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DEVELOPMENT OF THE GENERIC PROFESSIONAL CORE OF
COMPETENCY-BASED RECREATION COURSES FOR THE
UNDERGRADUATE MICHIGAN STATE UNIVERSITY
RECREATION CURRICULUM

By

Margot E. Kurtz

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ABSTRACT

DEVELOPMENT OF THE GENERIC PROFESSIONAL CORE OF COMPETENCY-BASED RECREATION COURSES FOR THE UNDERGRADUATE MICHIGAN STATE UNIVERSITY RECREATION CURRICULUM

By

Margot E. Kurtz

Purpose

The purpose of this study was to develop the generic professional core of competency-based recreation courses for the undergraduate Michigan State University recreation curriculum. The generic core of courses will represent the basic required aspect of the recreation curriculum.

Review of the Literature

The review of the literature focused upon two major areas. First, literature on competency-based education was examined from the viewpoints of history, scope and applications, definitions, procedures, and pros and cons. Second, the literature related to historical perspectives and present-day approaches and trends of professional preparation in the field of recreation was examined.

Procedures

Data for the process of deriving the competencies were obtained through systematic investigation of three sources. Former

recreation students who graduated from the Division of Recreation at Michigan State University in the last five years were contacted and asked to provide updated job descriptions of entry-level recreation positions. These former students were also asked to respond to a questionnaire which investigated whether they experienced inadequate academic preparation at Michigan State University with respect to what was required of them in their first full- or part-time recreation positions. A second source was acknowledged recreation professionals from the state of Michigan. These professionals were asked, in oral in-depth interviews, to provide information related to responsibilities of entry-level recreation positions. A third source investigated was literature related to content in academic recreation preparation.

A systems methodology was utilized in the development of the study. These systems procedures consisted of a five-step process. Step I involved the process of defining and specifying the level of competencies accepted in the study. The deriving of competency content areas accepted in the study occurred in Step II. A set of predetermined competency content areas was developed. These areas served as a framework in the gathering of data. Step III involved the process of deriving the competency statements. A set of competency statements was derived which was based on data received from the job descriptions, the questionnaires of former Michigan State University recreation graduates, and the oral interviews of acknowledged recreation professionals. Step IV consisted of the process of translating the competency statements into modules and courses. The newly

derived competency statements were sorted into related content categories. Module titles were derived for each category. The modules were then clustered in a variety of ways to enable the determining of possible courses. Six course titles evolved. The modules with assigned competency statements were then placed into the six courses. Step V involved the validating of the newly derived generic core of courses. The six courses with modules and competencies were submitted for external evaluation and validation to a criteria-based selected sample of educators. An evaluation instrument was designed which aided the educators in the evaluation of the courses. Criteria for revision of the courses, modules, and competencies were then established. Finally, the courses were revised and finalized according to the pre-established criteria.

DEDICATION

To my husband J., who provided me with unconditional support and encouragement during this investigation.

To my son Marcus, whose love healed and gratified during periods of stress.

To my parents, who instilled in me the desire to learn and question.

ACKNOWLEDGMENTS

The writer wishes to thank the members of her guidance committee: Dr. William Sweetland, Dr. Carol Ann Peterson, Dr. Vandel Johnson, Dr. James Bristor, and Dr. Max Raines.

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CHAPTER I

INTRODUCTION

In recent years the concern for improvement of undergraduate curricula in the field of higher education has received great attention and research effort. New approaches and models for undergraduate curricula have been developed, experimented with, and implemented in many areas of higher education.¹

The development of these new curriculum trends came about because higher education has been confronted with complex problems in the last two decades. The rapid acceleration of scientific and technological knowledge, the physical growth of academic institutions, and the enormous increase in student enrollments have forced higher education to reexamine educational procedures and standards. In addition, student challenges to many traditional values and procedures, and pressures for broader experiences and courses which are more directly related to contemporary social issues and concerns have brought about these new curriculum trends and models.²

¹Elliot W. Eisner, Confronting Curriculum Reform (New York: Little, Brown and Co., 1971), pp. 1-15.

²Paul L. Dressel and Frances H. Deslisle, Undergraduate Curriculum Trends (American Council on Education, 1969), pp. 5-16, 74; Paul L. Dressel, The Undergraduate Curriculum in Higher Education (Washington, D.C.: The Center for Applied Research in Education, Inc., 1968), pp. 37-57; Miller Upton, Acceptance of Major Curriculum Changes: In Search for Leaders (Washington, D.C.: American Association for Higher Education, 1967), p. 102.

One of the most current trends in curriculum design involves competency-based education. The vast amount of written literature on competency-based education suggests that a wide variety of areas are experimenting with the concept.³ In fact, the Education Index for one recent twelve-month period makes reference that a large number of articles were pertaining directly or indirectly to competency-based education.⁴

In its simplest form, competency-based education may be defined as an approach which holds as its primary focus the specification of intended learning outcomes. These specified intended learning outcomes are written in behavioral language for the learner. Briefly, the overriding goal of competency-based education is that students demonstrate expected specified competence in the area in which they were taught. In contrast to traditional student education, competency-based education rests upon specified performance goals which have been developed prior to the actual teaching situation and to which teacher and student agree. The student must demonstrate behavior which indicates that learning has taken place. The distribution of grades is not the intent of competency-based education; rather, the student is held accountable for attaining a given level of competency.⁵

³James Cooper et al., Competency-Based Teacher Education (Berkeley: McCutchan Publishing Corp., 1973), p. 15.

⁴Harvey Scribner and Leonard B. Stevens, The Politics of Teacher Competence (Multi-State Consortium on Performance-Based Teacher Education, December 1974).

⁵Stanley Elam, Performance-Based Teacher Education: What Is the State of the Art? (Washington, D.C.: American Association of College Teacher Education, December 1971), pp. 1-5.

Nash described the competency-based curriculum as

. . . rooted in a set of very clear objectives. Such a curriculum provides knowledge and develops skills to reach these objectives. It systematically measures its effectiveness by checking on how well its students are fulfilling its objectives.⁶

In recent years there has been increasing pressure from various groups for accountability. The general public, taxpayers, legislatures, concerned faculty and administrators, as well as students are demanding more responsibility and evidence of accountability in higher education. Competency-based education does respond to some of these demands for accountability. Its specified stated levels of competence which students must reach in order to move on to the next required set of competencies are the evidence for accountability.⁷

In addition, the literature reveals that the concept of competency-based education is gaining momentum nationwide. It also suggests that many fields in higher education are experimenting with the development of competency-based education curricula. Some authors even argue that the concept of competency-based education is now the most significant lever for educational reform.⁸

⁶Robert Nash, "Commitment to Competency," Phi Delta Kappan 50 (December 1970): 240-41.

⁷Jerry Freischlag, "Competency-Based Instruction," Journal of Health, Physical Education, and Recreation, January 1974, pp. 29-31.

⁸Benjamin Rosner and Patricia M. Key, "Will the Promise of Competency-Based Teacher Education Be Fulfilled?" Phi Delta Kappan 55 (January 1974): 290-95.

When the Division of Recreation of the Department of Health, Physical Education, and Recreation at Michigan State University decided to revise its current undergraduate recreation curriculum, the decision was made that a competency-based curriculum would be the best approach to meet current educational and professional needs. This approach would guarantee that students graduating from the curriculum have demonstrated mastery of the competencies specified in the curriculum.

Statement of the Problem

The specific purpose of this study was to design the generic professional core of competency-based recreation courses for the Michigan State University undergraduate recreation curriculum. The generic professional core of courses will represent the basic required aspect of the curriculum.

Statement of Methods Used

A systems methodology was utilized in the design of the generic core of courses. Various procedures were used to gather data for the study. A mail survey questionnaire was administered to former recreation students who had graduated from the Division of Recreation in the last five years. Selected recreation professionals from the state of Michigan were interviewed. The literature related to content of professional preparation in recreation was reviewed.

Need for the Study

The undergraduate recreation curriculum of the Division of Recreation of the Department of Health, Physical Education, and Recreation at Michigan State University has not been extensively scrutinized or investigated for the past fifteen years. Recently, it has become apparent that the existing curriculum no longer provides comprehensive, contemporary professional preparation for present-day recreation majors. Crucial changes have occurred in the philosophical concept of leisure and recreation, the concept of recreation techniques in the delivery of services, and the profession of recreation itself. The increase of free time, the new importance of leisure in daily living, the play phenomena, all have added to the creation of an expanded body of knowledge. This explosion of new concepts and facts requires urgent revision of recreation curricula.

Today, recreation services are being extended to a variety of populations for different purposes. The delivery of leisure services has in the past fifteen years developed into a complex network of systems. New skills and levels of skills have been developed which have not existed in the past.⁹ The economics, politics, and administration of recreation programs have evolved into sophisticated areas. The existing Michigan State University undergraduate recreation curriculum requires immediate revision so

⁹Dan H. Corbin and William Tait, Education for Leisure (Englewood Cliffs, N.J.: Prentice-Hall, 1973), pp. 3-11.

that these new changes can be included in the professional preparation of the recreation majors.

Student interest and enrollments in the field of recreation have steadily increased in the last ten years.¹⁰ Students have also become increasingly aware of areas of deficiencies in existing recreation curricula. They now require that curricula do not address themselves to traditional concepts, but be more futuristic in focus and geared to fit standards and requirements of the professions out in the field.¹¹

Furthermore, in the last fifteen years research investigations and experiments in the field of recreation have brought forth new directions and emphases. For example, urban recreation as related to specific minority groups and problems of large cities requires specific knowledge and skills in the professional preparation of the urban recreator.¹² The present Michigan State University undergraduate recreation curriculum does not include some of these new directions and emphases.

Last, the National Recreation and Parks Association has in the past ten years developed standards for accreditation for recreation professionals. The recently formed National Recreation Education Accreditation Committee has accepted a set of minimum

¹⁰Douglas Sessoms, "Recreation Enrollment Growth Reported," Journal of Parks and Recreation, October 1966, pp. 867-69.

¹¹Freischlag, "Competency-Based Instruction," p. 29.

¹²James Murphy, "Recreation: A Social Concern," Journal of Parks and Recreation 5 (September 1970): 57-58, 83.

requirements and standards for accreditation of recreation professionals.¹³ This issue alone makes it essential that the present Michigan State University undergraduate recreation curriculum be upgraded and brought into alignment with the standards set by the National Recreation Education Accreditation Committee.

Importance of the Study

The review of the literature on recreation curricula revealed that little research and experimentation have been undertaken in this area. The present study will add to the current body of literature both in its procedure of obtaining professional preparation content as well as focusing on competency-based concepts and philosophy. Second, the study could serve as a model or aid for other recreation departments in their efforts in bringing recreation curricula up to contemporary standards.

Limitations of the Study

Since the investigation of this study was requested and supported by the Division of Recreation at Michigan State University, the study had to keep in its framework the limitations of this division, its faculty and resources, as well as basic philosophy of the Division, Department, College, and University. Further limitations were imposed by the two different survey procedures selected, which aided in deriving the actual competency statements:

¹³ National Recreation and Education Accreditation Project, Standards and Evaluation Criteria (Federation of National Professional Organizations for Recreation, 1965).

Survey of Recent Recreation Graduates: Only graduates of the Michigan State University Division of Recreation of the last five years received this survey.

Interview Survey: A criteria-based selected group of recreation professionals from the state of Michigan was asked to respond to the interview survey.

Because of controversies existing in the field of recreation as related to the content for professional preparation, personal decisions were made by the researcher based upon her interpretations and judgment of the information gained from the two surveys and the investigation of the literature. Finally, the generalizability of the study is limited by the nature of the curriculum structures of other universities.

Definition of Terms

To clarify the concept of certain terms used in this study, definitions for the purpose of this study are as follows:

Competency-Based Education--Precise specifications for outcome learning behaviors are stated. These specifications or competencies have been derived through investigation of standards and requirements of a given professional field and the existing body of knowledge as related to the field. The intent of competency-based education is that mastery of the stated competencies must be demonstrated by the student.

Generic Core of Courses--Those courses which compose the foundation of the undergraduate recreation curriculum. These

courses are a requirement for all recreation majors, regardless of emphasis or specialization.

Systems Design--"A systematic approach to helping a decision-maker choose a course of action by investigating his full problem, searching out objectives and alternatives, and comparing them in light of their consequences, using an appropriate framework--in so far as possible analytic--to bring expert judgment and intuition to bear on the problem."¹⁴

Recreation or Leisure Studies--A professional field of human service related to the delivery of recreation programs, services, and resources.

Overview

A frame of reference for this study was developed in Chapter I. Included were the introduction, statement of the problem, statement of methods used, importance of the study, need for the study, limitations, definition of terms, and overview.

Presented in Chapter II is a review of the literature regarding competency-based education and professional preparation in the field of recreation.

Chapter III contains a description of the design of the study and the actual procedures followed in the investigation of the problem. Information in this chapter includes sources of data, description of research instruments, and the treatment of the data.

¹⁴E. S. Quade, "Introduction," in Systems Analysis and Policy Planning, ed. E. S. Quade and W. I. Boucher (New York: American Elsevier Publishing Company, Inc., 1968), p. 2.

Examination and analysis of the data are reviewed in Chapter IV. Included in the information are the results of the investigation.

Presented in Chapter V are conclusions and recommendations. The completed generic core of competency-based recreation courses appears in Appendix D.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Because of the nature of the research project, which was the creative development of a curriculum and not a scientific investigation of a problem, the review of the literature concentrated upon content as related to the study. The literature regarding specific methodologies was therefore inappropriate and has been excluded.

Two major areas were the focus upon which the review of the literature concentrated. First, literature on competency-based education was examined from the viewpoints of history, scope and applications, definitions, procedures, and pros and cons. Second, the literature related to historical perspectives and present-day approaches and trends of professional preparation in the field of recreation was examined.

Review of Literature on Competency-Based Education

Historical Perspectives of Competency-Based Education

The concept of competency-based education came into existence in the last nine years. It evolved as a response to various factors, dilemmas, and conditions higher education was confronted with in the last decade.

To present a coherent picture of the development of competency-based education, the conditions which embraced higher education during that time must first be discussed, since the roots of competency-based education are manifested in them.

Elam argued that the roots of competency-based education lie in general societal conditions and the institutional responses to them, which in particular were characteristics of the sixties. He further stated that the realization that little or no progress was being made in narrowing the wide inequality gaps led to governmental attention to racial, ethnic, and socioeconomic minority needs, particularly educational ones. This resulted in the claims that traditional teacher education programs were not equipped to train leaders who were to teach minority youths.¹ Therefore, the need for urgent reforms in teacher education was realized.

Because of the economic conditions of the country, the taxpayers no longer were silent and suddenly demanded visible dividends from their investment in education. The general public's new interest in education seemed no longer to tolerate the high costs and low productivity. They demanded accountability through legislative voices, at every level of education.

But not only forces outside academia requested evidence of responsibility and accountability. Faculty and administrators voiced dissatisfaction with traditional educational approaches. This dissatisfaction was evidenced by the landslide of publications

¹Elam, Performance-Based Teacher Education, pp. 2, 67.

produced by them, pertaining to needed educational reforms.² Last, the students of the sixties voiced strong dissatisfaction regarding educational curricula and professional preparation, and asked for more relevant educational preparation.³

Schmieder contended that the technological developments of the sixties made available new resources for teaching and learning. The infiltration by business and industry of the field of education with new learning tools and techniques threatened the role of teaching in fundamental ways.

The concepts of management and systems approach invaded the field of education and made available new techniques and procedures to be used in planning, design, and operation of more efficient product-oriented programs and curricula. The systems and management movement forced education out of its cloistered existence. It asked for analysis and evaluation of educational programs and learning concepts.⁴ Finally, the pressure for individualization of education by students as well as faculty, mainly because of the recognition of differences in learning and teaching styles, and the heightened awareness of cultural differences, requested immediate educational reforms.⁵

²Robert W. Houston, Exploring Competency-Based Education (Berkeley: McCutchan Publishing Corp., 1974), foreword.

³Allen Schmieder, Competency-Based Education: The State of the Scene (Washington, D.C.: American Association on Competency-Based Teacher Education, 1973), p. 3.

⁴Ibid., p. 3.

⁵Ibid., p. 4.

These antecedent conditions and urgent pressures for educational reform during the sixties brought forth the explosion of the concept of competency-based education. As Elam wrote so poignantly: "The response of education to these salient societal needs of the sixties, can be detailed as responses in terms of substance, process and structure."⁶

The literature reveals that two major efforts have led to the development of the concept of competency-based education. Houston argued that the primary impetus for competency-based education may be traced back to late 1967, when the Bureau of Research within the Office of Education issued a request for proposals which supported the development of "Educational Specifications for Comprehensive Undergraduate and Inservice Teacher Education." The request for these proposals stated that a systems analysis approach should be used in the development of the specifications of the models. It was agreed that the Office of Education strategy should:

1. Support the redesign of teacher training programs, rather than individual investigators or the development of program pieces or subsystems;
2. Encourage alternative conceptual designs for the training of elementary teachers;
3. Design a strategy that would identify authorities able to design conceptual models for training elementary teachers;
4. Support program development that would be generalizable and transportable.⁷

The Office of Education Research further requested that each designed model include a behavioral description of important

⁶Elam, Performance-Based Teacher Education, p. 4.

⁷Houston, Exploring Competency-Based Education, foreword.

teaching competencies and the relationships of these competencies to the educational milieu in which the teacher would perform. The models would include specifications for training systems designed to prepare the student to demonstrate these competencies. Assessment procedures for these competencies were also to be specified.

Following the initial research activities, the Office of Education disseminated the products of the development phase to educators nationwide. Their response to these first developments resulted in cooperative efforts for planning sessions and conferences. Individual instruction, mini courses, protocol, and training materials were some of the outcomes of the exploration and experimentation. Suddenly, the nation's leadership in teacher education became involved in a dialogue on competency-based education. By 1970 these newly derived concepts on competency-based teacher education became well known throughout the teacher education community at college and secondary school levels.⁸

The second movement which contributed greatly to the development of the concept of competency-based education came about through the explorations and investigations of concerned individuals and collectively cooperating faculty. Their awareness that education could no longer be concerned only with teaching processes, but must now include the learning process and its outcomes, led to

⁸Benjamin Rosner and Patricia M. Key, "Will the Promise of CBTE Be Fulfilled?" Phi Delta Kappan, January 1974, p. 290.

the development of alternative models of educational curricula.⁹ The readiness for educational research and development and the realization that education must be concerned not only with the means of education (teaching), but also with the ends (learning outcomes), brought about new visions and directions.

Hence, the two movements which came as a response to conditions surrounding higher education during the sixties were the primary forces creating the concept of competency-based education. The movement for competency-based education has spread nationwide and has gained momentum and high visibility during the past five years. Houston described the movement for competency-based education as a powerful one, with the potential for reshaping American education, particularly teacher education.¹⁰

Applications and Scope of Competency-Based Education

The movement toward competency-based or performance-based education now permeates every aspect of American education. In particular, the education of professionals is being revamped through this movement. Schmieder reported in a survey conducted for the American Association of Colleges for Teacher Education that by fall of 1972 seventeen states had devised teacher certification procedures based on the competency- or performance-based education

⁹Ivor Davis, The Management of Learning (New York: McGraw-Hill, 1971), p. 4.

¹⁰Houston, Exploring Competency-Based Education, p. 3.

concept.¹¹ The states of Washington and New York have been studying the concept for several years, and final drafts have been submitted to professionals. The state of Texas has defined a process approach to certification which requests that an educational consortium composed of schools, colleges, and the organized professions be responsible for program development of competency-based education. In addition, the Texas Education Agency has sponsored more than twenty-five conferences on competency-based education for teacher educators. New Jersey and Pennsylvania have asked the professionals in the field to identify the specific required competencies for teacher education. Florida has invested significant sums of money in projects such as the Catalog of Competencies at Florida State University, the Middle School Competency-Based Teacher Education Project at the University of Florida, the Module Bank at Miami, and a resource distribution center through the Panhandle Educational Cooperative in Chipley, Florida. Arizona has focused on recertification, placing the responsibility on local schools to identify competencies.¹² The State Board of Education of the state of Michigan in 1971 adopted a motion which approved actions to develop a performance- or competency-based teacher certification system which could replace the present Certification Code requirements for program completion based upon college credits. A state conference on competency-based teacher education was held in 1973. Presently seventeen institutions are involved in competency-based

¹¹Schmieder, Competency-Based Education, pp. 10-13.

¹²Houston, Exploring Competency-Based Education, pp. 3-6.

activities which range from one course to plans for entire four-year programs.¹³

Of 783 teacher education institutions responding to the 1972 AACTE survey, 125 indicated that their programs for the most part could be characterized as competency based, whereas another 366 indicated that they are now in developmental stages and plan to establish competency-based teacher education programs.¹⁴

The follow-up study by Sherwin in 1973 indicated that 75 of these institutions reported that they had 123 separate competency-based teacher education programs with nearly 25,000 students enrolled in them.¹⁵

Several national committees and commissions have been formed either to study or coordinate various aspects of the competency-based education movement. The AACTE Committee on Performance-Based Education has published monographs and has sponsored a number of regional and national conferences.¹⁶ The Multi-State Consortium on Performance-Based Teacher Education works primarily through the state education departments of nine states. This organization is also involved in the publication of monographs, newsletters, and papers,

¹³Allen Schmieder, Profile of the States in Competency-Based Education (Multi-State Consortium on Performance-Based Teacher Education, November 1974), p. 11.

¹⁴Schmieder, Competency-Based Education, p. 13.

¹⁵Susan Sherwin, Performance-Based Teacher Education: Results of a Recent Survey (Princeton: Educational Testing Service, 1973), pp. 5-7.

¹⁶AACTE Committee, directed by Karl Massahari, One Dupont Circle, Washington, D.C. 20036.

and in sponsoring conferences.¹⁷ The National Consortium of Competency-Based Education Centers is composed of representatives of eight institutions which have been designing programs for several years.¹⁸ The National Commission for Performance-Based Education is concerned primarily with research and development.¹⁹

This national effort has resulted in the redesign of curriculum materials for elementary and secondary schools. Programs in mathematics, reading, and social studies have been implemented. Textbooks have been rewritten to include behavioral objectives and procedures for individualizing instruction.

Other professions are also turning to a competency-based approach. Physicians in Michigan, Texas, and Illinois are being trained through competency-based programs. Programs for nursing, health workers, paraprofessionals of various fields, engineers, electricians, and plumbers have been developed with a competency-based approach. Today applications of the concept of competency-based education can be found in almost every facet of education. The movement is pervasive and has caught the attention of many educators nationwide.

¹⁷Multi-State Consortium, directed by Theodore Andrews, New York State Education Department, Division of Certification and Teacher Education, Twin Towers, Albany, New York 12224.

¹⁸The National Consortium of Competency-Based Education Centers, coordinated by Norman Dodd.

¹⁹Houston, Exploring Competency-Based Education, p. 5.

Definition of Competency-Based Education

The literature suggests that the term competency-based itself is a focus of disagreement. Some authorities prefer the term competency-based education, whereas others prefer performance-based education. Elam and Lindsey suggested that the term competency-based education is more descriptive and comprehensive. They argued that it is competency professional educators are expected to possess and demonstrate, including performance and the knowledge, attitudes, and values relevant to performance.²⁰ In this study, however, no difference in the terms is perceived and the terms competency based or performance based are treated interchangeably.

Competency-based education was defined by Elam as a concept with a primary emphasis on output or demonstrated product. Performance goals are specified in detail in advance of instruction. The student must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. The student is held accountable, not for receiving grades, but for attaining a given level of competency, whereas the teacher and the institution are also held accountable for fostering the specified outcome behaviors.²¹

Houston and Howsam summarized the definition of competency-based education in this way:

²⁰Elam, Performance-Based Teacher Education, pp. 5-6; Margaret Lindsey, "Performance-Based Teacher Education: Examination of a Slogan," Journal of Teacher Education 24 (Fall 1973): 186.

²¹Elam, Performance-Based Teacher Education, p. 3.

Competency-based instruction is a simple, straight forward concept with the following central characteristics:

- a. specification of learner objectives in behavioral terms;
- b. specification of the means for determining whether performance meets the indicated criterion levels;
- c. provision for one or more modes of instruction pertinent to the objectives through which the learning activities may take place;
- d. public sharing of the objectives, criteria, means of assessment, and alternative activities;
- e. assessment of the learning experience in terms of competency criteria;
- f. placement on the learner of the accountability for meeting the criteria.²²

Lindsay defined a competency-based program as a process which requires specifying in advance expected outcomes in terms of competencies to be demonstrated by graduates of the program, developing learning opportunities and environments expected to facilitate the student's progress toward specified outcomes, and constructing and using evaluating procedures and instruments directly relevant to the stated competencies.²³

Hamilton argued that the competency-based approach can be defined as one which specifies objectives in explicit form and holds the students accountable for meeting them. The competencies and measures for evaluating are specified and made known in advance of instruction. In addition, competency-based programs are criteria referenced, and thus provide information about the degree of competence attained by a particular student, independent of reference to

²²W. Robert Houston and Robert B. Howsam, Competency-Based Teacher Education: Progress, Problems and Prospects (Chicago: Science & Research Associates, 1972), pp. 5-6.

²³Lindsey, Performance-Based Teacher Education, p. 186.

the performance of others. Hamilton further stated that the competencies developed may be assessed on three types of criteria:

1. Knowledge--facts, principles, generalizations, awareness and sensitivity the student is to acquire;
2. Performance--behavior that the student is to demonstrate;
3. Consequences--outcomes that the teacher is expected to bring about in the emotional and intellectual growth of the students.²⁴

Cooper and Weber succinctly defined competency-based teacher education:

A competency-based teacher education program specifies the competencies to be demonstrated by the student, makes explicit the criteria to be applied in assessing the student's competencies, and holds the student accountable for meeting those criteria.²⁵

They further explained that the competencies referred to are attitudes, understandings, skills, and behaviors that can facilitate intellectual, social, emotional, and physical growth. The student is held responsible for demonstrating these competencies.

This brief review of the literature on definitions of competency-based education reveals that the same basic structure of thought is represented in all definitions. Variations occur only in the minor aspects of the concept of competency-based education.

²⁴Phyllis D. Hamilton, Competency-Based Teacher Education (Stanford Research Institute: SRI Project 2158, 1973), pp. 3-4.

²⁵James M. Cooper and Wilford A. Weber, "A Competency-Based Systems Approach to Teacher Education," in Competency-Based Teacher Education, Vol. 2, A Systems Approach to Program Design, ed. James M. Cooper et al. (Berkeley: McCutchan Publishing Corp., 1973), p. 15.

Procedures and Steps of Competency-Based Education

Elam's competency-based teacher education model is frequently cited in the literature as a comprehensive sample model. The model includes three levels of procedures such as (1) essential elements, (2) implied characteristics, and (3) related or desirable characteristics. The essential elements, which are the essential procedures and steps needed in the development of a competency-based teacher education model, Elam considered to be:

1. Specification of competencies (knowledge, skills, behaviors) to be demonstrated by the student are--
 - derived from explicit conceptions of teacher roles,
 - stated so as to make possible assessment of a student's behavior in relation to specific competencies, and
 - made public in advance.
2. Criteria to be employed in assessing competencies are--
 - based upon, and in harmony with, specified competencies,
 - explicit in stating expected levels of mastery under specified conditions, and
 - made public in advance.
3. Assessment of the student's competency--
 - uses his performance as the primary source of evidence,
 - takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior, and
 - strives for objectivity.
4. The student's rate of progress through the program is determined by demonstrated competency, rather than by time or course completion.
5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.²⁶

The implied procedures, Elam argued, call for: (1) individualization, (2) feedback, (3) systems design approaches, (4) exit requirements, (5) modernization, and (6) student and program accountability. The related procedures or desirable characteristics may be (1) field

²⁶Elam, Performance-Based Teacher Education, pp. 7-9.

setting, (2) broad base for decision making, (3) protocol and training materials, (4) student participation in decision making, (5) research oriented and regenerative, (6) career-continuous, and (7) role integration.

The literature described a number of competency-based education models. However, it appears quite clearly that all the models include the same basic essential procedures and steps as outlined in Elam's competency-based teacher education model. Only minor variations in the procedures and steps of the development of competency-based education programs are being made. The American Association for College Teacher Education argued that these basic essential procedures, as outlined in Elam's Model, are in fact generic procedures and essential in the construction of a competency-based teacher education model.²⁷

Pros and Cons of Competency-Based Education

Any movement as complex as that for competency-based education is certain to inspire relevant criticism, questioning, and praise. As with all movements, it has those who support, those who doubt, and those who oppose. In this section criticisms and praises of competency-based education are presented as they appear in the literature.

Schmieder stated that some of the most frequent criticisms of competency-based education are that its mechanistic approach is

²⁷Robert Roth, Competency-Based Teacher Education and Certification Definitions (Michigan Department of Education Teacher Preparation and Professional Development Services, August 1974).

dehumanizing; that competency-based programs claim individualization, and yet each student is expected to display the same competencies; and that because so little is known about learning processes, it seems ridiculous to base a program on competencies that may not be the appropriate ones.²⁸

Nash, in his poignant article, "Commitment to Competency: The New Fetishism in Teacher Education," argued that the concept of competency-based education is out of touch with contemporary society and has become but another unquestioned fetish and magical tool of education.

. . . As teacher educators, we are racing slavishly to adopt a model for teacher education which is so out of touch with the contemporary zeitgeist that it has become but another unquestioned fetish in the arsenal of pedagogical ammunition.²⁹

In his critique of performance-based teacher education, Broudy identified several important concerns. He contended that the competency-based education movement fractionates the teaching act by breaking it down into parts, which when put together would not equal the whole.³⁰

Tarr critiqued the concept of competency-based education from a philosophical viewpoint. She argued that competency-based teacher education tells us how to facilitate learning, but nothing

²⁸Schmieder, Competency-Based Education, pp. 24-26.

²⁹Robert J. Nash, "Commitment to Competency: The New Fetishism in Education," Phi Delta Kappan 50 (December 1970): 240-41.

³⁰Harry Broudy, A Critique of Performance-Based Education (Washington, D.C.: American Association of Colleges for Teacher Education, 1972), p. 3.

on what is worth teaching. She claimed that if competency-based teacher education is supposed to be a learning theory, it is defective in that it does not offer a consistent and coherent body of explanations.³¹

Rosner claimed that the single most serious issue confronting the competency-based teacher education movement is that it has come to mean so many things to so many different people.³²

Arguments against competency-based education are gaining visibility. This visibility has caused a renewed interest and in-depth investigations by many educational experts. Panel discussions and conferences have been initiated involving both sides. The outcomes of these discussions and explorations have resulted for both sides in increased responsibility and awareness to look very carefully at where we are, to come to some decision about where we are going, and to make that decision clear and public.³³

But not only have voices of criticism been heard. Proponents of the movement have rebutted criticisms of the opposition with precisely delineated facts, and have written articles on the potentials of competency-based education for the future. In his article, "Will the Promise of Competency-Based Teacher Education Be Fulfilled?" Rosner contended that competency-based teacher education

³¹Eloisa Tarr, "Some Philosophical Issues," cited in Houston, Exploring Competency-Based Education, pp. 79-89.

³²Rosner and Key, "Will the Promise of CBTE Be Fulfilled?" p. 291.

³³Benjamin Rosner, "Response to Dr. Broudy's Critique," cited in Houston, Exploring Competency-Based Education, pp. 77-78.

will bring immediate payoffs and the promise of subsequent benefits. He considered immediate payoffs of competency-based teacher education to be increased cooperation among all constituents of the professional educational community, increased student satisfaction, and increased prospects for accountability. Intermediate or short-term benefits he considered to be that teacher education institutions will have the demonstrable capability of preparing knowledgeable and skillful teachers in curricula whose component parts have been tested for validity against criteria of program effectiveness.³⁴

A number of proponents point to the mere fact that competency-based education is responsive to the times. It is responsive to the growing demand for educational accountability, because it insists that desired learning outcomes be made public, that performance standards be held for the objectives stated, and that both student and program success be measured in terms of the ability to meet such standards. In addition, competency-based education has features that are responsive to the growing demand for the personalization of instruction.³⁵

An interesting emphasis was presented by White. She argued that traditional teacher training models have been unable to cope with the challenge posed by multicultural education. However, competency-based teacher education is designed for a multicultural society with multicultural student bodies. White contended that

³⁴Rosner and Key, "Will the Promise of CBTE Be Fulfilled?" p. 292.

³⁵H. Del Schalock, Closing the Knowledge Gap: A Position Paper (The National Consortium of CBE Centers, March 1975).

because competency-based teacher education is individualized, its teachers can gain specific skills that pertain to the needs of specific children. It makes the teacher responsible for teaching in ways that children are prepared to learn, rather than in ways the school is prepared to teach.³⁶

Last, some humanists are also proponents of the concept of competency-based education. Cabrera argued that competency-based education can be an organizer for humanists. The humanistic concerns can be accommodated in the concept of competency-based education. However, this would require some reordering of seeming priorities, as stated in the most widely used definition of competency-based education.³⁷

Review of Literature Regarding Professional Preparation in Recreation

Historical Perspective of Professional Preparation in Recreation in the United States

This history of professional preparation in recreation is a comparatively brief one, when compared to other fields. College degree programs in recreation were not initiated until the 1930's, and were not widely accepted until the 1960's. Prior to this, many colleges had offered single courses in recreation leadership. These courses were usually offered in departments of physical education.

³⁶Louise R. White, "Performance-Based Teacher Education in a Multicultural Society," Journal of Teacher Education 24 (Fall 1973): 225-27.

³⁷Patricia Cabrera, "The Potential for Humanistic Endeavor," cited in Houston, Exploring Competency-Based Education, pp. 47-53.

To assist these departments, the Playground Association of America developed several suggested curricula in leadership which were based on recommendations made at its first Congress in Chicago in 1907.

The curricula included: (1) the Normal Course in Play, a detailed manual which covered both the theory and practical conduct of recreation activities, and which was intended for those planning to become playground directors, or for those planning to work in special institutions for the handicapped; (2) the Course in Play for Grade Teachers, which was a short course designed to help elementary school teachers lead play activities; and (3) the Institute Course in Play, a training manual suggested for playground supervisors to use in preparing part-time or seasonal leaders to conduct programs.³⁸

It was not until 1926 that the first recreation curriculum came into existence with the creation of the National Recreation School by the National Recreation Association. This was a special one-year program designed to train recreation administrators who were already in the field.³⁹ In addition, special institutes directed by National Recreation Association consultants, under the auspices of the Extension Service of the United States Department of

³⁸Richard Kraus and Barbara Bates, Recreation Leadership and Supervision: Guidelines for Professional Development (Philadelphia: W. B. Saunders Company, 1975), p. 71.

³⁹Norman P. Miller, "Professional Education," The Annals of the American Academy of Political and Social Science, September 1957, pp. 38-45.

Agriculture, afforded training opportunities for thousands of participants from rural communities and organizations.⁴⁰

In the 1930's, professional preparation in recreation was introduced in a few colleges and universities. The first specialized college degree in recreation was approved at the University of Minnesota in 1937. The first College Conference on Training Recreation Leaders sponsored by the University of Minnesota brought forth interest by other universities and colleges to develop specialized degrees in recreation. Most frequently, these degrees were offered in departments of physical education. By the end of World War II there were only a dozen colleges with recreation majors. However, other colleges provided specialized training for park administrators, often in connection with departments of forestry, conservation, or landscape architecture.

A survey in 1950 indicated that thirty-seven colleges and universities provided recreation and parks curricula. By 1960, sixty-four colleges and universities and two community colleges offered such programs. The movement for professional preparation in recreation at academic institutions proceeded at a slow pace. However, in the late 1960's the sudden interest by the general public in recreation produced expansion of professional preparation at academic institutions at an accelerated rate. Kraus and Bates stated the following factors which promoted this growth:

1. The recognition that recreation had become a major economic force;

⁴⁰Kraus and Bates, Recreation Leadership and Supervision, p. 72.

2. The federal government's contribution of new programs of outdoor recreation through the United States;
3. The merging of the two National Parks and Recreation Associations (Canada and U.S.) brought forth a new concerted effort for research, higher standards for college and university curricula;
4. The inclusion of recreation as an important service to the economically deprived, minority and handicapped populations; and
5. The changes colleges and universities were experiencing within themselves.⁴¹

These factors fostered the upsurge in enrollments in recreation curricula and an expansion in the number of recreation curricula. In 1967, the American Association for Health, Physical Education, and Recreation identified 103 colleges and universities with an undergraduate major in recreation. The Society of Park and Recreation Educators reported in 1970 that there were 200 college curricula. In 1973, 287 college curricula in recreation were identified. Enrollments in recreation curricula have also risen sharply. In 1967, the number of undergraduate majors in recreation curricula averaged 55; by 1973, this number had increased to 125.⁴²

Approaches and Trends of Professional Preparation in Recreation

Curriculum development in recreation and parks involved a process of gradual change. During the first decades of growth many recreation curricula simply represented minor appendages of physical education curricula. A small number of courses was offered in recreation, and these courses emphasized recreation leadership.

⁴¹Ibid., p. 72.

⁴²Thomas Stein, "Recreation and Park Education in the United States and Canada," Journal of Parks and Recreation, January 1974, pp. 32-35.

Kraus remarked that standards were subpar, and research in the field of recreation was nearly nonexistent.⁴³ This situation changed when a number of conferences held in 1948 focused attention on undergraduate preparation in the field of recreation. During the 1950's, attempts were made in many institutions to revise academic standards. Recreation educators experimented with an interdivisional or interdepartmental approach. The collection of existing courses in physical education was broadened to incorporate offerings available in other departments or broadened to incorporate offerings available in other departments or schools and colleges of a specific institution. This method provided the advantage of broadening the concept of recreation from just a physical education base and permitted the wider use of institutional resources. A limiting factor in this pattern was the fact that other departments did not teach courses expressly for recreation students. Thus, the interpretation of subject matter areas in terms of recreation was indirect, and the students had to provide this themselves.⁴⁴

The next approach developed to professional preparation in recreation was based upon job descriptions of the various positions existing in the field. Curricula and courses were developed around the specific skills and abilities prescribed in civil service job descriptions or as required by local recreation agencies. The advantage of this pattern was that the recreation curriculum could

⁴³Richard G. Kraus, Recreation Today: Program Planning and Leadership (New York: Appleton-Century-Crofts, 1966), p. 32.

⁴⁴Miller, "Professional Education," p. 39.

be geared directly to demands in the field and for specific agencies or levels of leadership. However, in view of the rapidly broadening scope of recreation opportunities, and the limited number of recreation majors available, it proved impractical.⁴⁵

The functional approach in recreation curriculum planning came shortly thereafter, and required that qualifications of recreation leaders be stated. Problems of leadership roles were identified. Competencies needed to solve the problems were derived and then dressed in curricular and course experiences.⁴⁶

In 1959, the article entitled "Are We Making a Playground Out of College" brought forth renewed national focus upon existing undergraduate recreation curricula. These interests and criticisms culminated in a report by the American Association for Health, Physical Education, and Recreation. The report recommended that standards of professional preparation in recreation be sharply revised.⁴⁷ Guidelines for undergraduate recreation curricula were recommended in the report. On the baccalaureate level, it recommended that 50 percent of required courses should be in general education (composed of humanities, language, arts, physical and social sciences); 17 percent in courses related to recreation education (in such areas as group processes, business procedures, human growth and development); and 33 percent in professional recreation courses (concepts of leisure; history of the recreation movement; place of recreation in the community; role of the leader; development

⁴⁵Ibid., p. 40.

⁴⁶Ibid.

⁴⁷Kraus, Recreation Today, p. 33.

of leadership skills; organization and administration of park and recreation programs and facilities; ability to train, supervise, and utilize both volunteers and professionals; and ability to work with community groups and to interpret the recreation department's objectives and role to others).⁴⁸

A second major effort intended to upgrade higher education in recreation was the National Recreation Education Association Project. In 1965, the Recreation Education Accreditation Committee presented its first recommendations. For the undergraduate level it urged that colleges prepare administrators for one of three settings: (1) general recreation program administration, (2) administration in joint recreation and park systems, and (3) administration with major responsibility for physical resources development and operation. For each of the recommended settings, the Accreditation Committee proposed general guides for approved practices as well as specific criteria through which college departments might be judged. This committee's recommendations have stimulated colleges and universities to upgrade their recreation curricula.⁴⁹

As recreation curricula became established and expanded in size, several changes took place. An increasing number of curricula gained administrative independence by acquiring separate faculties with members who held advanced degrees in recreation.

⁴⁸Richard G. Kraus, Recreation and Leisure in Modern Society (New York: Appleton-Century-Crofts, 1971), p. 110.

⁴⁹National Recreation Education Accreditation Project, Standards and Evaluation Criteria (Federation of National Professional Organizations for Recreation, 1965).

With this expansion, specialized degree options came about. In 1973, the Society of Park and Recreation Educators identified the recreation degree options in colleges and universities as shown in Table 1.

Table 1.--Curriculum options in degree recreation programs in the United States and Canada.

Curriculum Option	Number of Programs
Recreation Program Management	98
Recreation and Park Administration	98
Therapeutic Recreation	80
Outdoor Recreation and Camping	75
Park Management	67
Voluntary and Youth Service	51
School Recreation	40
Older Citizens and Aging	29
Commercial/Tourism	26
Research	23
Industrial Recreation	18
Corrections	18
College Unions	15

SOURCE: Richard Kraus and Barbara Bates, Recreation Leadership and Supervision: Guidelines for Professional Development (Philadelphia: W. B. Saunders Company, 1975), p. 82.

The literature on current undergraduate recreation curricula is very scarce. Only a few articles pertaining to undergraduate recreation curriculum approaches and trends are available. Some of these articles voice concern that undergraduate recreation

curricula are no longer adequately preparing today's recreation students. Others voice discontent about the content of present-day recreation curricula.

Murphy contended that most undergraduate recreation curricula today do not include many of the racial and cultural implications of recreation programming. Recreation majors are being prepared without receiving understanding and awareness of minority and multicultural groups who are living clustered in our large cities. Therefore, he proposed reexamination of content of undergraduate recreation curricula.⁵⁰

Twardzik suggested that the university must renew its commitment to the park and recreation professions. The university must respond to the professions by providing contemporary and comprehensive professional preparation, since only the university will be concerned that the new professional be both an educated person and a specialist.⁵¹

Gray made a strong appeal to recreation educators for curriculum changes. He argued that if recreation education does not respond to the social and technological changes of our present day, it may become an organizational fossil, no longer significant to the living world. However, he cautioned that curriculum revisions must be approached with serious questioning such as:

⁵⁰James Murphy, "Recreation Education for White and Black America," Journal of Parks and Recreation, August 1974, pp. 28-29, 66.

⁵¹Louis F. Twardzik, "The University's Commitment to the Park and Recreation Professions," Journal of Parks and Recreation, March 1968, pp. 21, 54-58.

. . . What will the new graduate at the entering professional level be asked to do? What will he need to be prepared to do after five years service, after ten years?

How much of current practice in the recreation field should be reinforced and perpetuated?

What new goals, what new tasks, what new methods will recreation embrace in the next few years; what values will guide recreation practice?⁵²

A few examples of current undergraduate recreation curricula were presented by Kraus and Bates. One of the examples listed was the present undergraduate recreation curriculum of Clemens University, South Carolina. This curriculum is designed to provide a broad liberal arts education and to develop the basic knowledge and skills needed to administer leisure service programs in three areas of major emphasis: Rehabilitation Recreation, Recreation and Park Administration, and Recreation Management. The curriculum comprises four areas of concentration:

General Education (50 hours)

Includes Accounting, Biological Science, Composition, Economics, History, Mathematics, Physical Science, Political Science, Psychology, Sociology, Speech.

Core Curriculum (44 hours)

Includes courses in Introduction to Community Recreation, History and Principles of Outdoor Recreation, Program Planning for Recreation, Camp Organization and Administration, Recreation Leadership, Recreation Administration, Facility and Site Planning, Recreation Research, and Field Training in Recreation.

⁵²David Gray, "New Values, New Missions, New Roles, New Preparation for Recreation Personnel," in Reflections on the Recreation and Park Movement, ed. David Gray and Donald A. Pelegriano (Dubuque, Iowa: Wm. C. Brown Company, 1973), pp. 356-60.

Emphasis Areas (26 hours)

Depending on what specialization the student has chosen.

Electives (15 hours)⁵³

In summary, the literature revealed that dissatisfaction with four-year undergraduate recreation curricula exists. But this dissatisfaction represents only the voices of a few recreation educators. In addition, their descriptions of what needs to be improved in undergraduate recreation curricula are vague and non-specific. None of the articles reviewed utilized new approaches to curriculum development. Information regarding content in recreation preparation was very limited. However, in the specialized field of therapeutic recreation there has been a trend in the past five years toward the development of competency-based curricula. This is due in part to the Bureau of Education and Health Guidelines for curriculum development and the corresponding funding of such projects. At Michigan State University, a competency-based undergraduate therapeutic recreation curriculum has recently been implemented.⁵⁴

Summary

Chapter II has reviewed literature on competency-based education and literature pertaining to professional preparation in the field of recreation. Since two different areas were examined in this chapter, it was divided into five sections on competency-based education and two sections on professional preparation in

⁵³Kraus and Bates, Recreation Leadership and Supervision, p. 81.

⁵⁴Carol Ann Peterson, "A Competency-Based Undergraduate Therapeutic Recreation Curriculum," unpublished.

recreation. The sections on competency-based education involved history, applications and scope, definitions, procedures, and pros and cons. The two sections on professional preparation in recreation presented history and approaches, and trends.

The review of the literature on competency-based education revealed that the concept of competency-based education evolved as a response to conditions which surrounded higher education in the sixties. It was fostered by two movements. The federal financial support for proposals regarding undergraduate and inservice teacher education fused interest by educators to explore alternative models for teacher education. Second, the efforts of concerned individuals who were no longer satisfied with outcomes of teaching processes led to the exploration of alternatives.

The movement for competency-based education today permeates every aspect of American education. Competency-based teacher education programs exist in seventeen states, and many academic institutions are experimenting with the concept. National conferences and consortia have been held in an effort to examine, strengthen, and further the concept of competency-based education.

Competency-based education has been defined by many authors as a process which specifies expected learning outcomes which must be demonstrated by students. Explicit criteria are applied to the competencies for assessment of the student's performance. The student and teacher are held accountable for meeting these criteria.

Procedures of competency-based education models most frequently cited in the literature include the following steps:

(1) specification of competencies which refer to the knowledge, skills and behavior students must achieve and which are derived from explicit conceptions of the professional roles, made public in advance and stated in behavioral terms; (2) stating of criteria which will be needed in assessing the competencies; (3) assessment of student's competency, based on student's performance; (4) stating of student's rate of progress, which is determined by demonstrated competency rather than by time or course completion; (5) gearing the instruction to facilitate the development of student achievement of the competencies specified.⁵⁵

The concept of competency-based education has inspired criticism as well as praise. Some of the critics argue that its mechanistic approach is dehumanizing, whereas others argue that the concept claims individualization, but yet each student is expected to display the same competencies. Some of the opponents contend that the concept has come to mean too many things to too many different people.

Proponents of the competency-based education movement point to the obvious factor that competency-based education produces evidence of accountability. They also argue that it is responsive to the times, because it provides for performance standards and personalization of instruction.

The review of the literature regarding professional preparation in recreation revealed that the history of recreation preparation is a brief one. The first recreation curriculum was initiated

⁵⁵Elam, Performance-Based Teacher Education, pp. 7-9.

in 1926. It was designed as a special one-year program which would train recreation administrators. During the 1930's, professional preparation in recreation was introduced in a few colleges and universities. These programs were most frequently offered in departments of physical education. In 1950, only a dozen academic institutions offered recreation degrees. However, in the late 1960's an enormous expansion occurred in the development of academic institutions offering recreation programs.

Historically, recreation curricula simply represented minor appendages of physical education curricula. In the 1950's, the interdepartmental approach was introduced into recreation curricula. The collection of existing courses in physical education was broadened and included new courses from other departments. A later approach of professional preparation in recreation focused upon job descriptions of the various positions in the field. Curricula and courses were developed around specific skills, knowledge, and abilities required by prescribed civil service job descriptions and job descriptions of recreation agencies. Voices by recreation educators regarding standards of professional preparation in recreation resulted in two major efforts for upgrading these standards. New guidelines for recreation curricula were set by the American Association for Health, Physical Education, and Recreation.

Literature on recent approaches and trends in professional preparation in recreation is very scarce. Only a few articles pointed out the need for curriculum revisions. Their recommendations

were generally that improvements were necessary. However, concrete guidelines for revised content and new curriculum approaches were not given.

CHAPTER III

METHODOLOGY

Introduction

This study was designed to derive the generic professional core of competency-based recreation courses for the Michigan State University undergraduate recreation curriculum. The generic professional core of courses will represent the foundation of the undergraduate recreation curriculum and serve as a requirement for all students enrolled in the Division of Recreation.

The overall approach in deriving the generic core of courses utilized a systems methodology. Three primary procedures of investigation were used in deriving the competencies: (1) a mail survey to former recreation students who had graduated from the Division of Recreation in the last five years, (2) an in-depth oral interview survey of selected recreation professionals representing the state of Michigan, and (3) a thorough investigation of the literature pertaining to competency-based education and professional preparation in the field of recreation.

Presented in this chapter is a description of the five steps utilized in deriving the generic professional core of courses. Step I describes the process of defining and specifying the level of competencies accepted in the study. Step II consists in deriving the competency content areas and the three primary tools of

investigation utilized. Step III presents the development of the competency statements, while Step IV involves the translation of the derived competency statements into the generic professional core of courses. Step V describes the process of validation of the generic professional core of courses. A flow chart providing an overview of the procedures is presented in Figure 1.

STEP I: Defining and Specifying Level of Competencies

Review of Literature (A)

This step required the review of the literature regarding different levels of competencies utilized in different curricula or programs. The review revealed that little information is available on the process of specifying the level of competencies. Competency-based curricula most frequently cited in the literature are teacher education curricula. It appeared that the levels of competencies used in most of those models were not addressed but assumed. However, a thorough examination of some of those cited teacher education curricula revealed that wide ranges of levels are being utilized. Weil suggested that levels of competencies may range from very broad levels of competencies to micro-minute levels.¹ For example, the "I Can" program, developed at Michigan State University for the purpose of providing physical skill instruction to mentally retarded individuals, utilizes very minute and detailed levels of competencies. Logically, such minute levels of competencies

¹Marsha Weil, "Deriving Teaching Skills From Models of Teaching," in Exploring Competency Based Education, ed. Houston, p. 116.

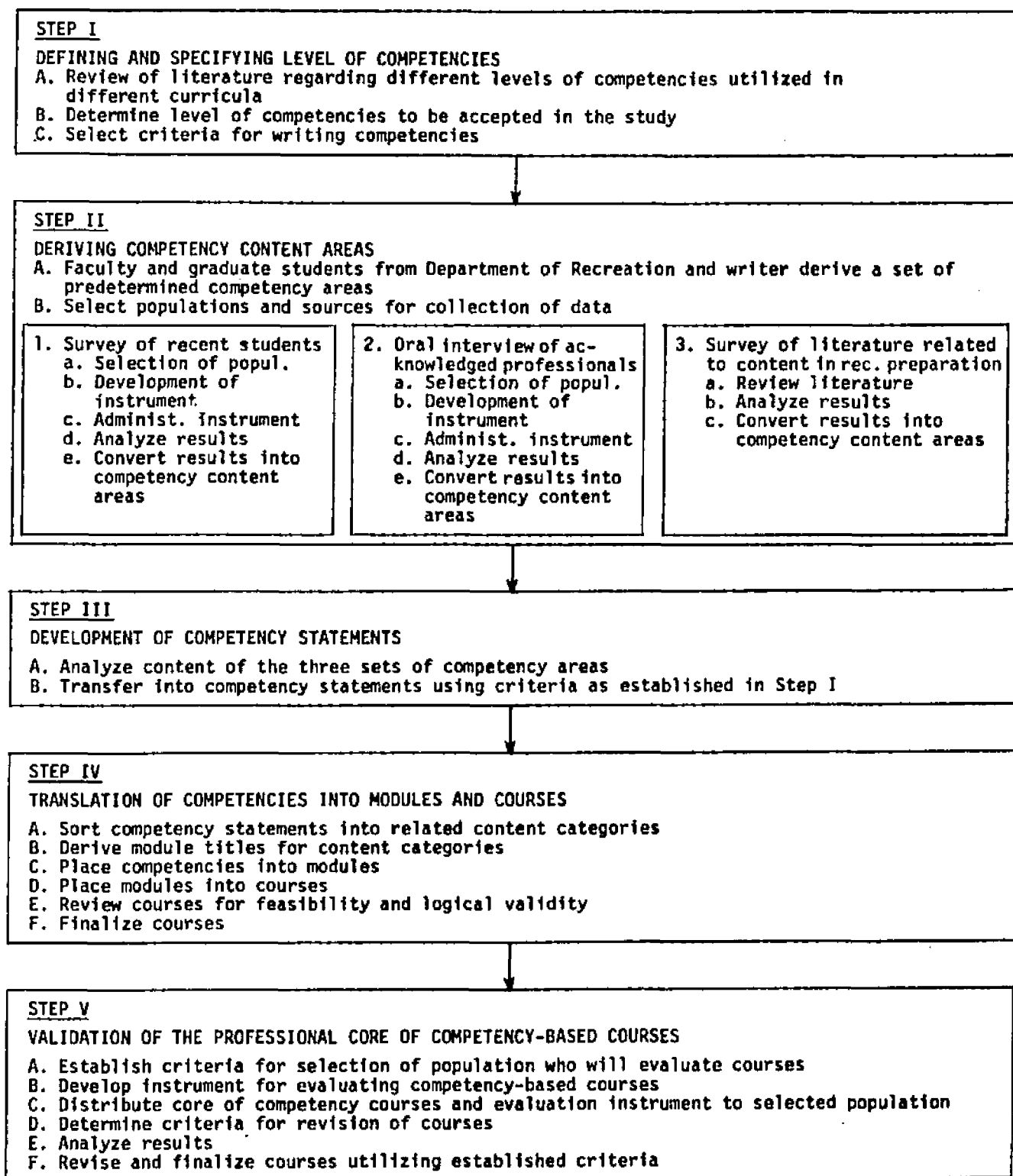


Fig. 1. Overview of procedures.

do not apply to competencies designed for undergraduate students enrolled in recreation curricula. As some authors suggest, specifying the level of competencies requires sensitivity toward the population for whom the competencies are intended.² Since the literature did not address itself specifically to the subject of specifying levels of competencies, it was determined that the level of competencies for undergraduate students majoring in recreation should be broad and more general. College students do not need minute objectives prescribed, but are expected to achieve broad skills or abilities.

Determining Level of Competencies (B)

The level of competencies to be accepted in the study was based upon a number of antecedent variables:

- a. The intellectual level of the population for whom the competencies are intended.
- b. The author's experience in having taken courses in systems design for program and course development.
- c. Levels of existing competency-based college courses at Michigan State University.
- d. Consideration was given to staying parallel with other courses offered within the Division of Recreation.

²J. Bruce Burke et al., Criteria for Describing and Assessing Competency-Based Programs (The National Consortium of CBE Centers, March 1975).

- e. The level of the competencies should comply with the constraints inherent in the Division of Recreation at Michigan State University.

Therefore, it was concluded that the level of competencies accepted in this study should be broad, but yet specific and focused.

The following is an example of the level of competencies accepted in this study:

To demonstrate knowledge of the early history and foundations of recreation and leisure.

To demonstrate the ability to determine program goals.

Selecting Criteria for Writing Competencies (C)

It was determined that the following listed criteria would be utilized in the process of writing competencies:

1. Each competency should either address a knowledge, skill, or ability. In some situations it may contain a combination of the three areas.
2. Competencies should not address abstract or vague processes.
3. Competencies should be stated in behavioral outcome terms.
4. An attempt should be made to keep the competencies parallel in regard to the amount of content covered.

STEP II: Deriving Competency Content Areas

Deriving a Set of Predetermined Content Areas (A)

Three faculty members from the Division of Recreation, two graduate students, and the writer developed, through a logical deductive process, a set of predetermined competency areas. These competency areas served as a guiding tool in gathering data. The following is a list of the derived predetermined competency areas:

- History of the Profession
- History of the Department or Agency
- History of Other Agencies

- Philosophy of the Profession
- Philosophy of the Department or Agency
- Philosophy of Other Agencies

- Trends and Issues of the Profession
- Trends and Issues of the Department or Agency
- Trends and Issues of Other Agencies

- Resources of the Profession
- Resources of the Department or Agency
- Resources of Other Agencies

- Human Interaction Skills and Techniques Related to Participants
- Human Interaction Skills and Techniques Related to Other Agencies
- Human Interaction Skills and Techniques Related to the Public
- Human Interaction Skills and Techniques Related to the Staff

- Written Communication Skills Related to the Public
- Written Communication Skills Related to the Staff
- Written Communication Skills Related to Participants
- Written Communication Skills Related to Other Agencies

- Professional Ethics Related to the Public
- Professional Ethics Related to the Staff
- Professional Ethics Related to Participants
- Professional Ethics Related to Other Agencies

- Planning of Programs
- Planning of Personnel
- Planning of Facilities

Supervision of Programs
 Supervision of Personnel
 Supervision of Facilities

Directing, Controlling, Managing Programs
 Directing, Controlling, Managing Personnel
 Directing, Controlling, Managing Facilities

Budgeting Programs
 Budgeting Personnel
 Budgeting Facilities

Research Investigation or Problem Solving of Programs
 Research Investigation or Problem Solving of Personnel
 Research Investigation or Problem Solving of Facilities

Evaluation of Programs
 Evaluation of Personnel
 Evaluation of Facilities

Program Content--Diverse or Specialized
 Program Content--Instruction and Techniques
 Program Content--Trends

Selection of Populations and Sources for Collection of Data (B)

It was determined that for the process of deriving competency content areas three different sources could render information essential to this process. Former recreation majors of the Division of Recreation at Michigan State University, now employed in the field, could provide information about whether they experienced inadequacies in their academic preparation at Michigan State University with respect to what was required of them in their first recreation position. Acknowledged recreation professionals from the state of Michigan could render information related to job functions for entry-level recreation positions. A survey of the literature related to content in professional preparation of recreation students could supplement the information received from the above-mentioned sources.

The following listed steps outline the procedures used in gaining information from these three specific sources.

Mail Survey to Recent Michigan
State University Recreation
Graduates (1)

Population (a).--The most logical and immediate population to be contacted was that of former graduates of the Michigan State University Division of Recreation. It was also decided that the population to be surveyed would consist of those individuals who had graduated from the Division of Recreation during the period from Fall Term 1970 to Fall Term 1975. The search of these recreation graduates revealed that 141 students (80 females and 61 males) had graduated from the Division of Recreation during the above-mentioned period. It was determined that all 141 persons would be surveyed.

Development of the instrument (b).--Three faculty members of the Division of Recreation and two graduate students aided in the development of the instrument. It was determined that a mail survey questionnaire should be used. The questionnaire was designed to render two types of information. The respondents were asked to submit job descriptions of entry-level recreation positions. Second, they were asked whether or not they experienced inadequacies in their academic preparation at Michigan State University with respect to what was required of them in their first full- or part-time recreation position. This question was to be

applied relative to each of the predetermined competency content areas (see Appendix A).

Administration of the instrument (c).--The constructed questionnaire was pilot sampled and approved by the faculty of the Division of Recreation. A letter of introduction and explanation was written (see Appendix A). The survey questionnaire was then coded and mailed out to the 141 individuals. Follow-up letters were sent to those graduates not responding after three weeks had passed.

Analysis of data from mail survey questionnaire (d).--The analysis of the mail survey questionnaire responses involved determining proportions. For each competency content area, the proportion of the total sample who indicated inadequacies in their academic preparation was computed. A table was constructed which listed the predetermined competencies, the number of respondents who experienced inadequate preparation in each predetermined competency area, and the aforementioned proportions. Those areas which demonstrated a high proportion of inadequacies in professional recreation preparation were given high priority for inclusion in the initial set of competency content areas.

The job descriptions received from the respondents were analyzed. Listed job responsibilities were extracted from each job description. The information was then tabulated and a frequency count was taken.

Converting results into competency content areas (e).--

Those competency areas which were given higher priority ranking in the analysis of the mail survey were again listed. The list of competency areas obtained from the job descriptions was added to that list.

Oral Interview Questionnaire
to Recreation Professionals (2)

The population (a).--Another source for data essential in deriving the competency content areas consisted of the experienced, recognized professionals from the field of recreation. Their input in the study appeared indispensable. Since the study did not have the resources for a large sample, a criteria-based sample of recreation professionals from the state of Michigan was selected. Criteria for selection of these recreation professionals consisted of the following requirements:

1. Recreation professionals selected represented the following areas or specializations within the field of recreation services: Municipal or Community Recreation, Community Education, Youth Agencies, and Therapeutic Recreation.
2. Recreation professionals selected represented a variety of municipalities or communities serving a variety of populations, different sizes of populations, and existed at different locations.
3. Recreation professionals reflected sexual and racial distribution.

4. Recreation professionals had completed three years minimum full-time employment in the field of recreation services.
5. Recreation professionals presently hold full-time director or supervisory positions in the field of recreation services.
6. Recreation professionals have demonstrated expertise in the field of recreation services by successfully directing, coordinating, or supervising recreation services.

Forty-four professionals from the state of Michigan were selected. This sample comprised six females and thirty-eight males. The racial distribution consisted of forty-two whites and two blacks. Fifteen subjects (two females and thirteen males) were holding supervisory positions, whereas twenty-nine subjects (twenty-six males and three females) were holding director positions in the field of recreation services. The number of subjects representing the various specializations within the field of recreation services was as follows: thirty-four subjects represented municipal or community recreation services, four subjects represented youth agencies, two subjects represented community education programs, and four subjects therapeutic recreation services.

Development of the instrument (b).--After a review of instruments used in related studies and extensive discussions regarding instruments with the faculty of the Division of Recreation

of Michigan State University, it was decided that an oral in-depth interview questionnaire provided a practical tool for securing the desired data within acceptable time limits. An instrument was developed to collect data regarding the job responsibilities of entry-level employees in the field of recreation services holding B.S. degrees in recreation (see Appendix B). This instrument consisted of a fifteen-page color-coded questionnaire which used the technique of word association. The predetermined competency content areas were listed on the instrument and related in question form to skills, abilities, and knowledge associated with the responsibilities of entry-level recreation professionals. A Likert scale with a range from 1 to 3 was applied to each oral question. The range of the scale measured the responses as follows:

- 1--very important
- 2--of moderate importance
- 3--of minimal importance

Administration of the instrument (c).--The selected recreation professionals were contacted by letter. Appointments for the interview were made by phone. Two graduate students of the Division of Recreation administered the questionnaire orally to the interviewees. The interview required that after each response was received, the interviewer asked how important the content discussed was to be rated.

Analysis of oral interview questionnaire (d).--Of the forty-four recreation professionals contacted, thirty-two participated in the survey. The results of the responses to the interview

questionnaire were tabulated along with the average response for each of the predetermined competency content areas.

Converting results into competency content areas (e).--

The analysis of the data from the oral interview questionnaires revealed which competency content areas were to be selected for inclusion on the first list. The relative ratings of the various content areas were considered in determining the emphasis each should receive.

Survey of the Literature Related
to Content in Academic Preparation
of Recreation Professionals (3)

An examination of the literature regarding content in academic preparation of recreation professionals revealed that minimal information is available. Journal articles pointing to the need for revisions or upgrading of undergraduate recreation curricula were located. However, information regarding new undergraduate recreation curriculum trends, curriculum models, and content of such models could not be found. Guidelines pertaining to only graduate recreation programs for the masters and doctoral levels were published in a 1967 study by the Conference on Graduate Education.³ A recent publication by Kraus and Bates outlined seven undergraduate recreation curricula which are being utilized at some academic institutions in the United States and Canada.⁴ Unfortunately,

³American Association for Health, Physical Education, and Recreation, Conference on Graduate Education (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1967).

⁴Kraus and Bates, Recreation Leadership and Supervision.

the outlines of these curricula included only course titles. Content for these courses was not described.

Because the literature revealed such limited information on content in academic preparation, it was decided that the two other data sources would provide the primary background information. The results of the mail survey questionnaires and the results of the oral interviews would be utilized heavily. The little information existing in the literature appeared not to add relevant information to the survey. Again, it must be mentioned that this scarcity of publications on the subject of contemporary undergraduate recreation curriculum trends points out a tremendous need for research in this direction.

STEP III: Development of Competency Statements

Analysis of Content From Rendered Data Sources (A)

The competency content information rendered from the mail survey of recent graduates and the oral in-depth interviews of recreation professionals were examined, then compared for consistency and congruency. Competencies with similar content areas were sorted into units. An appropriate skill, knowledge, or ability was applied to each unit.

Transfer of Competency Content Areas Into Competency Statements (B)

The competency content areas were analyzed and competency statements formulated. Criteria as established in Step I (B) were applied in writing each competency statement.

STEP IV: Translation of Competency Statements Into Modules and Courses

Since the study was designed to develop the generic core of professional courses for the Division of Recreation at Michigan State University, the constraints and resources of that Division had to be considered throughout the planning and executing of the study. In particular, Stage IV, which involved the translation of the competency statements into courses, required serious consideration of the constraints inherent at the Division of Recreation. The major constraint affecting Step IV was that only two faculty members composed the teaching staff of that Division. Therefore, the number of possible courses was controlled by this constraint.

Sorting Competency Statements Into Related Content Categories (A)

The competency statements were again sorted for similarity of content and for sequence concerns. Similar competency statements were then clustered into categories.

Deriving Module Titles for Competency Content Categories (B)

Each competency content category was once more examined for content. Thereafter, appropriate module titles were chosen for each competency content category.

Placing Competency Statements Into Modules (C)

The module titles were listed and the associated competency statements assigned to the appropriate module. Module content and sequence were then finalized.

Placing Modules Into Courses (D)

The modules were examined for sequence concerns and content. They were then sorted into possible courses. Course titles were derived and applied to each course. It was felt that four to eight courses would be feasible and could be realistically taught by the two faculty members of the Division of Recreation.

Reviewing Courses for Feasibility and Logical Validity (E)

The courses were scrutinized for feasibility and logical validity. Questions were asked for each course:

1. Is the course title appropriate?
2. Do modules fit logically into course titles?
3. Is the module sequence arranged appropriately?
4. Is the content of each module arranged in appropriate sequence?
5. Can the course be taught in one term (ten weeks)?
6. Does the course comply with departmental constraints and resources?

Appropriate revisions were made based on the above concerns.

Finalizing Courses (F)

The generic core of professional undergraduate recreation courses was arranged in final sequence order. It was then stated in final form.

STEP V: Validation of the Professional Core of Courses

Establishing Criteria for Selection of Population (A)

It was decided that educators having expertise in both competency-based education and recreation would be the population qualified to formatively evaluate the established competency-based courses (modules and competencies). Therefore, it was determined that a criteria-based sample, consisting of a panel of five educators, would be selected. The criteria for selection of the validating panel consisted of the following requirements:

1. Individual teaches in the field of recreation or a specialization within that field at an academic institution.
2. Individual is familiar with systems-designed curricula.
3. Individual is experienced in the development of academic courses or curricula.
4. Individual has demonstrated knowledge of the profession of recreation services, and therefore possesses knowledge of job responsibilities of various entry-level recreation positions.

Five faculty members were selected and contacted. All agreed to participate in the evaluation of the professional core of competency-based courses.

Development of Instrument
for Evaluating Professional
Core of Courses (B)

Five evaluation statements were designed to assist in the final validation of the professional core of courses prior to implementation. The statements were as follows:

1. The competencies in this module are relevant to the responsibilities of all entry-level professionals in the field.
2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., community recreation, youth agency, therapeutic recreation).
3. There are competencies omitted which should be included.
4. There are competencies included that should be discarded.
5. The competencies are appropriate for an undergraduate-level curriculum.

An evaluation instrument was designed to assist the selected educators in the validation process. The instrument used a Likert scale with ranges from 1 to 5: 1--strongly agree, 2--agree, 3--undecided, 4--disagree, and 5--strongly disagree (see Appendix C).

The developed competencies grouped by modules and placed into courses were attached to the rating instrument. The validation

panel was asked to rate each module by responding to the five evaluation statements on the basis of the Likert scale as described above. A space was provided for comments related to each statement for each module.

Distribution of Professional Core of Courses and Evaluation Instrument to Selected Validation Panel (C)

A complete set of competencies divided into courses and modules, along with the evaluation instrument, was mailed to each member of the selected validation panel. A time period of three weeks was allotted to the panel for the return of the responses.

Determining Criteria for Revision of the Courses (D)

It was determined that all modules would be reexamined in light of the results of the validation survey. However, it would be deemed necessary to revise a module if three out of the five panel members indicated negative responses to one or more of the evaluation statements. For evaluation statements 1, 2, and 5 a rating of four or five was considered to be "negative," whereas for statements 3 and 4 a rating of one or two was considered to be "negative" (see Appendix C for the evaluation statements).

Analysis of Data (E)

The responses from the validating panel were tabulated. Since the sample represented only five individuals, no further treatment of the received data was required.

Revising and Finalizing the
Professional Core of
Competency-Based Courses (F)

The tabulated responses from the validation panel revealed whether revisions were to be made. Changes were only made according to the established criteria of Step V (D). Finally, the revised courses were stated in final form.

CHAPTER IV

RESULTS AND FINDINGS

Introduction

In this chapter the results of the study are analyzed and described. The chapter outlines again the five basic steps utilized in deriving the results. Step I presents the level of competencies accepted in the study. Step II describes the process of deriving competency content areas, involving descriptions of data sources, descriptions of samples, and analysis of the data received. Step III presents the development of the competency statements, while in Step IV the process of translating the competencies into modules and courses is described. Step V presents the validation of the professional core of competency-based courses. The results, the finalized professional core of competency-based courses, are located in Appendix D.

STEP I: Defining and Specifying Level of Competencies

Review of Literature

The literature related to different levels of competencies utilized in various curricula and academic programs was reviewed. This review revealed that little information is available on the process of specifying the level of competencies. The most frequent competency-based curricula cited in the literature are teacher

education curricula or programs. It appeared that the levels of competencies used in most of these models were not addressed but assumed. However, a thorough examination of some of those cited teacher education curricula revealed that a variety of levels was being utilized. Weil suggested that levels of competencies may range from very broad levels of competencies to micro-minute levels.¹ For example, the "I Can" program, developed at Michigan State University for the purpose of providing physical skill instruction to mentally retarded individuals, utilizes very minute and detailed levels of competencies. Logically, such minute levels of competencies do not apply to competencies designed for undergraduate students enrolled in recreation curricula. As some authors suggest, specifying the level of competencies requires sensitivity toward the population for whom the competencies are intended.²

Determining Level of Competencies

Since the literature did not address itself specifically to the subject of specifying levels of competencies, the writer felt free to determine a level of competencies which seemed appropriate for undergraduate recreation students. College students do not need minute objectives prescribed, but are expected to achieve broad skills or abilities. Minute objectives seem to have the tendency to

¹Weil, "Deriving Teaching Skills From Models of Teaching," in Exploring Competency-Based Education, ed. Houston, p. 116.

²Burke et al., Criteria for Describing and Assessing Competency-Based Programs.

segment learning, rather than enabling students to integrate the learned material.

The level of competencies accepted in the study was based upon a number of antecedent variables:

1. The intellectual level of the population for whom the competencies are intended.
2. The writer's experience in having taken courses in systems design for program and course development.
3. Levels of existing competency-based college courses at Michigan State University.
4. Consideration was given to staying parallel with other courses offered within the Division of Recreation.
5. The level of the competencies should comply with the constraints inherent in the Division of Recreation at Michigan State University.

After the aforementioned variables were taken into consideration, it was determined that the level of competencies accepted in this study was required to be broad, but yet specific and focused.

The following is an example of the level of competencies accepted in the study:

To demonstrate knowledge of current issues related to recreation and leisure services.

To demonstrate ability to interpret verbally and in written form recreation services to allied professionals, recreation participants, personnel and the public.

Selection of Criteria for Writing Competencies

It was determined that the following listed criteria would be utilized in the process of writing competencies:

1. Each competency should either address a knowledge, skill, or ability. In some situations it may contain a combination of the three areas.
2. Competencies should not address abstract or vague processes.
3. Competencies should be stated in behavioral outcome terms.
4. An attempt should be made to keep the competencies parallel in regard to the amount of content covered.

During the process of deriving the competencies, the aforementioned criteria were strictly adhered to.

STEP II: Deriving Competency Content Areas

Deriving a Set of Pre-determined Competency Areas

Three faculty members from the Division of Recreation, two graduate students, and the writer developed through a logical deductive process a set of predetermined competency areas. This process involved the brainstorming of possible competencies required of graduating recreation majors in their first full-time recreation position. These hypothetical competencies were then sorted into logical units. The units or competency areas served then as a framework in gathering actual content from the specified data

sources. The following is a list of the derived predetermined competency areas:

History of the Profession
History of the Department or Agency
History of Other Agencies

Philosophy of the Profession
Philosophy of the Department or Agency
Philosophy of Other Agencies

Trends and Issues of the Profession
Trends and Issues of the Department or Agency
Trends and Issues of Other Agencies

Resources of the Profession
Resources of the Department or Agency
Resources of Other Agencies

Human Interaction Skills and Techniques Related to Participants
Human Interaction Skills and Techniques Related to Other Agencies
Human Interaction Skills and Techniques Related to the Public
Human Interaction Skills and Techniques Related to the Staff

Written Communication Skills Related to the Public
Written Communication Skills Related to the Staff
Written Communication Skills Related to Participants
Written Communication Skills Related to Other Agencies

Professional Ethics Related to the Public
Professional Ethics Related to the Staff
Professional Ethics Related to Participants
Professional Ethics Related to Other Agencies

Planning of Programs
Planning of Personnel
Planning of Facilities

Supervision of Programs
Supervision of Personnel
Supervision of Facilities

Directing, Controlling, Managing Programs
Directing, Controlling, Managing Personnel
Directing, Controlling, Managing Facilities

Budgeting Programs
Budgeting Personnel
Budgeting Facilities

Research Investigation or Problem Solving of Programs
 Research Investigation or Problem Solving of Personnel
 Research Investigation or Problem Solving of Facilities

Evaluation of Programs
 Evaluation of Personnel
 Evaluation of Facilities

Program Content--Diverse or Specialized
 Program Content--Instruction and Techniques
 Program Content--Trends

Populations and Sources Utilized in the Collection of Data

For the process of deriving competency content areas, it was determined that three different sources could render information essential to this process. Former recreation majors of the Division of Recreation at Michigan State University, now employed in the field, could provide information about whether they experienced inadequacies in their academic preparation at Michigan State University with respect to what was required of them in their first recreation position. In addition, job descriptions of entry-level recreation positions could also be requested from them. Acknowledged recreation professionals from the state of Michigan could render information related to job functions for entry-level recreation positions. In addition, a survey of the literature related to content in professional preparation of recreation students could supplement the information received from the aforementioned sources.

The study explored all three sources. The following steps describe the samples and the analysis of the data received from these samples.

Mail Survey to Recent
Michigan State University
Recreation Graduates

Description of the sample.--One hundred forty-one former recreation graduates (eighty females and sixty-one males) of the Michigan State University Division of Recreation were contacted and asked to respond to the mail survey. Seventy-three of the contacted 141 recreation graduates responded to the survey. Their breakdown consisted of forty-nine females and twenty-four males. Thirty-nine respondents (twenty-four females and fifteen males) returned the mail questionnaire uncompleted for the following reasons:

- 19 indicated they had not held a full-time or part-time recreation position since graduation.
- 11 indicated they held positions in other fields or related fields.
- 9 indicated they attended graduate school immediately following their graduation from Michigan State University.

Those respondents who returned the completed questionnaires numbered thirty-four. Their breakdown consisted of twenty-one females and thirteen males. The responses of these thirty-four respondents were utilized in the study.

Analysis of mail survey data.--The mail survey questionnaire to the former students requested two types of data. First, the former recreation students were asked to return job descriptions of entry-level recreation positions. Second, they were asked to complete a questionnaire. This questionnaire focused on whether

the former students experienced inadequacies in their academic preparation at Michigan State University with respect to what was requested of them in their first full-time or part-time recreation position (see Appendix A).

Analysis of Job Descriptions: Eighteen job descriptions of full-time entry-level recreation positions were received. These job descriptions represented the following positions in the field of recreation:

- Youth Agency Assistant Supervisor
- Recreation Field Specialist
- Recreation District Advisor
- Tennis Professional
- Recreation Program Director
- Recreation Personnel Activities Coordinator
- Recreation Coordinator for Juvenile Center
- Ice Arena Assistant
- Recreational Therapist
- Therapeutic Recreation Specialist--Physical Activities
- Recreation Supervisor for Church Recreation
- Community Recreation Coordinator
- Activity Director of Nursing Home
- Recreation Coordinator for Mental Retardation Division

Each job description was analyzed. Listed job responsibilities were extracted and matched with the appropriate predetermined competency areas. This information was then tabulated and a frequency count was taken (see Table 2). The frequency count represented the number of times a particular job responsibility occurred.

Table 2.--Analysis of job descriptions (number of job descriptions=18).

Competency Content Area (1)	Frequency (2)	Group Frequency (3)
<u>Philosophy</u>		
Profession	2	
Department	1	6
Other Agencies	3	
<u>Trends and Issues</u>		
Profession	1	
Department	1	3
Other Agencies	1	
<u>Human Interaction Skills</u>		
Public	9	
Staff	8	36
Participants	12	
Other Agencies	7	
<u>Written Communication Skills</u>		
Public	10	
Staff	7	32
Participants	10	
Other Agencies	5	
<u>Planning</u>		
Program	14	
Personnel	4	23
Facilities	5	
<u>Directing, Managing, Controlling</u>		
Program	4	
Personnel	1	8
Facilities	3	
<u>Budgeting</u>		
Program	8	
Personnel	5	19
Facilities	6	
<u>Research or Problem Solving</u>		
Program	1	
Personnel	1	3
Facilities	1	

Table 2.--Continued.

Competency Content Area (1)	Frequency (2)	Group Frequency (3)
<u>Evaluating</u>		
Program	7	
Personnel	2	11
Facilities	2	
<u>Supervising</u>		
Program	6	
Personnel	9	22
Facilities	7	
<u>Program Content</u>		
Diverse Activity Skills	5	7
Instructional Techniques	2	

Table 2 lists in column 1 the predetermined competency areas. The frequency count given in column 2 represents the number of job descriptions on which the particular competency count area appeared in the form of specific job responsibilities. Column 3 contains the combined frequency for each unit of competency areas (e.g., Philosophy, Trends and Issues, etc.).

The table reveals that the competency areas of Human Interaction Skills, Written Communication Skills, Planning, Supervising, and Budgeting were mentioned most frequently. This indicated for the study that these units should be given priority consideration in the process of deriving the competency statements. It should also be pointed out that the number of job descriptions obtained was small, and that some subjective interpretation was involved in converting the data to useful form. The information obtained

from the questionnaire of former graduates and the oral interview questionnaire was considered to be more reliable, and thus received closer scrutiny.

Analysis of questionnaire of former students: The data obtained from the questionnaire of former students is tabulated in Table 3. Relative to each competency content area, the respondents were asked to indicate whether or not they felt their academic preparation had been inadequate in the given area. The predetermined competency content areas are listed in column 1. Corresponding to each competency content area, column 2 contains the number of responses obtained, and column 3 contains the proportions of the total sample which responded to the given competency content area. Column 4 contains the average of the proportions for each group of competency content areas (e.g., History, Philosophy, etc.).

If one examines the group averages in Table 3, it is immediately clear that on the basis of this survey, the highest priority groups are Written Communication Skills, Human Interaction Skills, Budgeting, Directing or Managing, and Program Content. Closely follows a second group of competency areas comprising Trends and Issues, Research or Problem Solving, Supervising, Planning, and Ethics. The lowest rated group of competency areas was Evaluating, Philosophy, and History.

The table also reveals that group averages of the competency areas with the exception of History and Philosophy are sufficiently high to indicate that all of these areas should be given more emphasis in the new core curriculum.

Table 3.--Analysis of mail survey (number of respondents=34).

Competency Content Area (1)	Frequency (2)	Proportion (3)	Group Average (4)
<u>History</u>			
Profession	5	.15	
Department	1	.03	.07
Other Agencies	1	.03	
<u>Philosophy</u>			
Profession	8	.24	
Department	2	.06	.13
Other Agencies	3	.09	
<u>Trends and Issues</u>			
Profession	19	.56	
Department	4	.12	.31
Other Agencies	8	.24	
<u>Human Interaction Skills</u>			
Public	20	.62	
Staff	20	.59	
Participants	16	.47	.51
Other Agencies	12	.35	
<u>Written Communication Skills</u>			
Public	25	.74	
Staff	24	.71	
Participants	17	.50	.61
Other Agencies	17	.50	
<u>Ethics</u>			
Public	10	.29	
Staff	10	.29	
Participants	8	.24	.24
Other Agencies	5	.15	
<u>Planning</u>			
Program	11	.32	
Personnel	8	.24	.25
Facilities	6	.18	
<u>Directing or Managing</u>			
Program	13	.38	
Personnel	18	.53	.37
Facilities	7	.21	

Table 3.--Continued.

Competency Content Area (1)	Frequency (2)	Proportion (3)	Group Average (4)
<u>Budgeting</u>			
Program	20	.59	
Personnel	15	.44	.47
Facilities	13	.38	
<u>Research or Problem Solving</u>			
Program	15	.44	
Personnel	10	.29	.33
Facilities	9	.26	
<u>Evaluating</u>			
Program	11	.32	
Personnel	9	.26	.22
Facilities	3	.09	
<u>Supervising</u>			
Program	9	.26	
Personnel	12	.35	.25
Facilities	5	.15	
<u>Program Content (Activities)</u>			
Diversity/Specialization	11	.32	
Instruction/Leadership Tech.	13	.38	.35
Trends	12	.35	

It should be noted here that the information obtained from the questionnaire of former students is important for this study primarily from the point of view of indicating which areas should be stressed more. In addition, these data point out areas which should be included in the curriculum which were not there previously.

Oral Interview Questionnaire to Recreation Professionals

Description of the sample.--Forty-four recreation professionals from the state of Michigan were contacted and asked to participate in the oral interview (see Appendix B). The duration of the interview was projected for two hours. Thirty-two professionals out of the sample of forty-four participated in the actual interview. These thirty-two recreation professionals consisted of four females and twenty-eight males. Twenty-six subjects (twenty-three males and three females) were holding directors' positions, while six subjects (five males and one female) were holding supervisory positions in the field of recreation services (see Table 4).

Table 4.--Oral interview sample breakdown by position and sex.

Type of Position	Female	Male	Total
Director	3	23	26
Supervisory	1	5	6
Total	4	28	32

The number of subjects representing the various specializations within the field of recreation services were as follows: twenty-four subjects represented municipal or urban recreation services, three subjects represented youth agencies, two subjects represented community education programs, and three subjects therapeutic recreation services (see Table 5).

Table 5.--Oral interview sample breakdown by specialization.

Specialization	Number
Municipal or Urban Recreation	24
Youth Agencies	3
Community Education Programs	2
Therapeutic Recreation	3
Total	32

Analysis of oral interview questionnaires.--The data obtained from the thirty-two oral interview questionnaires are tabulated in Table 6. The respondents were requested to rate the importance of each competency content area in the context of expectations of entry-level recreation positions. The rating was made according to the Likert scale:

- 1--very important
- 2--moderately important
- 3--not important

Columns 1, 2, and 3 contain the frequencies of the above possible responses for each item. The average rating for each competency content area is presented in column 4. Column 5 contains the average rating for each group of competency content areas (e.g., History, Philosophy, etc.).

Examination of the group averages shown in Table 6 reveals that the range is only .73, with Human Interaction Skills receiving the best rating (1.31) and History receiving the poorest rating (2.04). Even a rating of 2.04 certainly does not warrant

Table 6.--Analysis of oral interviews.

Competency Content Area	(1)	(2)	(3)	Average (4)	Group Average (5)
<u>History</u>					
Profession	11	19	2	1.72	2.04
Department	3	14	15	2.38	
Other Agencies	9	13	10	2.03	
<u>Philosophy</u>					
Profession	20	10	2	1.44	1.91
Department	5	9	18	2.41	
Other Agencies	9	18	5	1.88	
<u>Trends and Issues</u>					
Profession	21	9	2	1.41	1.80
Department	8	13	11	2.09	
Other Agencies	9	17	6	1.91	
<u>Resources</u>					
Profession	19	8	5	1.59	2.01
Department	5	15	12	2.22	
Other Agencies	4	17	11	2.22	
<u>Human Interaction</u>					
<u>Skills, Techniques</u>					
Participants	26	5	1	1.22	1.31
Other Agencies	19	11	2	1.47	
Public	25	6	1	1.25	
Staff	21	10	1	1.38	
<u>Written Communication Skills</u>					
Public	27	5	0	1.38	1.32
Staff	27	5	0	1.16	
Participants	22	9	1	1.34	
Other Agencies	19	13	0	1.41	
<u>Professional Ethics</u>					
Public	19	5	8	1.66	1.91
Staff	11	44	7	1.88	
Participants	11	12	9	1.94	
Other Agencies	5	17	10	2.16	
<u>Planning</u>					
Program	28	4	0	1.12	1.36
Personnel	17	13	2	1.53	
Facilities	18	14	0	1.44	

Table 6.--Continued.

Competency Content Area	(1)	(2)	(3)	Average (4)	Group Average (5)
<u>Supervision</u>					
Program	24	8	0	1.25	1.44
Personnel	19	10	3	1.41	
Facilities	15	13	4	1.66	
<u>Directing, Controlling, Managing</u>					
Program	11	17	4	1.78	1.85
Personnel	11	18	3	1.75	
Facilities	4	23	5	2.03	
<u>Budgeting</u>					
Program	27	5	0	1.16	1.36
Personnel	18	13	1	1.47	
Facilities	20	10	2	1.44	
<u>Research, Investigation, Problem Solving</u>					
Program	11	16	5	1.81	1.95
Personnel	6	19	7	2.03	
Facilities	7	18	7	2.00	
<u>Evaluation</u>					
Program	26	6	0	1.19	1.42
Personnel	20	10	2	1.44	
Facilities	15	14	3	1.62	
<u>Program Content (Activities)</u>					
Diversity/Specialization	10	17	5	1.84	1.93
Instruction/Leadership Techniques	5	20	7	2.06	
Trends	12	15	6	1.88	

Key: (1)--very important
 (2)--moderately important
 (3)--not important

elimination of this area from consideration for inclusion in the core curriculum. It does indicate, however, that the area should probably be given less emphasis. The higher priority groups are clearly Human Interaction Skills, Written Communication Skills, Budgeting, Planning, and Evaluation.

Survey of the Literature Related to Content in Academic Preparation of Recreation Professionals

An examination of the literature regarding content in academic preparation of recreation professionals revealed that minimal information is available. Journal articles pointing to the need for revisions or upgrading of undergraduate recreation curricula were located. However, information regarding new undergraduate recreation curriculum trends, curriculum models, and content of such models could not be found in the professional literature. Guidelines pertaining to only graduate recreation programs for the masters and doctoral levels were published in a 1967 study by the Conference on Graduate Education.³ However, information is available on competency-based therapeutic recreation curricula and programs. Reasons for the existence of this information are that many therapeutic recreation curricula are federally supported, and federal guidelines require the utilization of competency-based education models. The content of these therapeutic recreation curricula is, however, not compatible or appropriate for this study, which focused on the design of the generic professional core of recreation

³American Association for Health, Physical Education, and Recreation, Conference on Graduate Education.

courses to be required of all students, regardless of area of specialization.

A recent publication by Kraus and Bates outlined seven undergraduate recreation curricula which are being utilized at some academic institutions in the United States and Canada.⁴ Unfortunately, the outline of these curricula included only course titles. Content for these courses was not described.

Because the literature revealed such limited information on content in academic undergraduate recreation preparation, it was decided that the other two data sources provided the primary background information for the study. The results of the job descriptions, the questionnaire to recent graduates, and the results of the oral interviews were heavily utilized. The meager information existing in the literature appeared not to contribute relevant information to the survey.

STEP III: Development of Competency Statements

Analysis of Content From Rendered Data Sources

This step required the analysis of the data received from the three sources. As has been noted earlier, there existed no useful information in the literature regarding content of undergraduate recreation preparation. Therefore, heavy reliance was made upon the data received from the mail survey of former recreation graduates and the oral interviews of acknowledged recreation

⁴Kraus and Bates, Recreation Leadership and Supervision.

professionals. The data obtained from these two sources (job descriptions, questionnaire regarding inadequacies, and oral interviews) were then examined and compared for consistency and congruency factors (see Tables 2, 3, and 6).

This process revealed that in each table five content areas seem to dominate. The following is a breakdown of those content areas rated highest in each of the tables:

Mail Survey Questionnaire

Job Descriptions (see Table 2)

The five broad content areas appearing most frequently on the job descriptions were:

1. Human Interaction Skills
2. Written Communication Skills
3. Planning
4. Supervising
5. Budgeting

Questionnaire Regarding Inadequacies (see Table 3)

The five broad content areas rated highest in this questionnaire were:

1. Written Communication Skills
2. Human Interaction Skills
3. Budgeting
4. Directing, Managing, Controlling
5. Program Content

Oral Interview Questionnaires (see Table 6)

The five broad content areas given highest priority in the oral interviews were:

1. Human Interaction Skills
2. Written Communication Skills
3. Planning
4. Budgeting
5. Evaluation

As mentioned already, a certain general consistency is evident. However, some minor variations did occur in the responses of the three data sources. These variations may be attributed to expected statistical variation as well as to the fact that the information was obtained from two different populations. Although there existed some variation, all competency areas received significant attention to be included in the competency statements.

Transfer of Competency Content Areas Into Competency Statements

The competency content areas from the three data sources were again analyzed for importance and priority. Suggestions and comments made by some of the respondents of the samples regarding content of additional competencies were also examined and weighted according to importance for inclusion in the first set of derived competency statements. Competency statements were then formulated. Criteria as established in Step I (C) were applied to each competency statement. The developed competency statements were then organized and submitted to the faculty of the Division of Recreation at Michigan State University for review. Each competency statement was examined by the three faculty members and the author. Revisions were then made based on suggestions from these individuals. This resulted in a set of comprehensive, compatible competency statements.

STEP IV: Translation of Competency Statements Into Modules and Courses

Since the study was designed to develop the generic core of professional courses for the Division of Recreation at Michigan State University, the constraints and resources of that Division were considered throughout the planning and execution of the study. In particular, Stage IV, which involved the placement of the competency statements into courses, required serious consideration of the constraints inherent at the Division of Recreation. The major constraint affecting Step IV was that only two faculty members compose the teaching staff of that Division. Therefore, the number of possible generic courses was controlled by this constraint. Another constraint to be considered was the fact that the academic schedule of Michigan State University is based upon the quarter system, which involves ten weeks of three-hour-per-week sessions. The modules and competencies of the generic core of professional courses were affected by this constraint.

Sorting Competency Statements Into Related Content Categories

The competency statements were sorted for similarity of content and for sequence concerns. Similar competency statements were then clustered into categories.

Deriving Module Titles for Competency Content Categories

Each competency content category was once more examined for content compatibility. Appropriate module titles were derived for each competency content category.

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The competency statements were sorted for similarity of content and for sequence concerns. Similar competency statements were then clustered into categories.

Deriving Module Titles for Competency Content Categories

Each competency content category was once more examined for content compatibility. Appropriate module titles were derived for each competency content category.

Placing Competency Statements Into Modules

The module titles were listed and the associated competency statements assigned to the appropriate module. Module content and sequence were then finalized.

Placing Modules Into Courses

The modules were clustered in a variety of ways to enable the determining of possible courses. This process resulted in the selection of six courses. It was felt that six courses would be feasible and would comply with the constraints of two faculty members available to teach the six courses. In addition, the modules seemed to fall logically within the framework of the six courses. The modules and the assigned competency statements were then finalized and placed into the six courses. Possible course titles were considered. Six compatible and appropriate course titles were derived and assigned to the courses.

Review of Courses for Feasibility and Logical Validity

The courses with assigned modules and competency statements were presented to the three faculty members of the Division of Recreation for review. The courses were scrutinized for feasibility and logical validity by the three faculty members and the writer. Questions were asked for each course:

1. Is the course title appropriate?
2. Do modules fit logically into course titles?
3. Is the module sequence arranged appropriately?

4. Is the content of each module arranged in appropriate sequence?
5. Can the course be taught in one term?
6. Does the course comply with departmental constraints and resources?

Appropriate revisions were made based on the above concerns. The courses were then stated in final form and prepared for external validation.

STEP V: Validation of the Professional Core of Courses

Criteria for Selection of Population (Validation Panel)

It was decided that educators having expertise in both competency-based education and recreation would be the population qualified to formatively evaluate the established competency-based courses (modules and competencies). Therefore, it was determined that a criteria-based sample, consisting of a panel of seven educators, would be selected. The criteria for selection of the validating panel consisted of the following requirements:

1. Individual teaches in the field of recreation or a specialization within that field at an academic institution.
2. Individual is familiar with systems-designed curricula.
3. Individual is experienced in the development of academic courses or curricula.

4. Individual has demonstrated knowledge of the profession of recreation services, and therefore possesses knowledge of job responsibilities of various entry-level recreation positions.

Description of the Sample (Validation Panel)

Five faculty members, one female and four males, were selected to evaluate the newly developed generic core of courses. All five selected faculty members agreed to participate in the evaluation.

Analysis of Validation Questionnaire

The data received from the five respondents are tabulated in Table 7. The respondents were requested to respond to each of the five evaluation statements (see Appendix C) relative to each module, according to the Likert scale:

- 1--strongly agree
- 2--agree
- 3--undecided
- 4--disagree
- 5--strongly disagree

The frequencies of the various responses to each of the evaluation statements were tabulated for each module, as shown in Table 7.

Table 7.--Analysis of validation questionnaire.

COURSE: PHILOSOPHY OF RECREATION AND LEISURE

Module 1: Philosophy of Recreation and Leisure

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	5	0	0	0	0
3	0	2	2	1	0
4	0	1	1	2	1
5	5	0	0	0	0

Module 2: The Play Phenomena

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	2	3	0	0	0
2	3	2	0	0	0
3	0	1	2	2	0
4	0	0	1	3	1
5	4	1	0	0	0

COURSE: FUNDAMENTALS OF RECREATION AND LEISURE SERVICES

Module 1: History and Foundations

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	2	2	0	1	0
2	2	2	0	1	0
3	1	1	1	2	0
4	0	2	0	1	2
5	4	1	0	0	0

Table 7.--Continued.

Module 2: Recreation Settings and Services

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	3	2	0	0	0
2	3	2	0	0	0
3	1	3	0	1	0
4	0	0	0	2	3
5	4	1	0	0	0

COURSE: ADMINISTRATION OF RECREATION AND LEADERSHIP SERVICES

Module 1: Management

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	3	2	0	0	0
2	3	2	0	0	0
3	1	1	0	1	2
4	0	0	0	1	4
5	3	2	0	0	0

Module 2: Budgeting

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	4	1	0	0	0
2	5	0	0	0	0
3	0	2	1	1	1
4	0	1	0	1	3
5	5	0	0	0	0

Table 7.--Continued.

Module 3: Communication Skills

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	5	0	0	0	0
3	4	0	0	0	1
4	0	0	0	0	5
5	5	0	0	0	0

Module 4: Evaluation Techniques

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	1	3	0	1	0
2	2	3	0	0	0
3	1	1	1	1	1
4	0	0	0	3	2
5	2	2	1	0	0

Module 5: Research Techniques

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	1	3	1	0	0
2	2	2	1	0	0
3	1	0	1	3	0
4	1	0	1	2	1
5	2	2	1	0	0

Table 7.--Continued.

COURSE: RECREATION PROGRAMMING

Module 1: Program Planning

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	5	0	0	0	0
3	0	1	0	2	2
4	0	0	0	1	4
5	5	0	0	0	0

Module 2: Program Content

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	5	0	0	0	0
3	2	0	1	1	1
4	0	1	1	2	1
5	5	0	0	0	0

Module 3: Program Operations

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	5	0	0	0	0
3	0	1	2	2	0
4	0	1	1	2	1
5	5	0	0	0	0

Table 7.--Continued.

Module 4: Program Evaluation

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	4	1	0	0	0
2	4	1	0	0	0
3	1	1	2	1	0
4	0	0	1	1	3
5	4	1	0	0	0

Module 5: Resources

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	5	0	0	0	0
3	0	0	1	3	1
4	1	1	1	0	2
5	5	0	0	0	0

COURSE: INTERACTION TECHNIQUES

Module 1: Supervision

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	4	0	0	1	0
2	5	0	0	0	0
3	0	2	0	2	1
4	0	1	1	0	3
5	5	0	0	0	0

Table 7.--Continued.

Module 2: Leadership Techniques

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	5	0	0	0	0
3	0	3	0	1	1
4	0	0	0	2	3
5	5	0	0	0	0

Module 3: Instructional Techniques

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	4	0	0	1	0
3	0	1	0	3	1
4	1	0	0	2	2
5	5	0	0	0	0

Module 4: Counseling Techniques

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	2	0	0	3	0
2	2	0	0	3	0
3	0	1	0	2	2
4	2	1	0	1	1
5	4	0	0	0	1

Table 7.--Continued.

COURSE: PROFESSIONALISM

Module 1: Trends and Issues

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	5	0	0	0	0
3	0	0	1	2	2
4	0	0	0	1	4
5	5	0	0	0	0

Module 2: Professional Organizations

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	4	1	0	0	0
2	4	1	0	0	0
3	0	1	0	2	2
4	0	0	0	1	4
5	5	0	0	0	0

Module 3: Professional Ethics

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	4	1	0	0	0
3	0	1	2	1	1
4	0	0	0	2	3
5	4	1	0	0	0

Table 7.--Continued.

Module 4: Public Relations

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	5	0	0	0	0
2	5	0	0	0	0
3	1	2	0	1	1
4	0	0	0	0	5
5	5	0	0	0	0

Module 5: Employment

Evaluation Statement	Frequency of Response				
	1	2	3	4	5
1	4	1	0	0	0
2	4	1	0	0	0
3	1	0	1	2	1
4	0	0	0	0	5
5	5	0	0	0	0

Key: 1--strongly agree
 2--agree
 3--undecided
 4--disagree
 5--strongly disagree

Finalization of the Courses

The pre-established criterion for the finalization of the courses was utilized. This criterion specified that a course module should be revised if three out of the five panel members responded negatively to one or more of the evaluation statements. Based on

this criterion, minor revisions were made in the following course modules:

1. Course--Fundamentals of Recreation and Leisure Services
Module 2: Recreation Settings and Services
2. Course--Administration of Recreation and Leisure Services
Module 3: Written Communication Skills
3. Course--Interaction Techniques
Module 4: Counseling Techniques
4. Course--Professionalism
Module 4: Public Relations

The objections to the module listed in (1) pertained to the omission of competency statements concerning outdoor recreation, camping, and recreation services provided by prisons and the armed forces. It was the writer's intent that these areas be included in the competency statement concerning recreation services provided by federal, state, and county governments. Therefore, no revisions were made in this module.

With regard to the module listed in (2), the validation panel suggested the inclusion of competency statements pertaining to verbal skills and use of audio-visual equipment. Since there already exist courses in these specific areas, it was decided that these topics should not be included in the professional core of courses.

The validation panel suggested minor revisions in Module 4 of the course Interaction Techniques. The competency statement pertaining to leisure counseling techniques was converted to be "knowledge based" rather than "skill based."

Module 4 listed in (4) was augmented according to the suggestions of the validation panel. A competency statement related to psychological aspects of public relations was added.

The aforementioned revisions were incorporated into the appropriate modules. The courses, modules, and competency statements at this stage were then considered to be in final form. The complete set of finalized courses, modules, and competency statements appears in Appendix D.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to design the generic core of professional courses for the Michigan State University undergraduate recreation curriculum. The process of designing the generic core of professional courses utilized a variety of logical and analytical procedures.

The study required that literature from two related areas be reviewed. Literature on competency-based education and literature regarding professional preparation in recreation was reviewed. Literature on competency-based education revealed that the concept of competency-based education is very prevalent today and permeates nearly every aspect of education. In particular, many teacher education curricula have been utilizing competency-based criteria and procedures. The literature also suggests that competency-based education is responsive to the times, because it considers educational accountability, desired learning outcomes, performance standards, and personalization of instruction important.

The review of the literature on academic preparation in recreation revealed only limited information. Journal articles pointed out the need for improvement of undergraduate recreation curricula, but did not suggest new directions. Contemporary

curriculum trends and models do not appear to receive much attention in the recreation literature.

A systems methodology was utilized in the development of the study. These systems procedures consisted of a five-step process. Step I involved the process of defining and specifying the level of competencies accepted in the study. In Step II the deriving of the competency content areas occurred, while in Step III the competency statements were developed. The translation of the competency statements into modules and courses occurred in Step IV. Step V involved the process of validating the professional core of competency-based courses.

Data for the competencies were obtained through systematic investigation of three sources. Former recreation students who graduated from the Division of Recreation at Michigan State University in the last five years were contacted and asked to provide up-dated job descriptions of entry-level recreation positions. They were also asked to respond to a questionnaire which investigated whether they experienced inadequate preparation with respect to what was required of them in their first recreation position. A second source was acknowledged recreation professionals from the state of Michigan. They were asked, in oral in-depth interviews, to provide information related to responsibilities of entry-level recreation positions. A third source was literature related to content in academic recreation preparation.

It was determined that the level of the competencies accepted in the study would be general but yet specific and focused. Minute

and detailed levels of competencies appeared inappropriate for the study.

A set of predetermined competency content areas was developed. These predetermined competency content areas served as a framework for the process of gathering data from the three sources.

The data received from the job descriptions, the questionnaires of former recreation graduates, and the questionnaires from the oral interviews of acknowledged recreation professionals revealed a certain general consistency regarding content of competencies. However, the survey of the literature related to content of academic preparation of undergraduate recreation students provided little useful information.

A set of competency statements was derived which was based on data received from the job descriptions, the questionnaires of former recreation students, and the oral interviews of acknowledged recreation professionals.

The competency statements were then sorted into related content categories and module titles were derived for the categories. The modules were examined for content and sequence concerns. Six course titles were derived. The modules, with assigned competency statements, were then placed into the six courses. The newly derived generic core of professional recreation courses was then submitted to the faculty of the Division of Recreation at Michigan State University for examination and revision.

The revised generic core of professional undergraduate recreation courses was then submitted for external evaluation and

validation by a criteria-based selected sample of educators. The courses were then revised according to pre-established criteria. The revised and finalized generic core of professional undergraduate recreation courses appears in Appendix D.

Conclusions

The study, which involved the design of the generic core of professional undergraduate recreation courses, did not render direct conclusions. The developed competencies that appear in Appendix D are the results of the study. However, indirect conclusions which resulted from the data received from the acknowledged recreation professionals and former recreation students are as follows:

1. The competency content areas related to Human Interaction Skills, Written Communication Skills, and Budgeting were considered to be very important. These competency content areas were previously not specifically addressed in the existing Michigan State University undergraduate recreation curriculum.

2. Because the existing undergraduate recreation curriculum is not competency based and delineated with modules and competency statements, interpretation of content and sequence of these basic courses was left to the individual faculty members teaching the courses. No assurance was provided that all important competency content areas were being taught. The newly developed generic core of professional undergraduate recreation courses provides clear guidelines for content and sequence order of content for the teaching staff.

3. The results of the survey of former recreation graduates revealed that nineteen individuals out of the sample of seventy-three responding (26 percent) had not held a job in recreation services. Taking into account that some of these individuals may not have sought employment in the field of recreation, this still suggests that a high rate of unemployment does exist.

Recommendations

As a result of the study, the following recommendations are made:

1. It is suggested that the generic core of competency-based undergraduate recreation courses be further developed. Learning activities and instructional processes for each objective need to be delineated.

2. The generic core of courses, complete with the instructional processes and learning activities, be implemented in the Division of Recreation at Michigan State University.

3. A formative evaluation plan be designed and implemented specifically for the evaluation of the generic core of courses. The information generated from the formative evaluation should then be used for revision as well as validation of the generic core of courses. Included in the evaluation plan should be data from students regarding the relevance of the objectives, appropriateness of teaching learning activities, and performance of students relative to the objectives.

4. The courses for the remaining emphasis areas of the existing undergraduate recreation curriculum (Urban Recreation and

Programming) should be developed following the format of the generic core. The courses for the Therapeutic Recreation emphasis have already been developed, implemented, and formatively evaluated.

5. The process of the development of the generic core of courses should be described and disseminated for use by other recreation departments.

6. The completed generic core of professional undergraduate recreation courses should be disseminated to other recreation departments for review and possible utilization.

7. Because the literature related to academic preparation in recreation and content for such preparation is so limited, it is recommended that further exploration with curriculum models be undertaken. Further curriculum studies in this area should perhaps consider obtaining data from a broader spectrum.

APPENDICES

APPENDIX A

MAIL SURVEY QUESTIONNAIRE

APPENDIX A

MAIL SURVEY QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48824

COLLEGE OF EDUCATION • DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND RECREATION • JENISON GYM

February 25, 1976

Dear

The faculty of the Recreation Program at Michigan State University is currently in the process of developing a new undergraduate recreation curriculum which is competency based.

In establishing such a competency based curriculum two factors are most important for us to investigate:

- a. what are the job responsibilities of an entry level employee in the field of recreation holding a B.S. degree in recreation?
- b. were there discrepancies between your academic preparation here at MSU and what your first full time position in the field of recreation required?

As a former graduate of MSU's Recreation Program your input is vital to the development of a quality curriculum. Therefore, I am asking you to respond to the attached questionnaire as soon as possible. A self addressed, stamped envelope is provided for your convenience.

Thank you very much for your input and your interest.

Sincerely,

QUESTIONNAIRE TO FORMER MSU RECREATION GRADUATES

1. Are you presently employed in a full time recreation position?

☐

If Yes: Please move on to question 2.

☐

If No: But you have been employed since graduation (at some period) in either a full time or part time position in recreation, please move directly to the attachment.

☐

If No: And you have not been employed in the field of recreation since your graduation, please check box to your left and return the questionnaire.

2. Is your present position also your first full time position in the field of recreation?

☐

If Yes: Please send a copy of your job description, update the description by penciling in any changes, then move on to the attachment.

☐

If No: Please send us a copy of a job description of an entry level position in the agency you are now employed. Then move on to the attachment.

ATTACHMENT

There are several reference words listed below which are related to skills, abilities and knowledges associated with the responsibilities of an entry level recreation professional.

In the space provided for each item, please indicate any inadequacies you feel existed between your academic preparation here at MSU and what was required of you in your first full or part time entry position in the field of recreation.

	Profession	Department	Other Agencies
HISTORY of			
PHILOSOPHY of			
TRENDS & ISSUES of			

	Public	Staff	Participants	Other Agencies
HUMAN INTER- ACTION SKILLS with				
WRITTEN COMMUNICATION SKILLS with				
ETHICS of				

	Program	Personnel	Facilities
PLANNING of			
DIRECTING or MANAGING of			
BUDGETING of			
RESEARCH or PROBLEM SOLVING of			
EVALUATING of			
SUPERVISING of			

	Diverse Activities Skills/Special. Act. Skills	Instruction/Leadership Techniques
PROGRAM CONTENT (Activities)		
	Trends	Additional Comments
PROGRAM CONTENT (Activities)		

111

Thank you for your time and effort. It is very much appreciated.
Please return the questionnaire, attachment and job description in the provided envelope.

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND RECREATION • JENISON GYM

March 10, 1976

Dear

I have noticed that you have not returned the questionnaire I sent you regarding the development of our new undergraduate recreation curriculum.

This questionnaire is not a midterm project and you will not be graded! However, your response is vital, since you have gone through our recreation curriculum and are now hopefully employed in the field. We do need to know from you whether inadequacies existed in your academic preparation and what is required of you in your job.

Your cooperation in filling out the attached questionnaire would be greatly appreciated and helpful in the developing of a truly quality undergraduate recreation curriculum.

Thanks for your help.

Sincerely,

Enclosure

APPENDIX B

ORAL INTERVIEW QUESTIONNAIRE

APPENDIX B

ORAL INTERVIEW QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48824

COLLEGE OF EDUCATION • DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND RECREATION • JENISON GYM

February 25, 1976

The Recreation faculty at Michigan State University is in the process of developing a new recreation curriculum which is competency based. In establishing such a competency based curriculum, it seems most crucial that we have the input from experts in the field. At this time I am officially asking for your cooperation in this curriculum effort. Specifically, will you be willing to be involved in an interview (approximately two hours in duration)?

We are attempting to answer the question:

what are the job responsibilities of an entry level employee in the field of recreation holding a B.S. degree in recreation?

In order to get this information we have structured an interview session. I have attached a brief overview of the questionnaire so that you may familiarize yourself with the components of the interview.

Enclosed is a self addressed postcard for your response. If your response is positive, I will phone you to schedule a date and time when the interview is to take place.

Thank you very much for your help and interest.

Sincerely,

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48824

COLLEGE OF EDUCATION • DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND RECREATION • JENISON GYM

February 25, 1976

I am writing to you to follow up the discussion I had with you at the recent MRPA Conference.

As you already know we are in the process of developing a new undergraduate recreation curriculum which is competency based. In establishing such a competency based curriculum, it seems most crucial that we have the input from experts in the field. At this time I am officially asking for your cooperation in this curriculum effort. Specifically, will you be willing to be involved in an interview (approximately two hours in duration)?

We are attempting to answer the question:

what are the job responsibilities of an entry level employee in the field of recreation holding a B.S. degree in recreation?

In order to get this information we have structured an interview session. I have attached a brief overview of the questionnaire so that you may familiarize yourself with the components of the interview.

Enclosed is a self addressed postcard for your response. If your response is positive, I will phone you to schedule a date and time when the interview is to take place.

Thank you very much for your help and interest.

Sincerely,

OVERVIEW OF QUESTIONNAIRE CONTENT

The following listed items will be the focus of the in-depth interview questionnaire. The questions will be formulated so that each item from the four categories in the left column will be asked relative to each item in the right column.

For Example:

What knowledge and abilities do you require of your entry level position people with regard to:

- a. HISTORY OF THE PROFESSION?
- b. HISTORY OF YOUR DEPARTMENT?
- c. HISTORY OF OTHER AGENCIES?

1. GENERAL:

History
Philosophy
Trends & Issues

Profession
Department
Other Agencies

2. COMMUNICATIONS:

Human Interaction Skills
Written Communication Skills
Ethics

Public
Staff
Participants
Other Agencies

3. PROGRAM OPERATIONS:

Planning
Directing, Controlling, Managing
Budgeting
Research, Problem Solving
Evaluating
Supervising

Program
Personnel
Facilities

4. PROGRAM SKILLS:

Program Content

Diversity/Specialization
Instruction/Leadership
Techniques
Trends

GUIDE FOR INTERVIEWER

HISTORY

Profession

HISTORY

Department

HISTORY

Other Agencies

PHILOSOPHY

Profession

PHILOSOPHY

Department

PHILOSOPHY

Other Agencies

TRENDS and ISSUES

Profession

TRENDS and ISSUES

Department

TRENDS and ISSUES

Other Agencies

RESOURCES

Profession

RESOURCES

Department

RESOURCES

Other Agencies

HUMAN INTERACTION SKILLS, TECHNIQUES

Participants

HUMAN INTERACTION SKILLS, TECHNIQUES

Other Agencies

HUMAN INTERACTION SKILLS, TECHNIQUES

Public

HUMAN INTERACTION SKILLS, TECHNIQUES

Staff

WRITTEN COMMUNICATION SKILLS

Public

WRITTEN COMMUNICATION SKILLS

Staff

WRITTEN COMMUNICATION SKILLS

Participants

WRITTEN COMMUNICATION SKILLS

Other Agencies

PROFESSIONAL ETHICS

Public

PROFESSIONAL ETHICS

Staff

PROFESSIONAL ETHICS

Participants

PROFESSIONAL ETHICS

Other Agencies

PLANNING**Program****PLANNING****Personnel****PLANNING****Facilities**

SUPERVISION

Program

SUPERVISION

Personnel

SUPERVISION

Facilities

DIRECTING, CONTROLLING, MANAGING

Program

DIRECTING, CONTROLLING, MANAGING

Personnel

DIRECTING, CONTROLLING, MANAGING

Facilities

BUDGETING

Program

BUDGETING

Personnel

BUDGETING

Facilities

RESEARCH, INVESTIGATION, PROBLEM SOLVING

Program

RESEARCH, INVESTIGATION, PROBLEM SOLVING

Personnel

RESEARCH, INVESTIGATION, PROBLEM SOLVING

Facilities

EVALUATION

Program

EVALUATION

Personnel

EVALUATION

Facilities

PROGRAM CONTENT

Diversity/Specialization

PROGRAM CONTENT

Instruction/Techniques

PROGRAM CONTENT

Trends

GUIDE FOR INTERVIEWEE

	<u>Profession</u>	<u>Department</u>	<u>Other Agencies</u>
HISTORY	_____	_____	_____
PHILOSOPHY	_____	_____	_____
TRENDS and ISSUES	_____	_____	_____
RESOURCES	_____	_____	_____

	<u>Public</u>	<u>Staff</u>	<u>Participants</u>	<u>Other Agencies</u>
HUMAN INTERACTION SKILLS	_____	_____	_____	_____
WRITTEN COMMUNICATION SKILLS	_____	_____	_____	_____
PROFESSIONAL ETHICS	_____	_____	_____	_____

	<u>Program</u>	<u>Personnel</u>	<u>Facilities</u>
PLANNING	_____	_____	_____
SUPERVISION	_____	_____	_____
DIRECTING, CONTROLLING	_____	_____	_____
BUDGETING	_____	_____	_____
RESEARCH, PROBLEM SOLVING	_____	_____	_____
EVALUATION	_____	_____	_____

PROGRAM CONTENT

Diversity/Specialization

Instruction/Techniques

Trends

APPENDIX C
VALIDATION QUESTIONNAIRE

APPENDIX C

VALIDATION QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND RECREATION • JENISON GYM

May 21, 1976

As a follow up to our phone conversation, I would like to describe to you again the purpose of the newly designed generic core of competency based undergraduate recreation courses, and the purpose for your evaluation of them.

The enclosed six courses with modules and assigned competencies are intended to represent the generic core of courses of the undergraduate recreation curriculum of the Division of Recreation at Michigan State University. These courses will be the foundation of the undergraduate recreation curriculum. All students enrolled in the Division of Recreation will take these courses, regardless of their area of specialization within the field of recreation. Therefore, your evaluation of the course modules and assigned competencies should reflect this consideration.

The content of the competencies of the generic core of courses was derived through a logical process involving the analyzation of data from two sources. Data was received from an in-depth interview of recreation professionals and a mail survey of former MSU recreation graduates. Thirty-two professionals from the State of Michigan were interviewed regarding the responsibilities of full time entry level recreation positions. One-hundred-fourty-one former MSU recreation graduates were asked to respond in a mail survey whether they experienced inadequacies in their academic preparation with respect to what was required of them in their first full time recreation position. A doctoral candidate analysed the data and derived the competencies.

The design of the generic core of courses also required adherence to specific constraints inherent in the Division of Recreation at Michigan State University. The primary constraint existing is that only two faculty members would be available to teach the generic core of courses. Therefore, it was felt that six courses would represent a realistic number and be feasible to be taught by those two faculty members.

In addition, the generic core of course was designed to fit the quarter system which involves ten weeks of three hour per week sessions.

Your evaluation should also consider that in addition to the generic core of courses a number of supportive and specialized courses will be offered. Specialized courses for each of the three options of specialization (urban recreation, programming, therapeutic recreation) will be available.

Your candid and careful evaluation of the generic core of courses (modules and competencies) is needed for improvement of them. In particular, I am interested in your comments and suggestions.

Thank you very much for your help. Your prompt response would be greatly appreciated.

Sincerely,

Enclosures

EVALUATION FORMS
OF GENERIC CORE OF PROFESSIONAL RECREATION COURSES

Instructions For Completing Evaluation Forms

1. For each course module, indicate your degree of agreement or disagreement with each of the five statements by circling the appropriate number according to the following Likert Scale:

1 --- Strongly Agree
2 --- Agree
3 --- Undecided
4 --- Disagree
5 --- Strongly Disagree
2. Your comments and suggestions are invited in the spaces provided.
3. Please return the completed evaluation forms in the enclosed self addressed envelope.
4. Thank you very much for participating in the evaluation.

Course Title: PHILOSOPHY OF RECREATION AND LEISURE

Module 1: Philosophy of Recreation and Leisure

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: PHILOSOPHY OF RECREATION AND LEISURE

Module 2 : The Play Phenomena

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: FUNDAMENTALS OF RECREATION AND LEISURE SERVICES

Module 1 : History and Foundations

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: FUNDAMENTALS OF RECREATION AND LEISURE SERVICES

Module 2: Recreation Settings and Services

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: ADMINISTRATION OF RECREATION AND LEISURE SERVICES

Module 1: Administrating, Directing, Managing

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: ADMINISTRATION OF RECREATION AND LEISURE SERVICES

Module 2 : Budgeting

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: ADMINISTRATION OF RECREATION AND LEISURE SERVICES

Module 3: Written Communication Skills

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: ADMINISTRATION OF RECREATION AND LEISURE SERVICES

Module 4 : Evaluation Techniques

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: ADMINISTRATION OF RECREATION AND LEISURE SERVICES

Module 5 : Research Techniques

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: RECREATION PROGRAMMING

Module 1 : Program Planning

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: RECREATION PROGRAMMING

Module 2: Program Content

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: RECREATION PROGRAMMING

Module 3 : Program Operations

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: RECREATION PROGRAMMING

Module 4: Program Evaluation

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: RECREATION PROGRAMMING

Module 5 : Resources

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: INTERACTION TECHNIQUES

Module 1: Supervision

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: INTERACTION TECHNIQUES

Module 2 : Leadership Techniques

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: INTERACTION TECHNIQUES

Module 3: Instructional Techniques

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: INTERACTION TECHNIQUES

Module 4 : Counseling Techniques

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: PROFESSIONALISM

Module 1: Trends and Issues

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: PROFESSIONALISM

Module 2 : Professional Organizations

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: PROFESSIONALISM

Module 3: Professional Ethics

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: PROFESSIONALISM

Module 4 : Public Relations

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

Course Title: PROFESSIONALISM

Module 5 : Employment

1. The competencies in this module are relevant to the responsibilities of all entry level professionals in the field.

1	2	3	4	5
SA	A	U	D	SD

Comments:

2. The course module is generic to all undergraduate recreation majors regardless of their area of specialization (i.e., urban recreation, programming, therapeutic recreation).

1	2	3	4	5
SA	A	U	D	SD

Comments:

3. There are competencies omitted which should be included.

1	2	3	4	5
SA	A	U	D	SD

Comments:

4. There are competencies included which should be discarded.

1	2	3	4	5
SA	A	U	D	SD

Comments:

5. The competencies are appropriate for an undergraduate level curriculum.

1	2	3	4	5
SA	A	U	D	SD

Comments:

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48824

COLLEGE OF EDUCATION • DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND RECREATION • JENISON GYM

June 20, 1976

Dear

Please accept my sincere thank you for your participation in the evaluation of the newly developed generic core of competency based recreation courses. Your suggestions and evaluation has been most valuable.

Thank you again.

Sincerely,

APPENDIX D

GENERIC CORE OF COMPETENCY-BASED RECREATION COURSES

APPENDIX D

GENERIC CORE OF COMPETENCY-BASED RECREATION COURSES

Course Title: PHILOSOPHY OF RECREATION AND LEISURE

Module 1: Philosophy of Recreation and Leisure

To demonstrate knowledge of classical philosophies and theories of play, recreation and leisure.

To demonstrate knowledge of contemporary philosophies and theories regarding recreation and leisure.

To demonstrate knowledge of issues and trends influencing contemporary philosophical perspectives of recreation and leisure.

To demonstrate knowledge of how individuals and groups with diverse life styles and from varying cultural backgrounds perceive and express leisure in contemporary American society.

To demonstrate an understanding of how different recreation or leisure agencies, organizations, departments utilize different recreation or leisure philosophies.

Module 2: The Play Phenomena

To demonstrate knowledge of the role, function, nature, and significance of the play behavior.

To demonstrate knowledge of the role of play in personality development of the child.

To demonstrate knowledge of theories of pathological play.

To demonstrate an understanding of the benefits and values of recreation or leisure experiences for human beings.

Course Title: FUNDAMENTALS OF RECREATION AND LEISURE SERVICES

Module 1: History and Foundations

To demonstrate knowledge of the historical development of recreation and leisure services.

To demonstrate knowledge of the changing historical perspectives related to recreation and leisure services.

Module 2: Recreation Settings and Services

To demonstrate knowledge of the roles, functions, goals, and structures of youth agency services.

To demonstrate knowledge of roles, functions, goals, and structures of urban (municipal or public) recreation settings.

To demonstrate knowledge of the role, functions, goals, and structures of recreation services provided by federal, state, and county governments.

To demonstrate knowledge of the role, functions, goals, and structures of community education services.

To demonstrate knowledge of the role, functions, goals, and structures of commercial recreation services.

To demonstrate knowledge of the role, functions, goals, and structures of industrial recreation services.

To demonstrate knowledge of the role, functions, goals, and structures of church recreation services.

To demonstrate knowledge of the role, functions, goals, and structures of therapeutic recreation services.

To demonstrate knowledge of the current status of recreation services.

Course Title: ADMINISTRATION OF RECREATION AND LEISURE SERVICES

Module 1: Management

To demonstrate knowledge of primary job functions and responsibilities of a recreation director, manager, coordinator, administrator.

To demonstrate an understanding of various approaches used in administering, directing, managing recreation services.

To demonstrate an understanding of administrative skills necessary for directing, managing, administering.

To demonstrate knowledge of politics involved in directing, managing, or administering recreation services.

To demonstrate an understanding of personnel procedures and practices in recreation services.

To demonstrate knowledge of the elements involved in comprehensive planning of a recreation program, department, agency.

Module 2: Budgeting

To demonstrate knowledge of different functions of budgets existing in recreation services.

To demonstrate ability to develop and project a budget for a given recreation program, department, agency.

To demonstrate an understanding of procedures involved in obtaining financial resources from external organizations, philanthropies.

Module 3: Written Communication Skills

To demonstrate ability to write informative and detailed announcements, bulletins, news releases, and business letters as related to recreation services.

ADMINISTRATION OF RECREATION AND LEISURE SERVICES (Continued)

Module 4: Evaluation Techniques

To demonstrate knowledge of techniques and procedures to evaluate personnel.

To demonstrate knowledge of techniques and procedures to evaluate facilities, equipment, supplies.

Module 5: Research Techniques

To demonstrate knowledge of various basic survey techniques and instruments utilized in the gathering of data.

To demonstrate knowledge of techniques and procedures used in the interpretation of data.

Course Title: RECREATION PROGRAMMING

Module 1: Program Planning

To demonstrate knowledge of various programming approaches, procedures, and structures utilized in designing recreation services.

To demonstrate knowledge of assessment techniques and procedures utilized in assessing needs of participants, clients, community.

To demonstrate ability to determine and write goals based upon assessment information of participants.

To demonstrate ability to select, modify, and sequence program content relative to determined goals.

Module 2: Program Content

To demonstrate knowledge of the wide range of recreation activities.

To demonstrate knowledge of trends in recreation program content.

Module 3: Program Operations

To demonstrate an understanding of program operations, including the interaction of personnel and participants, and the utilization of personnel, facilities, equipment, and supplies.

Module 4: Program Evaluation

To demonstrate knowledge of basic program evaluation strategies and procedures.

RECREATION PROGRAMMING (Continued)**Module 5: Resources**

To demonstrate knowledge of resources related to program content, materials, supplies, facilities, volunteers.

To demonstrate knowledge of procedures and practices related to obtaining information and resources from other organizations, agencies.

To demonstrate knowledge of diverse informational resources and the procedures for utilization.

To demonstrate knowledge of the content and utilization of information-retrieval systems related to recreation services.

Course Title: INTERACTION TECHNIQUES**Module 1: Supervision**

To demonstrate knowledge of basic principles and techniques involved in supervising a recreation program.

To demonstrate knowledge of supervisory techniques utilized with personnel, volunteers.

To demonstrate knowledge of techniques utilized in supervising participants and nonparticipants.

Module 2: Leadership Techniques

To demonstrate knowledge of various leadership styles and techniques.

To demonstrate ability to utilize various leadership techniques.

Module 3: Instructional Techniques

To demonstrate knowledge of various teaching techniques as related to instruction of recreation activities.

To demonstrate ability to utilize different teaching techniques.

Module 4: Counseling Techniques

To demonstrate knowledge of basic counseling models and philosophies.

To demonstrate knowledge of leisure counseling techniques.

Course Title: PROFESSIONALISM

Module 1: Trends and Issues

To demonstrate an understanding of current trends related to recreation and leisure services.

To demonstrate knowledge of current issues related to recreation and leisure services.

Module 2: Professional Organizations

To demonstrate knowledge of the purpose, nature, and functions of local, state, and national professional organizations serving the professionals of the field of recreation services.

To demonstrate a comprehension of the professional issues of licensing, registration, certification, and standards.

To demonstrate an understanding of the value and responsibility for professional membership.

Module 3: Professional Ethics

To demonstrate knowledge of the concept of professionalism in recreation and leisure services.

To demonstrate an understanding of the professional code of ethics and conduct utilized by recreation professionals with participants, volunteers, colleagues, and the public.

To demonstrate knowledge of the purpose for the code of ethics and conduct.

Module 4: Public Relations

To demonstrate ability to interpret verbally and in written form recreation services to allied professionals, recreation participants, personnel, and the public.

To demonstrate knowledge of the psychological aspects of public relations.

PROFESSIONALISM (Continued)**Module 5: Employment**

To demonstrate an understanding of the level and nature of various positions in the field of recreation services and positions in related areas.

To demonstrate an understanding of the procedures utilized in obtaining information about position opportunities.

To demonstrate knowledge of interview procedures and techniques.

To demonstrate ability to develop a personal resume.

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