REQ	OFF
Tennis	REQ	REQ	OFF	REQ	NO	NO
Track and Field	NO	OFF	OFF	OFF	NO	REQ
Volleyball	NO	NO	NO	OFF	NO	NO
Water Safety	NO	NO	NO	NO	NO	NO
Wrestling	NO	REQ	REQ	OFF	NO	REQ

TABLE 1--continued

PHYSICAL EDUCATION COURSES OFFERED AND REQUIRED
RHYTHM AND DANCE ACTIVITIES

Was a course or courses in the following areas
of study offered and required in the physical
education curriculum?

Area of Study in RHYTHM AND DANCE ACTIVITIES	NO=Not Offered		OFF=Offered REQ=Required		Not Required	
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
	Social Dance	NO	NO	OFF	OFF	NO
Square Dance	REQ	NO	NO	REQ	NO	NO

Field Work Under Direct Supervision of School Personnel

Table 2 indicates the results of the following questions that were asked each of the school's department chairmen relating to their physical education curricula. The questions asked were: (1) "Was field work in this area of study offered in the physical education curriculum?" and (2) "Was field work in this area of study required before a student was graduated?"

TABLE 2

FIELD WORK UNDER DIRECT SUPERVISION OF SCHOOL PERSONNEL

Field Work under direct supervision of school personnel	Was <u>field work</u> under direct <u>supervision of school personnel offered and required</u> in the physical education curriculum?						
	NO=Not Offered		OFF=Offered REQ=Required		Not Required		
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State	
Student Teaching	REQ	REQ	REQ	REQ	REQ	REQ	REQ
Officiating athletic contests	NO	REQ	OFF	OFF	OFF	OFF	OFF
Supervisory work in community rec- reation programs	NO	OFF	OFF	OFF	REQ		NO

Experiences in Physical Education Involving A
Minimum of Ten Regular Class Sessions

Table 3 indicates the results of the following questions that were asked each of the school's department chairmen relating to their physical education curricula. The questions asked were: (1) "If a course or courses in this area of study was not offered in the physical education curriculum, was experience in this area of study offered within another course in the physical education curriculum?" and (2) "If a course or courses in this area of study was not required before a student was graduated, was experience in this area of study required?" Experience was defined as offering at least 10 class periods in an area of study within a course offering more than one area of study.

TABLE 3

EXPERIENCE INVOLVING A MINIMUM OF TEN REGULAR CLASS SESSIONS
PHYSICAL EDUCATION

If a course was not offered, was experience in
this area of study involving a minimum of ten class
sessions offered in the physical education curric-
ulum?

Area of Study in PHYSICAL EDUCATION	NO=Not Offered		OFF=Offered REQ=Required		Not Required	
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
Introduction and Orientation to the profession	NO	-	NO	-	-	NO
Administration Curriculum	- REQ	- REQ	- NO	- -	- REQ	- NO
General Methods History	- REQ	NO REQ	- REQ	- OFF	NO REQ	- REQ
Philosophy Principles	REQ REQ	NO REQ	NO -	OFF NO	REQ -	REQ -
Measurement and Evaluation	-	NO	-	-	NO	OFF
Coaching courses Kinesiology	- -	- -	- -	- -	- -	- -
Physiology of Exercise	REQ	NO	-	NO	NO	NO
Adapted physical education for the handicapped	NO	NO	OFF	-	-	OFF
Health Education Safety Education	- REQ	- OFF	- NO	- -	- NO	REQ REQ
Recreation	-	-	OFF	-	-	-

TABLE 3--Continued

EXPERIENCE INVOLVING A MINIMUM OF TEN REGULAR CLASS SESSIONS
FUNDAMENTAL SKILLS AND EXERCISE

If a course was not offered, was experience in
this area of study involving a minimum of ten
class sessions offered in the physical education
curriculum?

Area of Study in FUNDAMENTAL SKILLS AND EXERCISE	NO=Not Offered		OFF=Offered REQ=Required		Not Required	
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
	Conditioning Activities	NO	NO	OFF	REQ	OFF
Fundamental Movements	NO	NO	NO	REQ	NO	REQ
Exercise with Apparatus	-	REQ	REQ	-	REQ	-
Group Marching Tactics	NO	NO	NO	NO	NO	NO
Posture and Body Mechanics Instruction	REQ	REQ	NO	-	REQ	OFF
Stunts and Tumbling	REQ	REQ	REQ	REQ	REQ	REQ
Weight Training	REQ	NO	OFF	OFF	OFF	NO
Individual Self- Testing Events	NO	NO	NO	REQ	NO	NO

TABLE 3--Continued

EXPERIENCE INVOLVING A MINIMUM OF TEN REGULAR CLASS SESSIONS
SPORTS AND GAMES

Area of Study in SPORTS AND GAMES	If a <u>course</u> was <u>not offered</u> , was <u>experience</u> in this area of study involving a minimum of ten class sessions <u>offered</u> in the physical education curriculum?					
	NO=Not Offered	OFF=Offered REQ=Required		Not Required		
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
Archery	-	REQ	OFF	REQ	REQ	REQ
Badminton	-	REQ	OFF	REQ	REQ	REQ
Baseball	NO	OFF	OFF	OFF	OFF	-
Basketball	REQ	OFF	OFF	OFF	REQ	-
Canoeing	NO	NO	NO	NO	NO	NO
Diving	NO	NO	OFF	NO	OFF	NO
Football (tackle)	NO	OFF	OFF	OFF	NO	-
Football (touch)	REQ	OFF	OFF	OFF	REQ	NO
Golf	-	-	OFF	-	REQ	REQ
Group Games	REQ	NO	NO	NO	REQ	NO
Individual Games	REQ	NO	NO	NO	REQ	NO
Life Saving	NO	OFF	OFF	OFF	REQ	NO
Relays	NO	NO	NO	NO	REQ	NO
Scuba	NO	NO	NO	NO	NO	NO
Small Craft	NO	NO	NO	NO	NO	NO
Softball	REQ	OFF	NO	REQ	REQ	NO
Speedball	NO	OFF	NO	REQ	REQ	NO
Swimming	NO	OFF	-	-	-	OFF
Tennis	-	-	OFF	-	REQ	REQ
Track and Field	REQ	OFF	OFF	REQ	NO	-
Volleyball	REQ	OFF	OFF	REQ	REQ	NO
Water Safety	NO	OFF	REQ	NO	OFF	NO
Wrestling	REQ	-	-	OFF	REQ	-

TABLE 3--Continued

EXPERIENCE INVOLVING A MINIMUM OF TEN REGULAR CLASS SESSIONS
RHYTHM AND DANCE ACTIVITIES

If a course was not offered, was experience in
this area of study involving a minimum of ten
class sessions offered in the physical education
curriculum?

Area of Study in RHYTHM AND DANCE ACTIVITIES	NO=Not Offered		OFF=Offered REQ=Required		Not Required	
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
Social Dance	REQ	NO	OFF	OFF	REQ	NO
Square Dance	-	NO	OFF	-	REQ	NO

Semester or Quarter Hours Offered in an Area of Study

Table 4 indicates the results of the following questions that were asked each of the school's department chairmen relating to their physical education curricula. The questions asked were: (1) "What was the total number of semester or quarter hours offered in this area of study?" and (2) "What was the total number of semester or quarter hours required in this area of study before a student was graduated?" All of schools studied used quarter hours except for the University of North Dakota which used semester hours.

TABLE 4

SEMESTER OR QUARTER HOURS OFFERED AND REQUIRED IN AN AREA OF STUDY
PHYSICAL EDUCATION

Area of Study in PHYSICAL EDUCATION	What was the <u>total number</u> of semester or <u>quarter</u> <u>hours offered and required</u> in the following areas of study in the physical education curriculum?						
	Offered/Required						
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State	
Introduction and Orientation to the profession	0/0	1/1	0/0	3/3	2/2	0/0	
Administration Curriculum	4/4 0/0	4/4 0/0	3/3 0/0	3/3 3/3	2/2 0/0	3/3 0/0	
General Methods History	4/4 0/0	0/0 0/0	2/2 0/0	6/6 0/0	1/0 0/0	3/3 0/0	
Philosophy Principles	0/0 0/0	0/0 0/0	0/0 3/3	0/0 0/0	0/0 2/2	0/0 3/3	
Measurement and Evaluation	4/4	0/0	3/3	3/3	0/0	2/0	
Coaching Courses Kinesiology	10/10 2/2	8/4 4/4	19/12 4/4	10/2 3/3	12/2 3/3	6/6 3/3	
Physiology of Exercise	0/0	0/0	4/4	0/0	0/0	0/0	
Adapted physical education for the handicapped	0/0	0/0	3/0	2/0	2/2	2/0	
Health Education Safety Education	2/2 0/0	4/4 2/0	15/4 0/0	3/3 3/0	2/2 0/0	0/0 2/0	
Recreation	2/2	2/2	3/0	3/3	2/2	2/2	

TABLE 4--Continued

SEMESTER OR QUARTER HOURS OFFERED AND REQUIRED IN AN AREA OF STUDY
FUNDAMENTAL SKILLS AND EXERCISE

Area of Study in FUNDAMENTAL SKILLS AND EXERCISE	Offered/Required					
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
Conditioning Activities	0/0	0/0	2/0	0/0	1/0	2/0
Fundamental Movements	0/0	0/0	0/0	0/0	0/0	0/0
Exercise with Apparatus	3/3	0/0	0/0	1/1	0/0	1/1
Group Marching Tactics	0/0	0/0	0/0	0/0	0/0	0/0
Posture and Body Mechanics Instruction	0/0	0/0	0/0	3/0	0/0	1/0
Stunts and Tumbling	0/0	0/0	4/0	1/0	0/0	0/0
Weight Training	0/0	0/0	2/0	1/0	1/0	0/0
Individual Self- Testing Events	0/0	0/0	0/0	0/0	0/0	0/0

TABLE 4--Continued

SEMESTER OR QUARTER HOURS OFFERED AND REQUIRED IN AN AREA OF STUDY
SPORTS AND GAMES

What was the total number of semester or quarter hours offered and required in the following areas of study in the physical education curriculum?

Area of Study in SPORTS AND GAMES	Offered/Required					
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
Archery	1/1	0/0	0/0	0/0	0/0	0/0
Badminton	1/1	0/0	0/0	0/0	0/0	0/0
Baseball	0/0	1/0	1/0	1/0	0/0	1/1
Basketball	0/0	1/0	2/0	1/0	0/0	1/1
Canoeing	0/0	0/0	0/0	0/0	0/0	0/0
Diving	0/0	0/0	0/0	0/0	0/0	0/0
Football (tackle)	0/0	1/0	1/0	0/0	0/0	1/1
Football (touch)	0/0	0/0	0/0	1/0	0/0	0/0
Golf	1/1	1/1	1/0	1/1	0/0	1/0
Group Games	0/0	0/0	0/0	0/0	0/0	0/0
Individual Games	0/0	0/0	0/0	0/0	0/0	0/0
Life Saving	0/0	0/0	2/0	2/0	1/1	0/0
Relays	0/0	0/0	0/0	0/0	0/0	0/0
Scuba	0/0	0/0	0/0	0/0	0/0	0/0
Small Craft	0/0	0/0	0/0	0/0	0/0	0/0
Softball	0/0	1/0	0/0	0/0	0/0	0/0
Speedball	0/0	0/0	0/0	0/0	0/0	0/0
Swimming	0/0	1/0	7/2	3/1	1/1	1/0
Tennis	2/1	1/1	1/0	1/1	0/0	0/0
Track and Field	0/0	1/0	2/0	1/0	0/0	1/1
Volleyball	0/0	0/0	0/0	1/0	0/0	0/0
Water Safety	0/0	0/0	0/0	0/0	0/0	0/0
Wrestling	0/0	2/2	4/2	1/0	0/0	1/1

TABLE 4--Continued

SEMESTER OR QUARTER HOURS OFFERED AND REQUIRED IN AN AREA OF STUDY
RHYTHM AND DANCE ACTIVITIES

What was the total number of semester or quarter hours offered and required in the following areas of study in the physical education curriculum?

Area of Study in RHYTHM AND DANCE ACTIVITIES	Offered/Required					
	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
Social Dance	0/0	0/0	3/0	1/0	0/0	0/0
Square Dance	1/1	0/0	0/0	1/1	0/0	0/0

Elective Hours in Physical Education

Table 5 indicates the results of the following questions that were asked each of the school's department chairmen relating to their physical education curricula. The questions asked were: (1) "What were the total number of semester or quarter hours offered in physical education?" and (2) "What were the total number of semester or quarter hours required in physical education before a student was graduated?"

TABLE 5

ELECTIVE HOURS IN PHYSICAL EDUCATION

What were the total number of semester or quarter hours offered and required in the physical education curriculum?

Elective Hours

	Dickinson State	Mayville State	Minot State	NDSU	UND	Valley City State
Total semester or quarter hours OFFERED in physical education	49	74	113	145	67	55
Total semester or quarter hours REQUIRED in physical education before a student may be graduated	48	40	54	36	34	40
Total elective hours (equals OFFERED hours minus REQUIRED hours)	1	34	49	109	33	15

In comparing each of the school's curricula with the curriculum recommended by the Professional Preparation Conference, an initial observation of this writer was that each of the schools studied did in fact offer parts of the curriculum used as a standard for this study. It was evident, however, that the extent to which the school complied with the recommended curriculum depended upon the individual institution. The differences in the curriculum presented by each school made it necessary for each school to be discussed here individually as to the extent to which it complied with the Professional Preparation Conference's recommendations. The schools will be discussed alphabetically.

Dickinson State College

Of the first 15 categories termed as "Area of Study in Physical Education," as listed on Table 1, Dickinson State College did not offer a specific course in eight of them. It did, however, offer its major students experience, defined as at least 10 regular class sessions, in all but two of those areas (Table 3). The two were "introduction and orientation to the profession," and "adapted physical education for the handicapped."

In the eight categories under "Area of Study in Fundamental Skills and Exercise," courses were not offered in seven of them (Table 1). It was determined that in the seven areas where courses were not offered, Dickinson students received no experience in four of them: conditioning activities, fundamental movements, group marching tactics, and individual self-testing events (Table 3).

Under the two categories from "Area of Study in Rhythm and Dance Activities," a course was not offered in social dance (Table 1).

Experience, however, was offered (Table 3).

From the 23 categories listed as "Area of Study in Sports and Games," courses were not offered in 19 of them (Table 1). Of those 19 where courses were not offered, experience was not offered in 11 of them (Table 3). They were baseball, canoeing, diving, tackle football, life-saving, relays, scuba, small craft, speedball, swimming, and water safety.

From Table 2, "Field Work Under Direct Supervision of School Personnel," it was noted that student teaching was offered and required. Officiating athletic contests, and supervisory work in community recreation programs were not offered.

Table 5 indicates that the entire physical education curriculum at Dickinson State College included 49 quarter hours of study. Of these, 48 hours were required for graduation, leaving only one quarter hour which could be considered to be in elective course work. Also, of the 49 quarter hours offered, 37 of these were in courses that were recommended by the Professional Preparation Conference. Thirty-six of those hours were required for graduation.

The following summary indicates that Dickinson State College did not offer a course or even experience in the areas listed.

"Area of Study in Physical Education"

1. Introduction and orientation to the profession
2. Adapted physical education for the handicapped

"Area of Study in Fundamental Skills and Exercise"

1. Conditioning activities
2. Fundamental movements
3. Group marching tactics
4. Individual self-testing events

"Area of Study in Sports and Games"

1. Baseball
2. Canoeing
3. Diving
4. Tackle football
5. Life saving
6. Relays
7. Scuba
8. Small craft
9. Speedball
10. Swimming
11. Water safety

"Field Work Under Direct Supervision of School Personnel"

1. Officiating athletic contests
2. Supervisory work in community recreation programs

It is apparent, therefore, that Dickinson State College needs to add at least experience in two categories in "Area of Study in Physical Education," four categories in "Area of Study in Fundamental Skills and Exercise," 11 categories in "Area of Study in Sports and Games," and two categories in "Field Work Under Direct Supervision of School Personnel," to meet the minimum standards recommended by the Professional Preparation Conference.

Mayville State College

Table 1 shows that in the 15 subjects termed "Area of Study in Physical Education," Mayville State College did not offer courses in eight of them. Of the eight, experience was not offered in these five (Table 3): general methods, philosophy, measurement and evaluation, physiology of exercise, and adapted physical education for the handicapped.

No courses in the eight subjects under "Area of Study in Fundamental Skills and Exercise," were offered (Table 1). Of the eight subjects slighted, experience was not offered in five of them (Table 3): conditioning activities, fundamental movements, group marching tactics, weight training, and individual self-testing events.

In the "Area of Study in Rhythm and Dance Activities," neither courses or experiences were offered in social dance or square dance (Table 3).

Under the "Area of Study in Sports and Games," courses in 14 of the 23 areas listed were not offered (Table 1). Of the 14 courses not offered, experience was not offered in seven of them (Table 3): canoeing, diving, group games, individual games, relays, scuba, and small craft.

Table 2 indicated that field work was offered in all three areas recommended by the Professional Preparation Conference and that it was required in all of these areas with the exception of supervisory work in community recreation programs.

The research revealed (Table 5) that at Mayville State College, 35 quarter hours in courses recommended by the Professional Preparation Conferences were offered. Of the 35 hours offered, only 23 hours were required for graduation. A minimum of 40 hours of study were required in a curriculum which offered 74 hours of physical education. Therefore, the school offered 34 quarter hours in elective study.

The following summary shows that Mayville State College did not offer a course or even experience in the areas listed.

"Area of Study in Physical Education"

1. General methods
2. Philosophy
3. Measurement and evaluation
4. Physiology of exercise
5. Adapted physical education for the handicapped

"Area of Study in Fundamental Skills and Exercise"

1. Conditioning activities
2. Fundamental movements
3. Group marching tactics
4. Weight training
5. Individual self-testing

"Area of Study in Rhythm and Dance Activities"

1. Social dance
2. Square dance

"Area of Study in Sports and Games"

1. Canoeing
2. Diving
3. Group games
4. Individual games
5. Relays
6. Scuba
7. Small craft

In order for Mayville State College to meet the minimum standards recommended by the Professional Preparation Conference, some experience must be added in five subjects in "Area of Study in Physical Education," five subjects in "Area of Study in Fundamental Skills and Exercise," two subjects in "Area of Study in Rhythm and Dance Activities," and seven subjects in "Area of Study in Sports and Games."

Minot State College

Minot State College did not offer courses in five of the 15 subjects under "Area of Study in Physical Education" (Table 1). Of the five subjects in which courses were not offered, experience was not offered in four (Table 3): introduction and orientation to the profession, curriculum, philosophy, and safety education.

In the eight subjects under "Area of Study in Fundamental Skills and Exercise," courses in five of the eight were not offered (Table 1). Of the five, experience was not offered in four of them (Table 3): fundamental movements, group marching tactics, posture and body mechanics instruction, and individual self-testing events.

At Minot State College in the two subjects listed under "Area of Study in Rhythm and Dance Activities," a course in square dance was not offered (Table 1), although experience was (Table 3).

From the 23 subjects under the "Area of Study in Sports and Games," courses were not offered in 14 of them (Table 1). Of those 14 subjects, experience was not offered in eight (Table 3): canoeing, group games, individual games, relays, scuba, small craft, softball, and speedball.

Field work was offered in all areas recommended by the Professional Preparation Conference, although it was required only in student teaching (Table 5).

At Minot State College the curriculum contained 113 quarter hours of course work in physical education. Of these 113 hours, a total of 54 hours were required before a student was graduated. This, of course, left 49 elective quarter hours of study. A total of 91 quarter hours in courses recommended by the Professional Preparation Conference were offered (Table 4), while only 39 of these hours were required for graduation.

The following summary indicates that Minot State College did not offer a course or experience in the areas listed.

"Area of Study in Physical Education"

1. Introduction and orientation to the profession
2. Curriculum
3. Philosophy
4. Safety education

"Area of Study in Fundamental Skills and Exercise"

1. Fundamental movements
2. Group marching tactics
3. Posture and body mechanics instruction
4. Individual self-testing events

"Area of Study in Sports and Games"

1. Canoeing
2. Group games
3. Individual games
4. Relays
5. Scuba
6. Softball
7. Small craft
8. Speedball

It is evident, therefore, that Minot State College needs to add at least experience in four subjects under "Area of Study in Physical Education," four subjects in "Area of Study in Fundamental Skills and Exercise," and eight subjects under "Area of Study in Sports and Games," to meet the minimum standards recommended by the Professional Preparation Conference.

North Dakota State University

Courses in four of the 15 subjects under "Area of Study in Physical Education," were not offered at North Dakota State University (Table 1). Of the four subjects where courses were not offered, experience was not offered in two: principles, and physiology of exercise (Table 3).

In the "Area of Study in Fundamental Skills and Exercise," courses in half of the eight areas were not offered (Table 1). Only in one subject was experience not offered, and that was in group marching tactics (Table 3).

At North Dakota State University under "Area of Study in Rhythm and Dance Activities," courses were offered in all areas.

From the 23 subjects listed under "Area of Study in Sports and Games," 13 courses were not offered (Table 1). Of those 13, experience was not offered in eight subjects (Table 3). The eight areas were canoeing, diving, group games, individual games, relays, scuba, small craft, and water safety.

As was the case with Mayville State College and Minot State College, field work was offered in all areas that were recommended by the

Professional Preparation Conference, although at North Dakota State University, the only field work that was required for graduation was in student teaching (Table 2).

In the physical education curriculum studied, there were 63 quarter hours offered in courses that were recommended by the Professional Preparation Conference. Thirty-seven of these hours were required before a student was graduated. The entire physical education curriculum offered a total of 145 quarter hours in courses concerned with physical education. Of this total, a minimum of 36 quarter hours were required for graduation which meant that North Dakota State University offered 109 elective hours in physical education (Table 5).

The following summary indicates that North Dakota State University did not offer a course or experience in the areas listed.

"Area of Study in Physical Education"

1. Principles
2. Physiology of exercise

"Area of Study in Fundamental Skills and Exercise"

1. Group marching tactics

"Area of Study in Sports and Games"

1. Canoeing
2. Diving
3. Group games
4. Individual games
5. Relays
6. Scuba
7. Small craft
8. Water safety

Therefore, it is evident that North Dakota State University must add at least experience in two subjects under "Area of Study in Physical Education," one subject under "Area of Study in Fundamental Skills and Exercise," and eight subjects under "Area of Study in Sports and Games" to meet the minimum standards recommended by the Professional Preparation Conference.

University of North Dakota

In the 15 subjects listed under "Area of Study in Physical Education," at the University of North Dakota, courses were not offered in six of them (Table 1). Of the six subjects where courses were not offered, experience was not offered in three (Table 1). Of the six subjects where courses were not offered, experience was not offered in three (Table 3): measurement and evaluation, physiology of exercise, and safety education.

Under the "Area of Study in Fundamental Skills and Exercise," courses were not offered in six of the eight subjects listed (Table 1). Of those six, experience was not offered in three (Table 3): fundamental movements, group marching tactics, and individual self-testing events.

From the "Area of Study in Rhythm and Dance Activities," there were no specific courses in social dance and in square dance (Table 1), however, experience in both areas was offered (Table 3).

Of the 23 subjects listed in "Area of Study in Sports and Games," the University of North Dakota did not offer courses in 20 of them (Table 1). Of those 20, experience was not offered in five subjects (Table 3): canoeing, tackle football, scuba, small craft, and track and field.

Table 2 indicates that field work was offered in all areas recommended by the Professional Preparation Conference and was also required in all of these areas, except that of officiating athletic contests.

The only school studied where courses were offered on the semester basis was the University of North Dakota. It was revealed (Table 5) that 67 semester hours of study were offered in the physical

education curriculum. Thirty-four of those hours were required before a student could be graduated. There were 34 hours of credit in courses that were recommended by the Professional Preparation Conference of which 19 hours were required for graduation.

The following summary indicates that the University of North Dakota did not offer a course or experience in the areas listed.

"Area of Study in Physical Education"

1. Measurement and evaluation
2. Physiology of exercise
3. Safety education

"Area of Study in Fundamental Skills and Exercise"

1. Fundamental movements
2. Group marching tactics
3. Individual self-testing events

"Area of Study in Sports and Games"

1. Canoeing
2. Tackle football
3. Scuba
4. Small craft
5. Track and field

From this summary, indications are that the University of North Dakota must add experience in three subjects under "Area of Study in Physical Education," three subjects in "Area of Study in Fundamental Skills and Exercise," and five subjects under "Area of Study in Sports and Games," to meet the minimum standards recommended by the Professional Preparation Conference.

Valley City State College

Valley City State College did not offer courses in six of the 15 subjects listed under the "Area of Study in Physical Education" (Table 1). Experience was not offered in three of the six subjects where courses were not offered (Table 3). The three subjects where

experience was not offered were introduction and orientation to the profession, curriculum, and physiology of exercise.

Courses in five of the eight subjects listed under "Area of Study in Fundamental Skills and Exercise," were not offered (Table 1). Of those five, experience was not offered in group marching tactics, weight training, and individual self-testing events (Table 3).

Valley City State College did not offer in "Area of Study in Rhythm and Dance Activities," courses in social dance, or square dance (Table 1), nor did it offer experience in either of those subjects (Table 3).

In the 23 subjects listed under "Area of Study in Sports and Games," courses were not offered in 16 (Table 1). From those 16, experience was not offered in the following 13: canoeing, diving, touch football, group games, individual games, life saving, relays, scuba, small craft, softball, speedball, volleyball, and water safety (Table 3).

In "Field Work Under Direct Supervision of School Personnel," field work was not offered only in supervisory work in community recreation programs (Table 2). It was required only in student teaching.

In its entire physical education curriculum, Valley City State College offered 55 quarter hours of study in physical education (Table 5). Of those 55 hours, a minimum of 40 hours were required before a student was graduated. Therefore, there were 15 quarter hours of elective study. There were 37 hours of study in areas recommended by the Professional Preparation Conference, though only 26 were required for graduation.

The following summary indicates that Valley City State College did not offer a course or experience in the areas listed.

"Area of Study in Physical Education"

1. Introduction and orientation to the profession
2. Curriculum
3. Physiology of exercise

"Area of Study in Fundamental Skills and Exercise"

1. Group marching tactics
2. Weight training
3. Individual self-testing events

"Area of Study in Rhythm and Dance Activities"

1. Social dance
2. Square dance

"Area of Study in Sports and Games"

1. Canoeing
2. Diving
3. Touch football
4. Group games
5. Individual games
6. Life saving
7. Relays
8. Scuba
9. Small craft
10. Softball
11. Speedball
12. Volleyball
13. Water safety

This summary indicates that Valley City State College must add experience in three subjects under "Area of Study in Physical Education," three subjects in "Area of Study in Fundamental Skills and Exercise," two subjects in "Area of Study in Rhythm and Dance Activities," and 13 subjects under "Area of Study in Sports and Games," to meet the minimum standards recommended by the Professional Preparation Conference.

CHAPTER IV

DISCUSSION OF THE DATA

In comparing the curriculum recommended by the Professional Preparation Conference with the curricula of the six schools studied, it was evident that these institutions could not agree, even on the state level, as to which courses and experiences should be included in the professional physical education curriculum--much less, what should be required. In fact, of the 51 categories recommended, the schools could completely agree on only three. This fact leads one to believe that there is little if any communication among the educators from each school concerning this problem, even though they pursue a common goal of training and accrediting physical educators.

It is significant, perhaps, that all of the schools relied a great deal upon experience, defined as a minimum of ten regular class sessions, rather than offering a specific course in that category. This is perhaps most true of the University of North Dakota where, although courses were offered in 17 specific categories, experiences were offered in 23 categories. Only Dickinson State College offered fewer specific courses than the University of North Dakota, and none of the schools offered more experiences. However, it may be more difficult to include a large number of specific courses on the semester basis than it is on the quarter basis due to the very nature of the semester and quarter

systems. In any case, perhaps the schools felt that by offering a number of experiences within a single course, it allows them to include more areas of study in a student's education, although it is questioned whether the quality of the education remains the same.

There is, of course, an inherent problem if the schools studied were to adjust their curricula to meet completely the standards recommended by the Professional Preparation Conference. The difficulties a school faces in adding courses to its curriculum are well known among educators in North Dakota colleges and universities. However, a possible solution to this problem could be to alter elective courses to include at least experience in the categories where a particular school is now deficient. This, of course, would be less of a problem for schools such as North Dakota State University and Minot State College with a great deal of elective courses, than it would be for Dickinson State College, where there are practically no electives at all. However, in such a case as Dickinson's, perhaps required courses that already exist could be changed to include additional experiences in recommended categories, while cutting out some of those experiences that were not recommended.

It is interesting to note, also, that of the 51 categories recommended by the Professional Preparation Conference, coaching courses received the greatest number of credit hours within the curricula than any other single category. In fact, the percentage of required hours in coaching courses ranged from just over 20% at Minot and Dickinson state colleges to just under 6% at the University of North Dakota and North Dakota State University. If coaching and physical education instruction are synonymous, perhaps there is merit in requiring a large number of credit hours in coaching courses. If they are not the same, why the

disparity. It could be that colleges and universities in North Dakota that train physical educators do not have the same objectives in their professional preparation of undergraduates.

The fact that a course in recreation was recommended by the Professional Preparation Conference is of special significance. It is obvious that people do not cease to be active upon completion of their formal education. Even though all of the schools, except Minot State College, required a course in recreation, the greatest amount of time devoted to preparation in this category at any of the schools where it was required was 8% at North Dakota State University. Therefore, it is possible that a category that is important to people for a lifetime, does not receive enough emphasis in the physical education curricula.

It was suggested in the Review of Literature that perhaps states were trying to retain physical educators from their own teacher training institutions rather than to prepare these students to teach anywhere in the nation. Evidence to support this idea might be drawn from the fact that in North Dakota, a state on the Great Plains, virtually no emphasis is given to canoeing, small craft, or scuba which are activities not generally practiced in the region. although quite popular in many other sections of the country.

Although the Professional Preparation Conference has recommended a national curriculum, the very fact that certain courses are not offered in any of the schools in North Dakota leads this writer to point out that perhaps there is merit in establishing physical education curricula on a geographical basis. It is obvious that to teach a course such as ice skating in Florida would not be very practical, whereas, in the northern states it would be of great value.

In conclusion, it might be expected that the institutions of university status would come closest to meeting the recommendations of a national organization. This study substantiated this point, as it revealed that both universities offered study in 40 of the 51 recommended categories. Of the state colleges, Minot ranked highest, offering study in 35 of 51 recommended categories. Both Dickinson and Mayville offered study in 32 of the 51, whereas, Valley City ranked the lowest while offering study in only 30 of the 51 recommended categories. In any case, it must be pointed out again that all of the categories used as a standard in this study were strongly recommended by the Professional Preparation Conference. It was evident that none of the schools studied met these minimum standards.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem in this study was to compare the physical education curricula for undergraduate, male physical education majors at colleges and universities in North Dakota with the curriculum recommended by the American Association of Health, Physical Education and Recreation's Professional Preparation Conference in 1962. The schools studied were Dickinson State College, Mayville State College, Minot State College, North Dakota State University, the University of North Dakota, and Valley City State College.

The Professional Preparation Conference had divided the entire physical education curriculum into five main areas of study. These five were "Area of Study in Physical Education," "Area of Study in Fundamental Skills and Exercise," "Area of Study in Rhythm and Dance Activities," "Area of Study in Sports and Games," and "Field Work Under Direct Supervision of School Personnel." Each of the five areas contained a combined total of 51 specific courses in physical education which were recommended for the physical education major. Only those courses strongly recommended were included in the study. A list of courses that comprised the physical education curricula of each school was obtained from their

latest school catalogues. This list of courses was verified by the physical education department chairman of each school.

In comparing the school's curricula with that of the Professional Preparation Conference, the study determined what courses and experiences were not offered in each area of study. Experience was defined as a minimum of ten regular class sessions involving a specific course. It also determined the number of semester or quarter hours offered and required in each area of study, and those courses and experiences that were required before a student was graduated. From that information it was determined whether each school met the recommendations of the Professional Preparation Conference. The results of the study indicated that:

1. None of the schools studied, offered the entire curriculum as recommended by the Professional Preparation Conference. Of the 51 specific courses recommended by the Professional Preparation Conference, the University of North Dakota and North Dakota State University failed to offer either experience in 11 of them. Minot State College did not offer a course or experience in 16 of the specific areas. Mayville and Dickinson State Colleges did not offer courses or experience in 19 of the recommended areas, whereas, Valley City State College failed to offer courses or experience in 21 specifically recommended areas.

2. As far as offering specific courses within the physical education curriculum and requiring that each undergraduate major include that course in his studies, the schools required only three specific courses. They were administration, coaching courses, and kinesiology. In all other courses, one or more of the schools studied did not offer or did not require it for graduation.

3. Four courses were not offered within the physical education curriculum even though they were recommended by the Professional Preparation Conference. These courses were group marching tactics, canoeing, scuba, and small craft.

4. As all schools were preparing students as teachers of physical education, student teaching was both offered and required before a student was graduated.

Conclusion

It was concluded that although the degrees presented by each school were recognized as being the same, the actual training of the student was different in terms of courses studied, depending upon the school from which he was graduated.

Recommendations

The following recommendations were made as a result of the findings of this study:

1. It was recommended that the physical education program chairmen of the schools studied meet for the purpose of standardizing their curricula to insure that physical education majors will have at least received equivalent training in terms of courses studied. The curriculum provided by the Professional Preparation Conference was recommended as a standard.

2. Depending upon the school, it was recommended that additional course work be provided in each of the schools studied in areas where it was not already provided. It was felt that each student should at least be given the opportunity to study courses recommended by the Professional

Preparation Conference that at the time of the study were not provided in some of the schools.

3. It was recommended that a similar study, using the standards recommended by the Professional Preparation Conference, be undertaken to compare the foremost physical education schools in the United States with the North Dakota schools. It might be that some of the standards are unrealistic if they are not by those schools considered to be the best.

APPENDIX A

APPENDIX A

AS PROPOSED BY THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION
AND RECREATION'S RECOMMENDED SPECIALIZED CURRICULUM
FOR MALE PHYSICAL EDUCATION MAJORS¹

Code: S-strongly recommended
M-moderately recommended
N-not recommended
E-elective recommendation
G-geographically recommended

Specialized Professional Education
(Depth in specialization and knowledge of teaching field)

1. Introduction and Orientation to the Profession S
The aims and objectives of physical education
Aspects of the program of professional preparation
Professional opportunities
Professional ethics
Basic concepts of the body in movement
Functional status of the individual
Relationship of physical education to allied and
related fields and to health education, recreation,
athletics, and safety education
2. Administration and Supervision S
Nature, functions
Organization and relationships
Legislative, legal, economic, and political aspects
(including legal liability, insurance, and travel
regulations)
Budget and finance
Personnel
Facilities, equipment and supplies
Scheduling
Office management, records, reports and communications
Human relationships
Public relations
Improvement of instruction
Personal and Professional welfare and advancement

¹American Association for Health, Physical Education and Recreation, Professional Preparation in Health Education, Physical Education, Recreation Education, A Report of a National Conference (Washington, D. C. : American Association for Health, Physical Education and Recreation, 1962), pp. 66-70.

Research and standards
 Organizational and professional relationships
 Organization and management of sports and athletic programs

3. Curriculum and instruction S
 (Objectives, teaching and other leadership experiences)
 Characteristics and needs of students
 Societal characteristics and needs
 The framework of the overall school curriculum
 Selection and organization of content and learning
 experiences in elementary and secondary school
 programs in physical education
 The teaching of physical education including class organiza-
 tion and management, methods of organization and pre-
 sentation of curricular materials, and evaluation of
 achievement

4. History, Philosophy, and Principles S
 (Historical development of American theory and emphases)
 The European heritage
 Tentative and formative beginning
 Period of acceptance and rapid growth
 Period of refinement and integration
 Current trends in a rapidly changing society
 Social and cultural implications of sports in
 American Society

5. Measurement and Evaluation S
 Introduction to scientific measurement and evaluation
 Special studies
 Independent studies
 Instrumentation (theory and uses of scientific instruments
 for collection of data in research)

6. Personal Acquisition of Skills to Be Taught S

7. Skills for Teaching and Coaching S
 Ability to analyze skills and knowledge of teaching and
 coaching procedures including physical conditioning
 and officiating

8. Specialized Foundation Sciences
 Kinesiology S
 Physiology of Activity S

9. Adapted Physical Education S
 Role in rehabilitation
 Prevalent disabilities in children and youth.
 Fundamental concepts on adjustment and development of
 the handicapped person
 Medical liaison
 Recreation for the handicapped

10.	Health Education and Safety Education (personal, community, and school)	S
	Principles of healthful living	
	Health services	
	Healthful school environment	
	Content and methods of health instruction	
	First aid and safety	
	Health and safety aspects of physical education	
11.	Recreation	S
	Nature, function and scope	
	Theories, principles, and philosophy	
	School-community administration and programs	
	Recreational aspects of physical education	
	Leadership in schools, camps and communities	
12.	Field Work	S
13.	Electives	S

Classification of Physical Activities

In order to identify the curricular area of skills to be taught, the following classification of physical education activities is recommended:

Fundamental Skills and Exercise

1. Conditioning activities
2. Fundamental movements (including running, jumping, climbing)
3. Exercise with apparatus and on apparatus (gymnastics)
4. Marching tactics (including class forming, moving and maneuvering techniques)
5. Posture and body mechanics instruction
6. Stunts and tumbling (including rebound tumbling)
7. Weight training
8. Individual self-testing events

Sports and Games (including contests and relays)

1. Aquatics
 - Diving
 - Lifesaving
 - Swimming
 - Water safety
 - Canoeing
 - Scuba
 - Small Craft
2. Combative-Wrestling

3. Team Sports

Baseball	S
Basketball	S
Cross Country	M
Field Hockey	
Football	S
Football (Touch)	S
Ice Hockey	G
Lacrosse	G
Soccer	M
Softball	S
Speed-a-way	G
Speedball	S
Volleyball	S
Water Polo	M

4. Individual and Dual Sports

Archery	S
Badminton	S
Bowling	M
Fencing	M
Golf	S
Gymnastics	S
Handball	M
Riding	G
Skating-ice	G
Skating-roller	M
Skiing-snow	G
Skiing	G
Squash	M
Swimming	S
Tennis	S
Track and Field	S

5. Mass or Group Games

Low organization games

Lead-up games

Recreational games

(Shuffleboard, table tennis, skish)

6. Individual and Group Contests

7. Relays

Rhythms and Dance Activities

- 1. Folk Dance M
- 2. Fundamental Rhythms
- 3. Modern Dance
- 4. Social Dance S
- 5. Square Dance S
- 6. Tap Dance

APPENDIX B

Checklist I

Specific Courses Offered in Physical Education

Area of Study in Physical Education	A course or courses in this area of study is <u>offered</u> in the physical education curriculum. (Yes or No)	If yes, indicate total number of semester or quarter hours <u>offered</u> in this area of study.
Introduction and orientation to the profession		
Administration		
Curriculum		
General Methods		
History		
Philosophy		
Principles		
Measurement and evaluation		
Coaching Courses		
Kinesiology		
Physiology of Exercise		
Adapted physical Education for the handicapped		
Health education		
Safety education		
Recreation		

Checklist I

Specific Courses Offered in Fundamental Skills and Exercise

Area of Study in Fundamental Skills and Exercise	A course or courses in this area of study is <u>OFFERED</u> in the physical education curri- culum. (Yes or No)	If yes, indicate total number of semester or quarter hours <u>OFFERED</u> in this area of study.
Conditioning Activities		
Fundamental Move- ments (including running, jumping and climbing)		
Exercise with apparatus and on apparatus (gymnastics)		
Group Marching Tactics		
Posture and Body Mechanics Instruction		
Stunts and Tumbling		
Weight Training		
Individual Self- Testing Events		

Checklist I

Specific Courses Offered In Sports and Games

Area of Study in Sports and Games	A course or courses in this area of study is <u>OFFERED</u> in the physical education curric- ulum. (Yes or No)	If yes, indicate total number of semester or quarter hours <u>OFFERED</u> in this area of study.
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 Archery

 Badminton

 Baseball

 Basketball

 Canoeing

 Diving

 Football (tackle)

 Football (touch)

 Golf

 Group Games

 Individual Games

 Life Saving

 Relays

 Scuba

 Small Craft

 Softball

 Speedball

 Swimming

Checklist I

Specific Courses Offered In Sports and Games

Area of Study in Sports and Games	A course or courses in this area of study is <u>OFFERED</u> in the physical education curriculum. (Yes or No)	If yes, indicate total number of semester or quarter hours <u>OFFERED</u> in this area of study.
Tennis		
Track and Field		
Volleyball		
Water Safety		
Wrestling		

Specific Courses Offered In Rhythm And Dance Activities

Area of Study in Rhythm and Dance Activities	A course or courses in this area of study is <u>OFFERED</u> in the physical education curriculum. (Yes or No)	If yes, indicate total number of semester or quarter hours <u>OFFERED</u> in this area of study.
Social Dance		
Square Dance		

APPENDIX C

Checklist II

Specific Courses Required in Physical Education

Area of Study in Physical Education	A course or courses in this area of study is REQUIRED before a student may be graduated. (Yes or No)	If yes, indicate total number of semester or quarter hours REQUIRED before a student may be graduated.
Introduction and orientation to the profession		
Administration		
Curriculum		
General Methods		
History		
Philosophy		
Principles		
Measurement and evaluation		
Coaching Courses		
Kinesiology		
Physiology of Exercise		
Adapted physical education for the handicapped		
Health education		
Safety education		
Recreation		

Checklist II

Specific Courses Required in Fundamental Skills and Exercises

Area of Study in Fundamental Skills and Exercise	A course or courses in this area of study is REQUIRED before a student may be graduated. (Yes or No)	If yes, indicate total number of semester or quarter hours REQUIRED before a student may be graduated.
Conditioning Activities		
Fundamental Movements (including running, jumping and climbing)		
Exercise with apparatus and on apparatus (gymnastics)		
Group Marching Tactics		
Posture and Body Mechanics Instruction		
Stunts and Tumbling		
Weight Training		
Individual Self-Testing Events		

Checklist II

Specific Courses Required in Sports and Games

Area of Study in Sports and Games	A course or courses in this area of study is REQUIRED before a student may be graduated. (Yes or No)	If yes, indicate total number of semester or quarter hours REQUIRED before a student may be graduated.
Archery		
Badminton		
Baseball		
Basketball		
Canoeing		
Diving		
Football (tackle)		
Football (touch)		
Golf		
Group Games		
Individual Games		
Life Saving		
Relays		
Scuba		
Small Craft		
Softball		
Speedball		
Swimming		

Checklist II

Specific Courses Required in Sports and Games

Area of Study in Sports and Games	A course or courses in this area of study is REQUIRED before a student may be graduated. (Yes or No)	If yes, indicate total number of semester or quarter hours REQUIRED before a student may be graduated.
Tennis		
Track and Field		
Volleyball		
Water Safety		
Wrestling		

Specific Courses Required in Rhythm and Dance Activities

Area of Study in Rhythm and Dance Activities	A course or courses in this area of study is REQUIRED before a student may be graduated. (Yes or No)	If yes, indicate total number of semester or quarter hours REQUIRED before a student may be graduated.
Social Dance		
Square Dance		

APPENDIX D

Checklist III

Experiences Offered and Required in Physical Education Involving
A Minimum of Ten Regular Class Sessions

Area of Study in Physical Education	Is experience in this area of study <u>OFFERED</u> within another course in the physical edu- cation curriculum? (Yes or No)	Is experience in this area of study <u>REQUIRED</u> before a student may be graduated? (Yes or No)
Introduction and orientation to the profession		
Administration		
Curriculum		
General Methods		
History		
Philosophy		
Principles		
Measurement and evaluation		
Coaching Courses		
Kinesiology		
Physiology of Exercise		
Adapted physical education for the handicapped		
Health education		
Safety education		
Recreation		

Checklist III

Experiences Offered and Required in Fundamental Skills and Exercise
Involving a Minimum of Ten Regular Class Sessions

Area of Study in Fundamental Skills and Exercise	Is experience in this area of study <u>OFFERED</u> within another course in the physical edu- cation curriculum? (Yes or No)	Is experience in this area of study <u>REQUIRED</u> before a student may be graduated? (Yes or No)
Conditioning Activities		
Fundamental Move- ments (including running, jumping and climbing)		
Exercise with apparatus and on apparatus (gymnastics)		
Group Marching Tactics		
Posture and Body Mechanics Instruction		
Stunts and Tumbling		
Weight Training		
Individual Self-Testing Events		

Checklist III

Experiences Offered and Required in Sports and Games Involving
A Minimum of Ten Regular Class Sessions

Area of Study in Sports and Games	Is experience in this area of study <u>OFFERED</u> within another course in the physical edu- cation curriculum? (Yes or No)	Is experience in this area of study <u>REQUIRED</u> before a student may be graduated? (Yes or No)
Archery		
Badminton		
Baseball		
Basketball		
Canoeing		
Diving		
Football (tackle)		
Football (touch)		
Golf		
Group Games		
Individual Games		
Life Saving		
Relays		
Scuba		
Small Craft		
Softball		
Speedball		
Swimming		

Checklist III

Experiences Offered and Required in Sports and Games Involving
A Minimum of Ten Regular Class Sessions

Area of Study in Sports and Games	Is experience in this area of study <u>OFFERED</u> within another course in the physical edu- cation curriculum? (Yes or No)	Is experience in this area of study <u>REQUIRED</u> before a student may be graduated? (Yes or No)
Tennis		
Track and Field		
Volleyball		
Water Safety		
Wrestling		

Experiences Offered and Required in Rhythm and Dance Activities
Involving a Minimum of Ten Regular Class Sessions

Area of Study in Rhythm and Dance Activities	Is experience in this area of study <u>OFFERED</u> within another course in the physical edu- cation curriculum? (Yes or No)	Is experience in this area of study <u>REQUIRED</u> before a student may be graduated? (Yes or No)
Social Dance		
Square Dance		

Checklist IV

Offered and Required Supervised Field Work

Field Work under direct supervision of school personnel	Field work in this area is <u>OFFERED</u> in the physical education curriculum. (Yes or No)	Field work in this area is <u>REQUIRED</u> before a student may be graduated. (Yes or No)
Student Teaching		
Officiating athletic contests		
Supervisory work in community recreation programs		
Electives		
Total semester or quarter hours <u>OFFERED</u> in physical education.		
Total semester or quarter hours <u>REQUIRED</u> in physical education before a student may be graduated.		
Total elective hours (equals <u>OFFERED</u> hours minus <u>REQUIRED</u> hours)		

Student Teaching

Officiating athletic contests

Supervisory work in community recreation programs

Electives

Total semester or quarter hours OFFERED in physical education.

Total semester or quarter hours REQUIRED in physical education before a student may be graduated.

Total elective hours (equals OFFERED hours minus REQUIRED hours)

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