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## A Follow-Study of the Specialized Professional Physical Education Curriculum in State Supported Colleges and Universities in North Dakota

Robert D. Sunberg

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A FOLLOW-STUDY OF THE SPECIALIZED PROFESSIONAL  
PHYSICAL EDUCATION CURRICULUM IN STATE SUPPORTED  
COLLEGES AND UNIVERSITIES IN NORTH DAKOTA

by  
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Bachelor of Science, Minot State College 1965

An Independent Study  
Submitted to the Faculty  
of the  
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in partial fulfillment of the requirements  
for the degree of  
Master of Education

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This Independent Study submitted by Robert D. Sundberg in partial fulfillment of the requirements for the Degree of Master of Education from the University of North Dakota is hereby approved by the Faculty Advisor under whom the work has been done.

W.C. Koenig  
(Advisor)

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## CHAPTER I

### INTRODUCTION

Within the last several years, problems of curricular change have been in the minds of most people associated with education. Many educators feel they must offer a curricula which is relevant to the student. Yet, learning an occupational skill is high on the list of educational goals.

It is difficult to choose a curriculum to follow when preparing one for an occupational skill. In 1962, the American Association of Health, Physical Education and Recreation held a conference on Professional Preparation. From this conference, came recommended curriculum for students wishing to be physical educators. Hurd (1968) used this recommended curriculum in his study of the curriculum offered for undergraduate, male physical education majors in state supported colleges and universities of North Dakota during the 1966-67 academic school year. Hurd made recommendations to each school. This is a follow-up to Hurd's study.

#### Statement of the Problem

The problem of this study was to identify, using recommendations of the American Association of Health, Physical Education and Recreation's Professional Preparation Conference in 1962, the curriculum required of undergraduate, male physical education majors in state supported



colleges and universities of North Dakota, and to compare this curriculum to the curriculum found in a similar study completed in 1968 by Hurd.

#### Need for the Study

Education is constantly changing and must be up-dated so it will supply the needs of the learners.

This study will show which state supported colleges and universities of North Dakota have changed their programs of required curricula as compared to the recommended curriculum of the Professional Preparation Conference in 1962.

Also, the study should be of informational value to administrative personnel of these schools who wish to view the development of their programs in the field of physical education.

#### Purpose of the Study

The purpose of the study was to determine what changes, if any, occurred in the required physical education curriculum of the institutions studied as recommended by the Professional Preparation Conference in 1962.

#### Delimitations

The study included only the state supported colleges and universities in North Dakota which offered a Bachelor of Science degree in physical education. These institutions are Dickinson State College, Mayville State College, Minot State College, North Dakota State University, University of North Dakota and Valley City State College.



The curricula studied were the 1970-72 physical education curricula for male, undergraduate students seeking a Bachelor of Science degree in physical education at the various institutions.

#### Limitations

Because of lack of time, this writer was not able to have the information verified by the heads of department of each institution.

It is possible that unavoidable error was made in obtaining information from each school catalog. This could cause a small amount of discrepancy in comparing this writer's information to Hurd's information.

#### Definition of Terms

American Association of Health, Physical Education and Recreation.-- the professional association of health, physical education and recreation teachers of America. This association will be referred to as AAHPER.

Physical education major.--a student striving for the Bachelor of Science degree in physical education.

Physical education required curriculum.--the physical education courses required to obtain the Bachelor of Science degree in physical education.

Physical education elective course.--a course within the physical education curriculum that was not required for graduation.

Undergraduate student.--a student that has not received the Bachelor of Science degree in physical education.

Professional Preparation Committee.--a committee appointed by AAHPER's Board of Directors in April 1960, for the purpose of recommending a course of study for the Bachelor of Science degree in physical education.

Review of Related Literature

Many changes are rapidly occurring in colleges and universities in the United States. Howard Johnson, President of the Massachusetts Institute of Technology writes the following in the introduction to Martin and Pinck (1966):

Perhaps never before in history have such great expectations been focused on the university. Society looks to the university for solutions to basic social and technical problems, for a rapidly expanding vehicle of education for our youth, and for continuing education of mid-career adults . . .

The university must retain and strengthen the fundamental characteristic of its main purposes through an expanding and changing curricula.

The past ten years have been one of the most significant periods of educational development in history. Saylor and Alexander (1966) pointed out that excellence in education, like any social institution, reflects the quality of program planning.

Cay (1966) believed the changes people experience in their practice, beliefs, goals and values was felt in the structure and direction of the curricula in public schools. Cay also pointed out that curricula must be evolutionary, not revolutionary. That is, schools must grow, not by giant steps, but by small gains. The changes in courses of study evolves through a long, trying process.

The above discussion points out some expert views on curricular change. But change for the sake of change alone is not justifiable. There must be specific reasons behind any purposeful change. Johnson (1956) gave three factors that have influenced professional education in physical education since 1916. These factors were also reasons for changes in the certification requirements of professional physical educators in Oregon. These factors are: continual change in physical



education curricula for undergraduate majors, radical change in philosophy and programs, and the enormous development of professional physical educators.

Curricula evolvement has occurred in many different ways.

Buice (1953) stated:

Until 1921, the opinions of experts in physical education were the chief means of establishing curricula. Then, from that time until 1930, opinionaire and survey techniques were the chief means used. From 1931 to the present, there appeared to be a breaking away from the researcher's empiracal judgments and a trend toward the rise of information from professional physical educators in the field.

It seems that changes have occurred in physical education. Dexter and Morehouse (1961) believed that since 1941, there has been an increase in the requirements needed for certification as a professional physical educator. They also pointed out that the United States cannot agree on the requirements by which one can become certified as a professional physical educator. Each state expected to keep the physical education teachers prepared in its own state rather than prepare physical educators for certification in other states.

According to the investigation made by this writer, there seems to be numerous methods used to evaluate the physical education curricula of institutions. Myers (1968) gave 31 senior physical education majors from Eastern Illinois University and seniors with the same qualifications from six other universities a test consisting of 150 questions dealing in the areas of team sports, individual sports, rhythms, body mechanics, basic exercise, organization and administration and health education. The results concluded that Eastern Illinois University's curriculum compared favorably to the other institutions which took the test.

Still another method was used by Errington (1957). 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. From this group came a score card by which the physical education program was divided into areas containing 94 sub areas.

Many investigators used a rating scale by which to evaluate the curricula of an institution. McClellan (1963) used a rating scale in his study of the graduates of Utah State University. He divided the professional programs into nine areas and the graduates were asked to evaluate quality, quantity and utility of the program for each of the nine areas using a five point rating scale. The study concluded average preparation for the Utah State programs.

Bookwalter (1962) used a score card as a type of rating scale in which he included, course of study, staff requirements, physical plant requirements, and equipment that should be made available to the students. He used professional educators and professional education organization members' opinions to develop the scale by which to evaluate an institution's professional program.

Johnson (1956) had graduates rate the institutions from which they graduated 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 different schools in which they taught. This study concluded that the graduates of the University of Oregon gave their preparation an excellent rating.

Other methods of evaluation have also been used. Blesh (1946) used an unique method to study the basic requirements in professional



programs. First, he used a questionnaire to analyze the certification requirements in 48 states. He found that 43 of the 48 states expect the individual to hold a Bachelor of Science degree before certification.

Second, Blesh reviewed the 1935-40 school catalogues of seventy-five schools offering professional programs. He found an average of 27.1 semester hours in General Education, 23.1 semester hours in Foundations of Sciences, 22.2 semester hours in Profession Education, 46.2 semester hours in Health and Physical Education, and 22.3 semester hours in Electives.

Thirdly, on the basis of the data gathered in the second step, certain specific criteria upon which preparation for the teaching of health and physical education may be based were recommended by 35 experts in the physical education and health fields.

Hurd (1968) did a similar study on institutions in North Dakota. He compared the physical education curricula for undergraduate, male physical education majors at the state supported colleges and universities in North Dakota with the curriculum recommended by the AAHPER's Professional Preparation Conference in 1962. The 1966-67 school catalogues from each institution were surveyed to determine whether the school offered a specific course or experience, defined as a minimum of ten regular class sessions in each of the 51 categories recommended by the Conference. It was concluded in Hurd's study that none of the schools studied offered the entire curriculum. Only 3 of the 51 categories were required at all of the schools. Four of the 51 recommended categories were not offered in any of the schools. Student teaching was offered and required in all of the schools.

The AAHPER (1962) published recommendations on undergraduate preparation for a career in physical education. The Professional Preparation Committee outlined a detailed suggested curriculum for undergraduates in physical education which was divided into five areas of study. These areas of study were: physical education, fundamental skills and exercise, sports and games, rhythms and dance, and field work under direct supervision of school personnel. Serving on the committee were representatives of universities, liberal arts colleges, and teacher colleges. Those individuals represented a reasonable geographical distribution of the United States. Each member had established competence in his specific area.

#### Summary of Related Literature

Education has made some dramatic changes in the recent past. To keep up with this fast evolution, institutions had to update their curriculum requirements for qualifications for certification in a particular field. The physical education programs were no exception.

Many methods and techniques have been employed to determine the effectiveness of the physical education curriculum in various institutions. In this writer's opinion, some of these methods were more effective than others, but all methods seem to have the same objective. They were attempting to objectively evaluate each of the physical education programs in an attempt to supply guidelines for other institutions.

Probably the most often used of these guidelines or recommendations was that of the AAHPER's Professional Preparation Conference in 1962.



## 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 criterion used for evaluating the 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, page 46.

From a review of the latest school catalogues, each school was surveyed by this writer by means of a check list which contained the Professional Preparations Conference's recommended physical education

curriculum. Only those courses that were strongly recommended were included in the study. From these checklists it was determined whether the schools required the courses recommended by the Professional Preparation Conference. These data were in turn compared to the curriculum offered and required by each institution in 1966-67 as found in a study by Hurd (1968).

#### Checklist I

Checklist I determined whether a course or courses were offered in a specific area of physical education. It also determined the number of semester or quarter hours that were offered. Appendix B, page 51, contains the checklist 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 diving
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 were 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, page 56, contains the checklist used. A check was made on the same courses mentioned under Checklist I.

#### Checklist III

When courses were not offered in a specific area of study, Checklist III determined whether experience in that area of study was offered and 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, page 61, contains the checklist 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, page 66, contains the checklist used.

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

#### Field Work Under Direct Supervision of School Personnel Courses

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

## CHAPTER III

### ANALYSIS AND DISCUSSION OF DATA

#### Analysis of Data

The purpose of this study was to determine whether the schools surveyed have made changes in the physical education curriculum offered to undergraduate, male physical education majors in the state-supported, four year schools of North Dakota. The results that follow were obtained by surveying the current school catalog of each institution. These results are compared to each curriculum offered in 1966-67.

#### Physical Education Courses Offered and Required

Table 1 indicates the results of the following questions which were stated on Checklist I, found in Appendix B, page 51, and stated on Checklist II, found in Appendix C, page 56. The questions were:

1. Was a course or courses in this area of study offered in the physical education curriculum?
2. Was a course or courses in this area of study required before a student was graduated?



TABLE 1

## PHYSICAL EDUCATION COURSES OFFERED AND REQUIRED

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

N = Not Offered      O = Offered      R = Required

Area of Study	DSC		MSC		MiSC		NDSU		UND		VCSC	
	66	71	66	71	66	71	66	71	66	71	66	71
<u>Physical Education:</u>												
Introduction and orientation to the profession	N	R	R	R	N	N	R	R	R	R	N	N
Administration	R	R	R	R	R	R	R	R	R	R	R	R
Curriculum	N	N	N	N	N	N	R	O	N	N	N	N
General Methods	R	R	N	R	R	R	R	R	O	R	R	R
History	N	R	N	R	N	N	N	O	N	N	N	N
Philosophy	N	N	N	N	N	N	N	O	N	N	N	N
Principles	N	R	N	R	R	R	N	O	R	R	R	R
Measurement and Evaluation	R	O	N	O	R	R	R	R	N	R	O	O
Coaching courses	R	R	R	R	R	R	R	R	R	R	R	R
Kinesiology	R	R	R	R	R	R	R	R	R	R	R	R
Physiology of Exercise	N	N	N	N	R	R	N	O	N	O	N	R
Adapted physical education for the handicapped	N	N	N	N	O	O	O	O	R	R	O	O
Health Education	R	R	R	R	R	R	R	R	R	R	R	R
Safety Education	N	N	O	O	N	N	O	O	N	N	O	O
Recreation	R	R	R	R	O	O	R	R	R	O	R	O



TABLE 1--Continued

Was a course or courses in the following area of study offered and required in the physical education curriculum?												
N = Not Offered			O = Offered			R = Required						
Area of Study	DSC		MSC		MiSC		NDSU		UND		VCSC	
	66	71	66	71	66	71	66	71	66	71	66	71
<u>Sports and Games:</u>												
Archery	R	R	N	R	N	N	N	O	N	O	N	R
Badminton	R	O	N	R	N	N	N	R	N	R	N	R
Baseball	N	N	O	O	O	O	O	O	N	N	R	R
Basketball	N	N	O	O	O	O	O	R	N	R	R	R
Canoeing	N	N	N	N	N	N	N	N	N	N	N	N
Diving	N	N	N	N	N	N	N	N	O	O	N	N
Football (tackle)	N	N	O	O	O	O	N	O	N	N	R	R
Football (touch)	N	N	N	N	N	N	O	N	N	R	N	O
Golf	R	R	R	R	O	O	R	O	N	R	O	R
Group Games	N	N	N	O	N	N	N	N	N	N	N	R
Individual Games	N	N	N	O	N	N	N	N	N	N	N	N
Life Saving	N	R	N	N	O	O	O	O	R	R	N	N
Relays	N	N	N	N	N	N	N	N	N	N	N	N
Scuba Diving	N	N	N	N	N	N	N	N	N	N	N	N
Small Craft	N	N	N	N	N	N	N	N	N	N	N	N
Softball	N	N	O	R	N	N	N	O	N	R	N	O
Speedball	N	O	N	R	N	N	N	N	N	R	N	O
Swimming	N	R	O	R	R	R	R	R	R	R	O	O
Tennis	R	R	R	R	O	O	R	R	N	R	N	R
Track and Field	N	N	O	O	O	O	O	O	N	R	R	R

TABLE 1--Continued

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

N = Not Offered      O = Offered      R = Required

Area of Study	DSC		MSC		MiSC		NDSU		UND		VCSC	
	66	71	66	71	66	71	66	71	66	71	66	71
Volleyball	N	O	N	R	N	N	O	R	N	R	N	O
Water Safety	N	N	N	N	N	O	N	O	N	O	N	N
Wrestling	N	N	R	R	R	R	O	O	N	R	R	R
<u>Fundamental Skills and Exercise:</u>												
Conditioning Activities	N	N	N	N	O	O	N	N	O	N	O	R
Fundamental Movements	N	N	N	N	N	O	N	O	N	N	N	N
Exercise with Apparatus	R	R	N	R	N	R	R	R	N	R	R	R
Group Marching Tactics	N	N	N	N	N	N	N	N	N	N	N	N
Posture and Body Mechanics Instruction	N	N	N	O	N	N	R	N	N	N	O	N
Stunts and Tumbling	N	N	N	R	O	R	O	O	N	R	N	N
Weight Training	N	O	N	O	O	O	O	O	O	R	N	O
Individual Self-Testing Events	N	N	N	N	N	N	N	N	N	N	N	N
<u>Rhythm and Dance Activities:</u>												
Social Dance	N	R	N	N	O	O	O	O	N	O	N	N
Square Dance	R	R	N	N	N	O	R	R	N	R	N	N

Field Work Under Direct Supervision  
of School Personnel

Table 2 indicates the results of the questions that were stated on Checklist IV, found in Appendix E, page 66. The questions asked were:

1. Was field work in this area of study offered in the physical education curriculum?

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

Was field work under direct supervision of school personnel offered and required in the physical education curriculum?												
N = Not Offered      O = Offered      R = Required												
Field Work Under Direct Supervision of School Personnel	DSC 66 71		MSC 66 71		MiSC 66 71		NDSU 66 71		UND 66 71		VCSC 66 71	
Student Teaching	R	R	R	R	R	R	R	R	R	R	R	R
Officiating Athletic Contests	N	R	R	R	O	O	O	O	O	O	O	O
Supervisory Work in Community Recreation Programs	N	N	O	R	O	O	O	O	R	O	N	N

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

Table 3 indicates the results of the questions stated on Checklist III found in Appendix D, page 61. The questions were:







TABLE 3--Continued

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?

N = Not Offered      O = Offered      R = Required

Area of Study	DSC		MSC		MiSC		NDSU		UND		VCSC	
	66	71	66	71	66	71	66	71	66	71	66	71
<u>Sports and Games:</u>												
Archery	-	-	R	-	O	O	R	-	R	-	R	-
Badminton	-	-	R	-	O	O	R	-	R	-	R	-
Baseball	N	O	O	-	O	-	O	-	O	O	-	-
Basketball	R	O	O	-	O	-	O	-	R	-	-	-
Canoeing	N	N	N	N	N	N	N	N	N	N	N	N
Diving	N	N	N	N	O	N	N	N	O	-	N	N
Football (tackle)	N	O	O	-	O	-	O	-	N	O	-	-
Football (touch)	R	O	O	O	O	O	O	R	R	-	N	-
Golf	-	-	-	-	O	-	-	-	R	-	R	-
Group Games	R	R	N	-	N	O	N	O	R	O	N	-
Individual Games	R	R	N	-	N	N	N	N	R	N	N	N
Life Saving	N	-	O	N	O	-	O	-	R	-	N	N
Relays	N	N	N	N	N	N	N	N	N	N	N	N
Scuba Diving	N	N	N	N	N	N	N	N	N	O	N	N
Small Craft	N	N	N	N	N	N	N	N	N	N	N	N
Softball	R	O	O	-	N	O	R	-	R	-	N	-
Speedball	N	-	O	-	N	O	R	R	R	-	N	-
Swimming	N	-	O	-	-	-	-	-	-	-	O	-
Tennis	-	-	-	-	O	-	-	-	R	-	R	-
Track and Field	R	O	O	-	O	-	R	-	N	-	-	-



TABLE 3--Continued

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?

N = Not Offered      O = Offered      R = Required

Area of Study	DSC		MSC		MiSC		NDSU		UND		VCSC	
	66	71	66	71	66	71	66	71	66	71	66	71
Volleyball	R	-	O	-	O	O	R	-	R	-	N	-
Water Safety	N	R	O	N	R	-	N	-	O	-	N	N
Wrestling	R	O	-	-	-	-	O	-	R	-	-	-
<u>Rhythm and Dance</u>												
<u>Activities</u>												
Social Dance	R	-	N	N	-	-	O	-	R	-	N	N
Square Dance	-	-	N	N	O	-	-	-	R	-	N	N

Semester or Quarter Hours Offered  
in an Area of Study

Table 4 indicates the results of the questions that were stated on Checklist I found in Appendix B, page , and Checklist II, found in Appendix C, page . The questions stated were:

1. What was the total number of semester or quarter hours offered in this area of study?
2. What was the total number of semester or quarter hours required in this area of study before a student was graduated?

All the schools surveyed used quarter hours, with exception of the University of North Dakota, which used semester hours.

TABLE 4

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

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	Offered/required											
	DSC		MSC		MiSC		NDSU		UND		VCSC	
	66	71	66	71	66	71	66	71	66	71	66	71
<u>Physical Education:</u>												
Introduction and Orientation to the Profession	0/0	2/2	1/1	1/1	0/0	0/0	3/3	3/3	2/2	2/2	0/0	0/0
Administration	4/4	4/4	4/4	4/4	3/3	3/3	3/3	3/3	2/2	2/2	3/3	3/3
Curriculum	0/0	0/0	0/0	0/0	0/0	0/0	3/3	3/0	0/0	0/0	0/0	0/0
General Methods	4/4	4/4	0/0	4/2	2/2	2/2	6/6	6/6	1/0	3/3	3/3	3/3
History	0/0	2/2	0/0	4/4	0/0	0/0	0/0	3/0	0/0	0/0	0/0	0/0
Philosophy	0/0	0/0	0/0	0/0	0/0	0/0	0/0	3/0	0/0	0/0	0/0	0/0
Principles	0/0	2/2	0/0	4/4	3/3	3/3	0/0	3/0	2/2	2/2	3/3	3/3
Measurement and Evaluation	4/4	4/0	0/0	4/0	3/3	3/3	3/3	3/3	0/0	2/2	2/0	2/0
Coaching Courses	$\frac{10}{10}$	$\frac{15}{9}$	8/4	8/4	$\frac{19}{12}$	$\frac{20}{12}$	$\frac{10}{2}$	$\frac{10}{6}$	$\frac{12}{2}$	$\frac{14}{6}$	6/6	$\frac{10}{10}$
Kinesiology	2/2	4/4	4/4	4/4	4/4	4/4	3/3	3/3	3/3	3/3	3/3	3/3
Physiology of Exercise	0/0	0/0	0/0	0/0	4/4	4/4	0/0	3/0	0/0	3/0	0/0	3/0
Adapted Physical Education for the Handicapped	0/0	0/0	0/0	0/0	3/0	3/0	2/0	2/0	2/2	2/2	2/0	2/0
Health Education	2/2	2/2	4/4	6/4	$\frac{15}{4}$	$\frac{18}{4}$	3/3	3/3	2/2	2/2	0/0	3/3
Safety Education	0/0	0/0	2/0	2/0	0/0	0/0	3/0	3/0	0/0	0/0	2/0	2/0



TABLE 4--Continued

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	Offered/required											
	DSC		MSC		MiSC		NDSU		UND		VCSC	
	66	71	66	71	66	71	66	71	66	71	66	71
Recreation	2/2	2/2	2/2	2/2	3/0	3/0	3/3	3/3	2/2	2/2	2/2	3/0
<u>Fundamental Skills and Exercise:</u>												
Conditioning Activities	0/0	0/0	0/0	0/0	2/0	2/0	0/0	0/0	1/0	0/0	2/0	2/0
Fundamental Movements	0/0	0/0	0/0	1/0	0/0	2/0	0/0	3/3	0/0	0/0	0/0	0/0
Exercise with Apparatus	3/3	4/3	0/0	2/2	0/0	3/3	1/1	1/1	0/0	1/1	1/1	2/2
Group Marching Tactics	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
Posture and Body Mechanics Instruction	0/0	0/0	0/0	1/0	0/0	0/0	3/0	0/0	0/0	0/0	1/0	0/0
Stunts and Tumbling	0/0	0/0	0/0	2/2	4/0	3/3	1/0	1/0	0/0	$\frac{1}{2}$ / $\frac{1}{2}$	0/0	0/0
Weight Training	0/0	1/0	0/0	1/0	2/0	2/0	1/0	1/0	1/0	$\frac{1}{2}$ / $\frac{1}{2}$	0/0	0/0
Individual Self-Testing Events	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
<u>Sports and Games:</u>												
Archery	1/1	1/1	0/0	1/1	0/0	0/0	0/0	1/0	0/0	0/0	0/0	1/1
Badminton	1/1	1/0	0/0	1/1	0/0	0/0	0/0	1/1	0/0	$\frac{1}{2}$ / $\frac{1}{2}$	0/0	1/1
Baseball	0/0	0/0	1/0	1/0	1/0	1/0	1/0	1/0	0/0	0/0	1/1	2/2
Basketball	0/0	0/0	1/0	1/0	2/0	2/0	1/0	1/0	0/0	$\frac{1}{2}$ / $\frac{1}{2}$	1/1	2/2



TABLE 4--Continued

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	Offered/required											
	DSC		MSC		MiSC		NDSU		UND		VCSC	
	66	71	66	71	66	71	66	71	66	71	66	71
Canoeing	0/0	0/0	0/0	0/0	0/0	0/0	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	0/0	0/0	0/0	1/0	0/0	0/0
Football (tackle)	0/0	0/0	1/0	1/0	1/0	2/0	0/0	1/0	0/0	0/0	1/1	2/2
Football (touch)	0/0	0/0	0/0	0/0	0/0	0/0	1/0	0/0	0/0	$\frac{1}{2}/\frac{1}{2}$	0/0	1/0
Golf	1/1	1/1	1/1	1/1	1/0	2/0	1/1	1/0	0/0	$\frac{1}{2}/\frac{1}{2}$	1/0	1/1
Group Games	0/0	0/0	0/0	0/0	0/0	2/0	0/0	0/0	0/0	0/0	0/0	1/1
Individual Games	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
Life Saving	0/0	1/1	0/0	0/0	2/0	2/0	2/0	1/0	1/1	1/1	0/0	0/0
Relays	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
Scuba Diving	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/1	0/0	0/0
Small Craft	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
Softball	0/0	0/0	1/0	1/1	0/0	0/0	0/0	1/0	0/0	$\frac{1}{2}/\frac{1}{2}$	0/0	1/0
Speedball	0/0	1/0	0/0	1/1	0/0	0/0	0/0	0/0	0/0	$\frac{1}{2}/\frac{1}{2}$	0/0	1/0
Swimming	0/0	2/1	1/0	2/1	7/2	7/2	3/1	3/1	1/1	1/2	1/0	1/0
Tennis	2/1	1/1	1/1	1/1	1/0	2/0	1/1	1/1	0/0	$\frac{1}{2}/\frac{1}{2}$	0/0	1/1
Track and Field	0/0	0/0	1/0	1/0	2/0	2/0	1/0	1/0	0/0	$\frac{1}{2}/\frac{1}{2}$	1/1	2/2
Volleyball	0/0	0/1	0/0	1/1	0/0	0/0	1/0	1/1	0/0	$\frac{1}{2}/\frac{1}{2}$	0/0	1/0

TABLE 4--Continued

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	Offered/required											
	DSC		MSC		MiSC		NDSU		UND		VCSC	
	66	71	66	71	66	71	66	71	66	71	66	71
Water Safety	0/0	0/0	0/0	0/0	0/0	2/0	0/0	1/0	0/0	1/0	0/0	0/0
Wrestling	0/0	1/0	2/2	3/2	4/2	4/2	1/0	1/0	0/0	$\frac{1}{2}/\frac{1}{2}$	1/1	2/2
<u>Rhythm and Dance</u> <u>Activities:</u>												
Social Dance	0/0	1/1	0/0	0/0	3/0	3/0	1/0	1/0	0/0	$\frac{1}{2}/0$	0/0	0/0
Square Dance	1/1	1/1	0/0	0/0	0/0	3/0	1/1	1/1	0/0	1/1	0/0	0/0

#### Elective Hours in Physical Education

Table 5 indicates the results of the following questions:

1. What were the total number of semester or quarter hours offered in physical education?
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

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

Elective Hours	DSC 66 71	MSC 66 71	MiSC 66 71	NDSU 66 71	UND 66 71	VCSC 66 71
Total semester or quarter hours offered in physical education	49 83	74 82	103 108	145 131	67 76	55 86
Total semester or quarter hours required in physical education before a student may be graduated	48 48	40 44	54 52	36 53	34 34	40 48
Total elective hours (hours offered minus hours required)	1 35	34 38	49 56	109 78	33 42	15 38

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In comparing the school's 1966 curriculum to the 1971 curriculum, using the Professional Preparation Conferences' recommended curriculum as a guideline, it would seem that the schools have not complied with the recommendations set forth. Because of the deviation between what the respective school's offered their majors, it is necessary to analyze the preceding tables. The schools will be taken alphabetically and discussed individually.

#### Dickinson State College

In 1966, Dickinson State offered courses in 7 of the 15 categories, Area of Study in Physical Education (Table 1). The 1971 school catalog shows that it offered 10 of the 15 categories. Dickinson, however, gave experience, defined as a minimum of ten class sessions, in 2 of the 5



remaining unoffered courses (Table 3). It did not offer experience in philosophy, physiology of exercise, and adapted physical education for the handicapped.

Of the 23 categories in the Area of Study in Sports and Games, in 1966, Dickinson did offer 4 of the recommended courses (Table 1), as compared to offering 8 of the 23 in 1971. Dickinson, however, did offer experience in 10 additional courses (Table 3). The categories which Dickinson students did not receive experience in were: canoeing, diving, relays, scuba diving, and small craft.

Dickinson, offered, in 1966, only 1 of the 8 categories in the Area of Study in Fundamental Skills and Exercise. In 1971, it offered course work in 2 of the 8 categories (Table 1). It offered experience in 1 of the remaining 6 categories (Table 3). It did not offer experience in conditioning activities, fundamental movements, group marching tactics, posture and body mechanics instruction, and individual self-testing events.

In the Area of Study in Rhythm and Dance Activities, Dickinson, in 1966, did offer course work in only 1 of the 2 categories (Table 1). However, in 1971 it offered courses in both of the categories.

From Table 2, it can be observed that Dickinson offered only 1 of the 3 categories in Field Work Under Direct Supervision of School Personnel in 1966. However, it offered 2 of the 3 categories in 1971. Experience in supervisory work in community recreation programs was not given.

Table 5 shows 48 of the 49 offered hours were required of students at Dickinson in 1966, leaving only 1 elective hour. However, the present catalog shows it requires 48 of the 83 offered hours, leaving 35 elective

hours. Also, of the 83 hours offered, 56 were in courses recommended by the Professional Preparation Conference. Forty-two of those were required for graduation.

The following is a summary of recommended courses not offered by Dickinson State College in 1966:

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 diving
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

The following is a summary of recommended courses not offered by Dickinson State College in 1971:

Area of Study in Physical Education

1. Philosophy
2. Physiology of exercise
3. Adapted physical education for the handicapped

Area of Study in Sports and Games

1. Canoeing
2. Diving
3. Relays
4. Scuba diving
5. Small craft



Area of Study in Fundamental Skills and Exercise

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

Field Work Under Direct Supervision of School Personnel

1. Supervisory work in community recreation programs

It would appear that Dickinson State College dropped one category in Area of Study in Physical Education, dropped one category in Area of Study in Fundamental Skills and Exercise, added six categories in Area of Study in Sports and Games, and added one category in Field Work Under Direct Supervision of School Personnel. Also, it had increased hours of offered instruction from 49 to 83 which is an increase of 34 quarter hours.

Mayville State College

Mayville State College offered 7 of 15 categories in the Area of Study in Physical Education in 1966 (Table 1). The 1971 school catalog lists 11 of the 15 categories. Mayville State, however, did give experience in 1 of the 4 courses not offered (Table 3). It did not give experience in philosophy, physiology of exercise, and adapted physical education for the handicapped.

In the Area of Study in Fundamental Skills and Exercise, Mayville offered none of the 8 recommended courses in 1966 (Table 1). At the time of this study, it did offer 4 of the 8 categories. Mayville State, however, did give experience in one of the 4 unoffered categories (Table 3). It did not give any experience in conditioning activities, group marching tactics, and individual self-testing events.



Table 1 shows that Mayville State offered only 9 of the 23 categories in the Area of Study in Sports and Games in 1966. In 1971 it offered 15 of the recommended categories. Of the 8 not offered, it gave experience in only 1 (Table 3). No experience is given in canoeing, diving, life saving, relays, scuba diving, small craft, and water safety.

Table 1 shows that Mayville State gave no experience in the Area of Study in Rhythm and Dance Activities. It offered no courses in social dance and square dance (Table 3).

In Table 2, it can be seen that Mayville State College offered all 3 categories in Field Work Under Direct Supervision of School Personnel in 1966. It also offered the 3 categories at the time of this study.

Mayville offered 74 quarter hours to its students in 1966 and required 40 to be graduated. This left the students 34 elective hours in physical education. The 1971 school catalog showed 82 offered hours, 44 required hours, and 38 elective hours. Of the 82 quarter hours offered, 66 are in courses recommended by the Professional Preparation Conference. Forty-three of these 66 are required for graduation.

The following is a summary of recommended categories in which no experience was offered by Mayville State in 1966.

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 diving
7. Small craft

The following is a summary of recommended courses not offered by Mayville State College in 1971:

Area of Study in Physical Education

1. Philosophy
2. Physiology of exercise
3. Adapted physical education for the handicapped

Area of Study in Fundamental Skills and Exercise

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

Area of Study in Sports and Games

1. Canoeing
2. Diving
3. Life saving
4. Relays
5. Scuba diving
6. Water safety

Area of Study in Rhythm and Dance Activities

1. Social dance
2. Square dance

It is evident that Mayville State College had added two categories in the Area of Study in Physical Education, added two categories in the Area of Study in Fundamental Skills and Exercise, and added one category in the Area of Study in Sports and Games. There was no change in the Area of Study in Rhythm and Dance Activities. It had also increased offered hours from 74 quarter hours to 82 quarter hours, and increased required hours from 40 to 44.



Minot State College

In the Area of Study in Physical Education, Minot State offered 10 of the 15 categories in 1966 (Table 1). There was no change for 1971. Of the 5 categories it did not offer specific course work in, it offered experience in 1 (Table 3). It did not offer experience in the following categories: introduction and orientation to the profession, curriculum, philosophy, and safety education.

In the Area of Study in Fundamental Skills and Exercise, Minot State offered, in 1966, 3 of the 8 categories recommended (Table 1). In 1971 it offered 5 of those 8 categories. It did not give even experience in group marching tactics, posture and body mechanics instruction, and individual self-testing events.

Table 1 shows that Minot State College, in 1966, offered 9 of the 23 categories in the Area of Study in Sports and Games. In 1971, it offered 10 of the 23 categories. It gave experience in 7 of the 13 remaining categories (Table 3). No experience was given in canoeing, diving, individual games, relays, scuba diving, and small craft.

In 1966, Minot State College offered 1 of the 2 categories in the Area of Study in Rhythm and Dance Activities (Table 1). In 1971, it offered both of the categories listed.

Table 2 shows that Minot State offered all categories in Field Work Under Direct Supervision of School Personnel in 1966 as it did at the time of this study.

Table 5 shows that 54 of the 103 quarter hours at Minot State College were required in 1966, leaving only 49 elective hours. The 1971 catalog lists 52 required hours out of 108 hours offered, leaving 56 elective hours. Of the 108 hours offered, 99 are in courses



recommended by the Professional Preparation Conference. Of the 99, 45 were required for graduation.

The following summary shows recommended categories in which Minot State College did not offer experience in 1966:

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 diving
6. Softball
7. Small craft
8. Speedball

The following is a summary of recommended categories in which Minot State College did not offer experience in 1971:

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

Area of Study in Sports and Games

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

It would appear the Minot State College added one category in the Area of Study in Physical Education, one category in the Area of Study in Fundamental Skills and Exercise, and two categories in the Area of Study in Sports and Games. It also increased the number of offered hours from 103 to 108, the number of required hours decreased from 54 to 52, and the number of elective hours increased from 49 to 56 quarter hours.

#### North Dakota State University

In 1966, North Dakota State University offered 11 of the 15 categories in the Area of Study in Physical Education (Table 1). In 1971, it offered all 15 of the recommended categories.

In the Area of Study in Fundamental Skills and Exercise, N.D.S.U. did offer, in 1966, 4 of the 8 categories (Table 1). It still offered 4 of the 8 categories in 1971. Also, it gave experience in 1 additional category (Table 3). Those categories in which N.D.S.U. did not offer experience are: conditioning activities, group marching tactics, and individual self-testing event.

In 1966 North Dakota State University did offer 10 of the 23 categories in Area of Study in Sports and Games (Table 1). It had increased to 14 of the 23 categories for 1971. In addition to this, it gave experience in 3 of the subjects (Table 3). Six subjects had no experience offered: canoeing, diving individual games, relays, scuba diving, and small craft.

North Dakota State University offered courses and gave experience in both subjects in the Area of Study in Rhythm and Dance Activities in 1966. It remained the same at the time of this study.

In Field Work Under Direct Supervision of School Personnel, North Dakota State University complied with all recommended categories both in 1966 and 1971 (Tables 1 and 3).

Table 5 shows that North Dakota State University offered 145 total hours, only 36 required hours, and 109 elective quarter hours in 1966. In 1971, it offered 131 total hours, 53 required hours, and 78 elective hours. Of the 131 total hours, 78 are in courses recommended by the Professional Preparation Conference. Thirty-nine of those 78 are required for graduation.

The following is a summary of recommended subjects in which not even experience was offered in 1966:

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 diving
7. Small craft
8. Water safety

The following is a summary of recommended subjects in which North Dakota State University did not offer experience in 1971:

Area of Study in Fundamental Skills and Exercise

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



## Area of Study in Sports and Games

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

In comparison to the other schools, North Dakota State University had done a more complete job of curriculum change. It added two subjects in the Area of Study in Physical Education, cut out two subjects in the Area of Study in Fundamental Skills and Exercises, and added two subjects to the Area of Study in Sports and Games. In addition to this, it increased its required hours from 36 to 53 quarter hours.

University of North Dakota

The University of North Dakota, in 1966, offered nine of the 15 subjects in the Area of Study in Physical Education (Table 1). In 1971 it offered 11 of the 15 subjects. Of the 4 remaining subjects, only 1 did not offer any experience (Table 3). That was safety education.

The University of North Dakota offered only 3 of the 8 categories in the Area of Study in Fundamental Skills and Exercise, in 1966 (Table 1). It offered 3 of the 8 subjects in 1971 and gave no experience in fundamental movements, group marching tactics, posture and body mechanics instruction, and individual self-testing events (Table 3).

As for the Area of Study in Sports and Games, the University of North Dakota, in 1966, offered only 3 of the 23 subjects recommended (Table 1). However, in 1971, it offered 15 of the 23 courses and gave experience in 4 others: baseball, tackle football, group games,

and scuba diving (Table 3). There was no experience offered in canoeing, individual games, relays, and small craft.

Both subjects in the Area of Study in Rhythm and Dance Activities were offered both in 1966 and 1971 (Table 1).

Table 2 indicates all areas of Field Work Under Direct Supervision of School Personnel were offered.

In 1966, the University of North Dakota offered 67 semester hours, required 34 semester hours and had 33 elective semester hours. Five years later, it offered 76 semester hours, required the same 34 hours and had 42 elective hours. Fifty of the offered 76 semester hours were in courses recommended by the Professional Preparation Conference. Thirty-six of these 50 were required for graduation.

The following is a list of recommended courses in which no experience was given in 1966:

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 diving
4. Small craft
5. Track and field

The following summary lists recommended courses in which the University of North Dakota did not offer experience in the 1971 catalog:

Area of Study in Physical Education

1. 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. Individual games
3. Relays
4. Small craft

The University of North Dakota has improved its curriculum by adding two courses in the Area of Study in Physical Education. However, as it appears, it had made changes in the Area of Study in Fundamental Skills and Exercise and Area of Study in Sports and Games. It had dropped courses in both of these area. Also, it had increased the number of semester hours offered to 76, giving nine more elective semester hours.

Valley City State College

In the Area of Study in Physical Education, in 1966 Valley City State College offered 9 of the 15 subjects (Table 1). In 1971, it had added 2 courses in this area, so it offered 11 of the 15 subjects. Valley City State did not give experience in introduction and orientation to the profession, curriculum, history, or philosophy (Table 3).

In 1966, 3 of the 8 recommended subjects were offered in the Area of Study in Fundamental Skills and Exercise (Table 1). The 1971 catalog showed Valley City State offering three of the eight subjects. It offered no experience at all in fundamental movements, group marching tactics, posture and body mechanics instruction, and individual self-testing events (Table 3).



In 1966, Valley City State did offer courses in 7 of the 23 subjects in the Area of Study in Sports and Games (Table 1). It now offered courses in 15 of the 23 categories in 1971. However, no experience was given in canoeing, diving, individual games, life saving, relays, scuba diving, small craft, and water safety (Table 3).

No experience or courses were offered in the Area of Study in Rhythm and Dance Activities (Table 1). The 1966 curriculum showed the same information. Valley City State College offered no experience in social dance or square dance (Table 3).

Table 2 shows Valley City State offering courses in two of the three subjects in Field Work Under Direct Supervision of School Personnel. These same two courses were offered in 1966. It gave no experience in supervisory work in community recreation programs (Table 2).

From Table 5, it can be seen that Valley City State offered 55 quarter hours in 1966, 40 required hours, and 15 elective hours. In 1971, it offered 86 quarter hours, 48 required hours, and 38 elective hours of the 86 offered hours, 62 were in courses recommended by the Professional Preparation Conference. Forty-two of those 62 were required for graduation.

The following is a summary of recommended courses that Valley City State College did not give give experience in during 1966:

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 diving
9. Small craft
10. Softball
11. Speedball
12. Volleyball
13. Water safety

The following is a summary of recommended subjects in which Valley City State College gave no experience in the current year:

## Area of Study in Physical Education

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

## 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. Diving
3. Individual games
4. Life saving
5. Relays
6. Scuba diving
7. Small craft
8. Water safety

## Area of Study in Rhythm and Dance Activities

1. Social dance
2. Square dance

It would appear, judging from the above summary, that Valley City State College had dropped one subject in the Area of Study in Physical



Education, dropped one course in the Area of Study in Fundamental Skills and Exercise, and added five courses in the Area of Study in Sports and Games. In addition, it had increased its offered hours from 55 to 86, increased its required hours from 40 to 48, and increased its elective hours from 15 to 38 quarter hours.

#### Discussion of Data

The problem of this study was to determine whether the schools studied have changed their curricula for undergraduate, male physical education majors. From the data presented on the preceding pages, it can be seen that each of the institutions have changed its own curriculum to some degree. However, many more changes would be necessary to comply with the recommendations set forth by the Professional Preparation Conference.

It seems the six schools surveyed offer varying programs of study. Of the 51 different categories, only 3 were given course work by all six schools. These categories are: student teaching, kinesiology, and coaching courses.

Four subjects were not offered by any of the schools. These subjects were: group marching tactics, individual self-testing events, canoeing, and relays. A suggested reason for some of these subjects not being offered would be the geographical location of North Dakota. It would also seem impractical for a college to offer group marching tactics to its students.

The schools relied heavily upon offering experience in an area rather than offering specific course work. For example, of the 23 subjects in which Minot State College did not offer a course,

experience was offered in 8. The University of North Dakota offered experience in 5 of its 18 unoffered subjects.

In 1968, Hurd suggested that the schools offer the recommended subjects in place of elective hours. This would seem, to this writer, to be an excellent suggestion. However, each school has increased its elective hours but do not offer course work in some of the recommended areas. Dickinson State College, for example, had increased its elective hours by 40 per cent, but had added only five of the recommended subjects to its curriculum. On the other hand, North Dakota State University had taken some of its elective hours and exchanged them for more of the recommended courses. The data shows that North Dakota State University decreased its elective hours by 16 per cent and increased its elective hours by 4 per cent.

In conclusion, it is evident by the data in this study, that most of the six schools surveyed do offer more of the recommended subjects than they did in 1966. However, experience in many of the areas was not offered. Therefore, it can be stated that no significant change has occurred in the curricula for undergraduate, male physical education majors in the six state-supported, four year schools in North Dakota. North Dakota State University and the University of North Dakota rank first, offering 42 of the 51 recommended categories. Minot State College ranks second with 38, Dickinson State College, third offering 37, Mayville State College offers 36, and Valley City State College is last offering 32 of the 51 categories.



## CHAPTER IV

### 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 curricula offered by the same colleges and universities in 1966. The curriculum recommended by the American Association of Health, Physical Education and Recreation's Professional Preparation Conference in 1962 was used as a guideline. 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 areas of study. These five areas 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. The five areas contained a combined total of 51 specific courses in physical education which were strongly recommended for a physical education major. A list of courses that comprised the physical education curriculum of each school was obtained from their latest school catalogues.

In comparing the school's curriculum with that of 1966, the study determined what courses and experiences were not offered in each area of study for these periods. Experience was defined as a minimum of ten regular class sessions involving a specific course. The study also determined the number of quarter or semester 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 had made significant changes in its physical education curriculum for male, undergraduate majors. The results of the study indicated that:

1. Each of the schools studied have bettered their curriculum at least to some extent. Of the 51 specific courses recommended by the Professional Preparation Conference, The University of North Dakota and North Dakota State University added 2 courses to its curriculum but failed to offer a course or experience in 9 of them. Minot State College added 3 courses but did not offer a course or experience in 13 of the areas. Dickinson State College added 5 courses and did not offer a course or experience in 14 of the specific areas. Mayville State College added 4 courses but failed to offer a course or experience in 15 of the areas. Valley City State College added 2 courses and failed to offer experience or a course in 19 of the recommended areas.

2. All of the schools studied required only seven of the specific courses. They were: administration, general methods, coaching courses, kinesiology, health education, exercise with apparatus, and student teaching. In 1966 the schools required only four of the



specific courses. They were: administration, coaching courses, kinesiology, and student teaching.

3. Four of the recommended courses were not offered within the physical education curriculum. These courses were: group marching tactics, individual self-testing events, canoeing, and relays.

### Conclusion

It was concluded that none of the schools studied had significantly changed its curriculum for male, undergraduate physical education majors.

### Recommendations

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

1. It was recommended that the physical education departments of these state schools standardize their curricula and college catalogues to insure that physical education majors will have received equivalent training.

2. It was recommended that course work be provided in each of the schools studied in areas where it was not provided.

3. It was recommended that a similar study be undertaken, using a more realistic standard of comparison, such as could be set forth by a conference of the physical education program directors of these state-supported schools.

APPENDIX A



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

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
  - Legislature, 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
  - 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  
 organization and management, methods of organization  
 and presentation 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  |   |
|     | 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

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
  - Life saving
  - Swimming
  - Water safety
  - Canoeing
  - Scuba diving
  - 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 (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  
(shuffleborad, 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 . . . . .



## Checklist I

## Specific Courses Offered in Physical Education

Area of Study in Physical Education	A course or courses in this area of study is offered in the physical education curriculum. (Yes or No)	If yes, indicate total number of semester or quarter hours offered 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--Continued

## 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 offered in the physical education curriculum. (Yes or No)	If yes, indicate total number of semester or quarter hours offered in this area of study.
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 I--Continued

## Specific Courses Offered in Sports and Games

Area of Study in Sports and Games	A course or courses in this area of study is offered in the physical education curriculum. (Yes or No)	If yes, indicate total number of semester or quarter hours offered in this area of study.
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Archery

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Badminton

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Baseball

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Basketball

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Canoeing

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Diving

---

Football (tackle)

---

Football (touch)

---

Golf

---

Group Games

---

Individual Games

---

Life Saving

---

Relays

---

Scuba Diving

---

Small Craft

---

Softball

---

Speedball

---

Swimming

---

Checklist I--ContinuedSpecific Courses Offered in Sports and Games--Continued

Area of Study in Sports and Games	A course or courses in this area of study is offered in the physical education curriculum. (Yes or No)	If yes, indicate total number of semester or quarter hours offered 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 offered in the physical education curriculum. (Yes or No)	If yes, indicate total number of semester or quarter hours offered 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.	If yes, indicate total number of semester or quarter hours required 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 II--Continued

## Specific Courses Required in Fundamental Skills and Exercise

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.	If yes, indicate total number of semester or quarter hours required before a student may be graduated.
	(Yes or No)	
Conditioning Activities		
Fundamental Movements (including running, jumping and climbing)		
Exercise with Apparatus and on Apparatus (gymnastics)		
Group Marching Tactics		
Posture and Body Mechanics Instructions		
Stunts and Tumbling		
Weight Training Individual Self- Testing Events		

Checklist II--Continued

## 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 Diving		
Small Craft		
Softball		
Speedball		
Swimming		
Tennis		



Checklist II--ContinuedSpecific Courses Required in Sports and Games--Continued

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.
Track and Field		
Volleyball		
Water Safety		
Wrestling		

## Specific Courses Required in Rhythm and Dance Activities

Area of Study in Rhythm and Dance Activites	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 offered within another course in the physical education curriculum? (Yes or No)	Is experience in this area of study required 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--ContinuedExperiences 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 offered within another course in the physical education curriculum? (Yes or No)	Is experience in this area of study required before a student may be graduated? (Yes or No)
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 III--ContinuedExperiences 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 offered within another course in the physical education curriculum? (Yes or No)	Is experience in this area of study required 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 Diving		
Small Craft		
Softball		
Speedball		
Swimming		
Tennis		

## Checklist III-Continued

Experiences Offered and Required in Sports and Games  
Involving a Minimum of Ten Regular  
Class Sessions--Continued

Area of Study in Sports and Games	Is experience in this area of study offered within another course in the physical education curriculum? (Yes or No)	Is experience in this area of study required before a student may be graduated? (Yes or No)
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 offered within another course in the physical education curriculum? (Yes or No)	Is experience in this area of study required before a student may be graduated? (Yes or No)
Social Dance		
Square Dance		



APPENDIX E

## Checklist IV

## Offered and Required Supervised Field Work

Field Work under Direct Supervision of School Personnel	Field work in this area is offered in the physical education curriculum. (Yes or No)	Field work in this area is required 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 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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