

GRADUATE WORK IN PHYSICAL EDUCATION

Master of Science in Education - with a major in Physical Educa.

30 hours required, 15 of which must be in Education

Work may be divided into not more than 3 departments

Student may have a ^{maximum} ~~minimum~~ of 5 hrs. of "C" grade

Must have 12 hours of 300 courses; no courses below 100

Thesis: included in Education 15 hrs.; may be 2 to 8 hours; may be divided into 2 semesters.

Special Problems in P. E. - 2-4 hrs. cr. (max. of 4 hrs.?)

UNIVERSITY OF KANSAS

Department of Physical Education

THESIS TITLES

Swanson, Raymond: HEALTH KNOWLEDGE TESTS
University of Kansas, 1939

Curd, Margaret: A PRELIMINARY ACHIEVEMENT SCALE FOR
JUNIOR-SENIOR HIGH SCHOOL GIRLS AS DETERMINED BY
A SPEED-ACCURACY TARGET TEST
University of Kansas, 1939

Olander, Clifford J.: DESIRED QUALIFICATIONS AND TENURE
OF COACHES IN KANSAS HIGH SCHOOLS
University of Kansas, 1939

Uhrlaub, Ernst A.: A STUDY OF THE AMOUNT OF ACTIVITY OF
HIGH SCHOOL PLAYERS IN THE GAME OF BASKETBALL
University of Kansas, 1940

Sams, Josephine E.: STATUS OF PHYSICAL EDUCATION FOR
GIRLS IN SENIOR HIGH SCHOOLS OF KANSAS
University of Kansas, 1940

Anneberg, Frank: STUDY OF PUBLIC SCHOOL ACCIDENTS IN
KANSAS CITY, MISSOURI
University of Kansas, 1940

Clucas, Gordon: A FIVE YEAR STUDY OF THE ACCIDENTS ON
ST. LOUIS BOARD OF EDUCATION SUMMER PLAYGROUNDS
University of Kansas, 1940

November 11, 1939.

Dean H. B. Stouffer,
The Graduate School,
University of Kansas.

Dear Dean Stouffer:

Dr. Allen and I went over the records of the persons taking the Education-Physical Education work and found that the following fulfilled the prerequisite requirements as per our agreement this morning:

Arneberg
Ash
Barker
Casida
Clucas
Lawrence
Masoner
Miller
Ronde
Sams
Senter
Urlaub

Emch did not fulfill the prerequisite requirements but I believe that he is not a candidate for the degree in Physical Education. Lonborg does not fulfill the minimum requirements in physiology and anatomy. If this ruling is to be made retroactive he will have to take a minimum of three hours of anatomy and three hours of physiology.

Yours very truly,

R. E. Bayles,
School of Education.

ESB:AH

MEMORANDUM OF CONFERENCE ON PREREQUISITE TRAINING FOR
STUDENTS TAKING THE MASTER'S DEGREE WITH A COMBINED
MAJOR IN EDUCATION AND PHYSICAL EDUCATION:

A. Prerequisites for admission to graduate work:

- Human or Comparative Anatomy, 3 hours
- Physiology, 3 hours
- Education, 15 hours
- Physical Education, 10 hours

The required 10 hours in physical education may be replaced by two years of practical experience in coaching or in conducting physical education work in schools or other formal organizations. It is understood that two seasons of intercollegiate athletic competition may count as one year of the work in applied physical education.

- B. The prerequisites for all courses in physical education numbered "100" or "200" shall be the above stated prerequisites for admission to graduate work. For "300" courses, the prerequisites shall be an additional 5 hours of work in physical education.

November 11, 1939
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THE UNIVERSITY OF MICHIGAN LIBRARY
ANN ARBOR, MICHIGAN

Dear Sir,
I have the honor to acknowledge the receipt of your letter of the 15th inst. regarding the change in prerequisite for all courses to conform to the general requirement of 10 hrs. ph. ed. or equivalent for courses below 300 and 15 hrs. ~~added~~ for courses ~~at~~ 300 or above.

Dear

Changes in prereq ~~to be~~ for all courses to conform to the general requirement of 10 hrs. ph. ed. or equivalent for courses below 300 + 15 hrs. ~~added~~ for courses ~~at~~ 300 or above.

November 11, 1939.

Dean E. B. Stouffer,
The Graduate School,
University of Kansas.

Dear Dean Stouffer:

Dr. Allen and I went over the records of the persons taking the Education-Physical Education work and found that the following fulfilled the prerequisite requirements as per our agreement this morning:

✓ Arneberg
Ash
Barker
Casida
✓ Clucas
Lawrence
Masoner
Miller
Reade
✓ Sans
Senter
✓ Uhlraub

Each did not fulfill the prerequisite requirements but I believe that he is not a candidate for the degree in Physical Education. Lomborg does not fulfill the minimum requirements in physiology and anatomy. If this ruling is to be made retroactive he will have to take a minimum of three hours of anatomy and three hours of physiology.

Yours very truly,

E. E. Bayles,
School of Education.

EEB:AH

November 11, 1939.

Dean R. A. Schwegler,
School of Education,
University of Kansas.

Dear Dean Schwegler:

Dean Stouffer has called to my attention the fact that certain prerequisites for graduate courses in Physical Education are impossible to enforce. In a recent conference we thought that perhaps the following modifications would be workable and at the same time would accomplish the purpose of requiring prerequisites:

1. That we apply the general rule of 10 hours prerequisite in Physical Education for all graduate courses numbered below 300, and 15 hours for all graduate courses numbered 300 or above, the present prerequisites for course 100. Principles in Community Recreation to remain as they are. This will mean the following changes in present prerequisites: 200. Theory and Practice of Athletic Training, reduced from 20 to 10 hours; 201. Advanced Basketball, reduced from 15 to 10 hours; 202. Administration of Physical Education, reduced from 20 to 10 hours; 300. Special Problems in Physical Education, reduced from 20 to 15 hours.

2. That prerequisites for admission to graduate work in Physical Education be as follows:

Prerequisites for admission to graduate work:
Human or Comparative Anatomy, 3 hours
Physiology, 3 hours
Education, 15 hours
Physical Education, 10 hours

The required 10 hours in physical education may be replaced by two years of practical experience in coaching or in conducting physical education work in schools or other formal organizations. It is understood that two seasons of intercollegiate athletic competition may count as one year of the work in applied physical education.

Will you kindly present the above suggestions to your Curriculum Revision Committee for their attention?

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

November 11, 1939.

Dean E. B. Stouffer,
The Graduate School,
University of Kansas.

Dear Dean Stouffer:

The Department of Physical Education kindly requests that you present to your Administrative Committee the following suggested changes in prerequisites for graduate work:

Human or Comparative Anatomy, 3 hours
Physiology, 3 hours
Education, 15 hours
Physical Education, 10 hours

The required 10 hours in physical education may be replaced by two years of practical experience in coaching or in conducting physical education work in schools or other formal organizations. It is understood that two seasons of intercollegiate athletic competition may count as one year of the work in applied physical education.

The prerequisites for all courses in physical education numbered 100 or 200 shall be the above stated prerequisites for admission to graduate work. For 300 courses, the prerequisites shall be an additional 5 hours of work in physical education.

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

PCA:AH

November 11, 1939.

Dr. E. R. Elbel,
Department of Physical Education.

Dear Dr. Elbel:

I had a conference with Dean Stouffer and Dr. Bayles this morning on the prerequisites in physical education for the graduate degree. The following is what we agreed to ask the Curriculum Revision Committee of the School of Education and the Administrative Committee of the Graduate School to pass upon:

Prerequisites for admission to graduate work:
Human or Comparative Anatomy, 3 hours
Physiology, 3 hours
Education, 15 hours
Physical Education, 10 hours

The required 10 hours in physical education may be replaced by two years of practical experience in coaching or in conducting physical education work in schools or other formal organizations. It is understood that two seasons of intercollegiate athletic competition may count as one year of the work in applied physical education.

The prerequisites for all courses in physical education numbered 100 or 200 shall be the above stated prerequisites for admission to graduate work. For 300 courses, the prerequisites shall be an additional 5 hours of work in physical education.

Dr. Bayles asked that I kindly call to your attention the fact that you keep definitely in mind that the course in Education, 1540, be enacted of the students before they take 1539.

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

FCA:AH

University of Kansas

PROGRAMS OF GRADUATE STUDY IN EDUCATION

I. Graduate Degrees in Education.

The University offers work in Education and related fields leading to the Master's degree and to the degrees of Doctor of Philosophy and Doctor of Education.

The degrees of Doctor of Education and Doctor of Philosophy with a major in Education are awarded to outstanding students who have completed not less than three years of graduate study and have met the specific requirements set by the Graduate School and Department of Education. They represent minimum training now acceptable for positions in departments of Education in colleges, universities and teachers colleges, and are rapidly becoming a prerequisite to candidacy for positions of importance in the larger school systems.

The degree of Doctor of Education is a professional degree, entirely equal in quality to the degree of Doctor of Philosophy but implying a different type of training. It is granted by many leading graduate schools and is held in high esteem by professional educators. Instead of emphasizing original research, requirements for the Doctor of Education degree emphasize the application of existing knowledge and procedures to practical school situations. The language requirement is optional and may be replaced by requirements which may be more suitable to the line of study to be pursued. Three years of practical experience are prerequisite for this degree.

For details regarding both doctoral degrees, candidates are invited to correspond with the Dean of the School of Education.

The Masters' Degrees are four in number: Master of Arts, Master of Science, Master of Science in Education, and Master of Education. Candidates holding the degree of A. B. or B. Sc. are eligible to the degree respectively of A. M. and M. Sc. Candidates who hold the degree of B. Sc. in Education are eligible to the professional degree of M. Sc. in Education. The degree of Master of Education is open to the holder of any acceptable baccalaureate degree who has met the prerequisites to graduate study in Education. A Master's degree is currently required of all candidates for administrative or other responsible positions either by law, local stipulation or present practice.

II. General Fields of Graduate Study in Education.

In order to prepare students for the specific types of professional service which the daily practice of Education demands, students are advised to organize their course selections about a core of major interest. For the purpose of facilitating this organization the following major fields are recognized, and each student will be expected to select one of these fields in conference with an adviser.

1. School Administration.
2. Direction and Supervision of Instruction.
3. Educational Psychology, Clinical Psychology and Counseling or Guidance.
4. Psychology of Reading.
5. Theory and Practice of Teaching.
- 5a. Theory and Practice of Teaching in Physical Education.
6. Curriculum Development.

Mimeographed copies of suggested sequences will be found attached to this sheet and students are expected to select courses in conference with an adviser.

III. The Prerequisites to Graduate Study in Education.

1. Candidates for graduate degrees must have earned an acceptable baccalaureate degree, and must

2. Present a transcript showing the completion of not less than 15 hours of undergraduate courses in Education. In general, students who have met the requirements for the three-year, "renewable-for-life" certificate of the Kansas State Board of Education have met the preparation here defined.

IV. Specific Requirements for a Master's Degree.

1. A master's degree in Education is granted upon the satisfactory completion of not less than one full academic year of graduate study or its equivalent.

2. Save in the case of the degree of Master of Education, the record must include credit for an acceptable report, in thesis form, on an approved research project done under the direction of a faculty adviser selected by the student.

3. A specified portion of the graduate credit is required in exclusively graduate courses. The requirements vary from 12 to 20 hours according to the degree sought.

4. Candidates must pass satisfactorily an oral examination covering the specific field in which they have worked. In general the purpose and form of this examination are such as to satisfy the examiners that the student has achieved reasonable competency in the following directions:

- A. Within the limits of their special fields of interest, candidates for advanced degrees in Education will be expected to furnish satisfactory evidence of achievement in the following aspects of their professional training:

- a. Methods of collecting educational data, and the terms, procedures and computations essential in making simple analyses and interpretations of data.

b. Psychological characteristics of school children, relating especially to problems of learning, habit formation, the development of attitudes and ideals, and to generalized training effects.

c. Basic educational theory or philosophy, as it relates to the aims and purposes of education and to the determination of educational values, especially in the student's own field of study.

d. Social implications of education; including such features as state or governmental functions of education, public schools as an agency of society to serve society's needs, and the interrelationship between schools and other institutions or movements in society.

e. An appropriate knowledge of educational literature.

f. An understanding of the growth and development of American education as it sheds light upon current trends and practices.

B. Candidates will be expected to give evidence of a critical attitude or habit of mind which disposes them to examine carefully any reports, proposals, or data with reference both to their adequacy or accuracy and to their specific limitations or meanings.

C. Candidates will be expected to show adequacy of preparation in the fields in which they plan to teach.

D. Candidates will be expected to provide evidence of (a) ability to deal with practical school problems and (b) possession of the professional skills and techniques needed in the fields of their special interests.

V. Required Courses.

With the exception of the thesis report for the M. A. and M. S. Degrees and M. S. in Education Degree, there are no uniform requirements made of all students. However, the following suggestions may prove of value to students in selecting courses.

1. It is recommended that in preparation for their research students familiarize themselves with the tools, techniques, and methods currently employed in undertakings of this type.

2. It is further recommended that candidates select not less than ten hours from the core courses named in the field which they have selected, and

3. That they arrange with the departmental adviser to whom they are assigned a complete 30-hour sequence before or soon after they begin their graduate study, to the end that they may be suitably prepared to meet the requirements which are defined above.

GRADUATE STUDY IN SCHOOL ADMINISTRATION
at the University of Kansas

A school administrator usually has command of a wide range of knowledge and skillfully renders efficient service under many varying conditions. He makes decisions and acts in a variety of situations when managing a school system. Among the more important fields in which he should have expert knowledge may be listed the following:

1. Curriculum and courses of study for the whole school system.
2. Methods of learning and teaching.
3. Organization of schools with particular reference to the classification and progress of children in the school system.
4. Personnel management including selection, assignment and training of teachers in service.
5. Financing of the educational program.
6. Business management of schools including the school plant.
7. Place and functions of the school in modern society.
8. Educational publicity and cooperation with other social agencies.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
Core Courses		
A159-A273	3	The Administration of Smaller School Systems and City School Administration
S292	3	An Introduction to the Study of the Curriculum
A250-A350	3	Organization and Administration of Elementary Schools
A274-A374	3	Comparative Education
A375	3	Educational Finance
A376	3	The Business Administration of City Schools
A304	0	Seminar
A399	2-8	Research in Educational Administration
	18-21	(12 to 16 hours from this list of offerings)

It should not be implied that the suggested courses are required of all students. It is possible to substitute other offerings if a student's previous training and interest indicate that such adjustment would better meet his professional needs.

A student should select from the graduate offerings in administration, supervision, measurement, educational psychology, educational sociology, curriculum, and theory and practice of teaching, those additional courses that will give him the materials in the various fields with which he needs to be acquainted.

In addition to the regular course work it will be advantageous for the student to do extensive and critical reading of much professional literature.

1. SCHOOL ADMINISTRATION

Dr. Twente and Dr. Russell

GRADUATE STUDY IN DIRECTION AND SUPERVISION OF INSTRUCTION
at the University of Kansas

Students who wish to pursue graduate study in the Direction and Supervision of Instruction may find the following outline a convenience in suggesting the variety and extent of offerings from which selection of courses may be made.

Teachers, principals, superintendents and supervisors are from the very nature of their duties concerned with the character, efficiency and outcomes of instruction. It is the purpose of a program of graduate study in direction and supervision of instruction to give special emphasis to these aspects of school work.

A total of thirty hours of credit is required for the Master's degree. Faculty advisers will be available to counsel students and will be expected to approve the selection of courses which constitute the student's program of study. His program need not be restricted to the courses listed here but may include other graduate offerings in Education as they appear in the University catalogue.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
A. Core Courses. (At least ten hours should be selected).		
E252-E352	3	Educational Measurements
E272-E372	2	Supervision of Instruction
E166	3	Statistical Methods
M165	3	Theory and Practice of Teaching
E253-E353	3	Educational Experimentation
S292	3	An Introduction to the Study of the Curriculum
B261	3	Administration of Junior and Senior High Schools
S258-S358	3	Extracurricular Activities and School Controls
E399	2-8	Research in Direction and Supervision of Instruction
A304	0	Seminar
B. Related Courses.		
E377	2	Problems of Elementary School Supervision
T268	3	Principles of Education
P367	3	Advanced Educational Psychology
S153	3	Advanced Educational Sociology
E261	2	Educational Guidance
E370	2	School Surveys
E310	2	Methods of Research
M240-M340	3	Modern Teaching Procedures
B264	2	Administration of Extracurricular Activities
P255-P355	3	Mental Measurements of School Children
P271-P371	3	The Nontypical Child
A274-A374	3	Comparative Education
P268-P368	2	Psychology of Reading

2. DIRECTION AND SUPERVISION OF INSTRUCTION

Dr. O'Brien

GRADUATE STUDY IN THE FIELDS OF EDUCATIONAL PSYCHOLOGY,
CLINICAL PSYCHOLOGY, AND GUIDANCE
at the University of Kansas

For persons who wish to pursue graduate study in order

- (a) to acquire a more adequate insight into the psychology of learning, or
- (b) to attain skill in the diagnosis of individual differences in learning ability and in personality structure, or
- (c) to achieve familiarity with, and skill in the conduct and administration of personal guidance programs,

the following program of study is offered.

The core courses listed below represent the bodies of knowledge which any candidate in these fields should master.

The group of related courses represents the specialized and auxiliary courses from which the student should select those items which are most germane to his particular objective.

For students working in fields (b) and (c) above named, the adviser may suggest additional courses from the department of General Psychology.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
A. Core Courses.		
M165	3	Theory and Practice of Teaching
P255-P355	3	Mental Measurements of School Children
P271-P371	3	The Nontypical Child
P367	3	Advanced Educational Psychology
P399	2-8	Research in Educational Psychology and Guidance
P300	0	Seminar
B. Related Courses.		
S292	3	An Introduction to the Study of the Curriculum
P268-P368	2	Psychology of Reading
M269-M369	3	Methods of Teaching in Elementary Grades
P278	3	Adolescence
P281-P381	2	Reading and Study Laboratory
M240-M340	3	Modern Teaching Procedures
P354	3	Educational Clinic
E166	3	Statistical Methods
E252-E352	3	Educational Measurements
E253-E353	3	Educational Experimentation
E261	2	Educational Guidance
E272-E372	2	Supervision of Instruction
E310	2	Methods of Research
A254	2	School Hygiene
A274-A374	3	Comparative Education
P276-P376	2	Mental Hygiene
V158	2	Vocational Guidance

3. EDUCATIONAL PSYCHOLOGY AND GUIDANCE

Dr. Nash, Dr. Schwegler, and Dr. Turney

GRADUATE STUDY IN THE PSYCHOLOGY OF READING
at the University of Kansas

The following sequence of courses is recommended for students electing to do their work in the general field of psychology of reading, whether they plan simply to improve their general mastery of the field, or to prepare to serve as experts in remedial reading.

The core courses represent the minimum essentials that should be mastered in this field.

The related courses represent supplementary material from which selections should be made after consultation with the adviser.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
A. Core Courses.		
P367	3	Advanced Educational Psychology
P255-P355	3	Mental Measurements of School Children
P268-P368	2	Psychology of Reading
P281-P381	2	Reading and Study Laboratory
E252-E352	3	Educational Measurements
P399	2-8	Research in Educational Psychology
P300	0	Seminar
B. Related Courses.		
P271-P371	3	The Nontypical Child
E166	3	Statistical Methods
P276-P376	2	Mental Hygiene
P278	3	Adolescence
P354	3-5	Educational Clinic
E310	2	Methods of Research
Psych. 154	3	Abnormal Psychology

4. PSYCHOLOGY OF READING OR READING SPECIALIST

Dr. Nash

GRADUATE STUDY IN THE THEORY AND PRACTICE OF TEACHING
at the University of Kansas

For those who wish to study the teaching process, with a view to becoming more competent as teachers, qualifying as instructors in the theory and practice of teaching, or preparing to become supervisors of practice teaching, the following is intended to indicate core offerings and other closely related offerings in Education. All courses should be chosen with the aid of the student's adviser.

A total of 30 credit hours is required for the master's degree. Not less than 15 hours of work shall be in the field of Education, and not to exceed 15 hours may be offered in the subject matter field. A thesis dealing with some phase of the teaching of the subject matter field is required. It is expected that the student will take advantage of the opportunity to take courses in the subject matter field of his own teaching as well as in Education.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
A. Core Courses.		
M165	3	Theory and Practice of Teaching (not to be repeated if taken as undergraduate)
M240-M340	3	Modern Teaching Procedures
M269-M369	3	Methods of Teaching in Elementary Grades
M377	2	Problems in the Theory and Practice of Teaching
M399	2-8	Research in the Theory and Practice of Teaching

One of the graduate courses in the teaching of special subject matters may be taken if not already taken as an undergraduate. The course should be in the student's major subject matter field or a closely related field. The following courses are offered: M273, M281, M283, M284, M286, M288, M289, M291, M293, and M294.

B. Closely Related Courses.

S292	3	Introduction to the Study of the Curriculum
P367	3	Advanced Educational Psychology
T268 or B260	3	Principles of Education or Principles of Secondary Education
P255-P355	3	Mental Measurements of School Children
E252-E352	3	Educational Measurements
S293-S393	3	Construction of the Elementary School Curriculum
S294-S394	3	Construction of Secondary School Curricula
A158	2	Visual Education in Elementary and Secondary Schools
P276-P376	2	Mental Hygiene
P278	3	Adolescence
E272-E372	2	Supervision of Instruction

5. THEORY AND PRACTICE OF TEACHING

Dr. Bayles and Dr. Turney

GRADUATE STUDY IN THE THEORY AND PRACTICE
OF TEACHING PHYSICAL EDUCATION
at the University of Kansas

For those taking a master's degree in the theory and practice of teaching physical education, the same requirements hold as for any such degree in Theory and Practice of Teaching: q. v.

The following courses are considered as core offerings, but each student is expected, with the aid of his advisers, to choose courses which are best adapted to his own needs.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
Core Courses in Education		
M165	3	Theory and Practice of Teaching
P278	3	Adolescence
M294	3	Content and Methods of Physical Education
M240-M340	3	Modern Teaching Procedures ✓
<u>M399</u>	2-8	<u>Research in the Theory and Practice of Teaching</u> ✓
Core Courses in Physical Education		
100	3	Principles of Community Recreation
176	3	Tests and Measurements in Physical Education
202	3	Administration of Physical Education
300	2-4	Special Problems in Physical Education ✓
312	3	Seminar in Physical Education ✓

5a. THEORY AND PRACTICE OF TEACHING
PHYSICAL EDUCATION

Dr. Bayles, and Dr. Allen,
Dr. Elbel, or Miss Hoover

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GRADUATE STUDY IN CURRICULUM DEVELOPMENT
at the University of Kansas

For the convenience of those who wish to pursue graduate study in curriculum development, the following outline is intended to suggest the variety and extent of offerings from which selection of courses may be made.

The purpose of the program of graduate study in this field is to provide special training for those who are interested in curriculum making. The work is designed for teachers, principals, and supervisors.

The selection of courses will vary with the special objectives which different persons may have. The core of courses listed below represents approximately the lines of work candidates in this field should pursue, while the related courses represent the variety of courses from which one may choose in filling out his requirement of thirty hours.

<u>Course</u>	<u>Hours</u>	<u>Title</u>
A. Core Courses. (At least twelve hours should be selected).		
M165	3	Theory and Practice of Teaching
B260	3	Principles of Secondary Education
S292	3	Introduction to the Study of the Curriculum
S293-S393	3	Construction of the Elementary School Curriculum
S294-S394	3	Construction of Secondary School Curricula
T268	3	Principles of Education
S399	2-8	Research in Curriculum Construction
B. Related Courses.		
A250-A350	3	Organization and Administration of Elementary Schools
B261	3	Administration of Junior and Senior High Schools
A274-A374	3	Comparative Education
A159-A273	3	Administration of Smaller School Systems and City School Administration
P268-P368	2	Psychology of Reading
P255-P355	3	Mental Measurement of School Children
E272-E372	2	Supervision of Instruction
E252-E352	3	Educational Measurements
E253-E353	3	Educational Experimentation
P367	3	Advanced Educational Psychology
M240-M340	3	Modern Teaching Procedures

6. CURRICULUM DEVELOPMENT

Dr. Althaus and Dr. Russell

Requirements for a Major in Physical Education:

Students desiring to major in physical education are required to take 18 or more hours of Education and 30-40 hours of Physical Education. The grade point average in major subjects must be at least 1.5, and the cumulative grade point requirement is 140. Prerequisites for practice teaching: 80 hours and 90 grade points, and a grade-point index of 1.5 in the major. All candidates for a degree will be required to present an academic monor of at least 20 hours.

Requirements for the Master's Degree;

For the combined program in Education and Physical Education a student must have a Bachelor's degree, with a major in Physical Education, or the following prerequisites: Human or Comparative Anatomy, 3 hours; Physiology, 3 hours; Education, 15 hours; Physical Education, 10 hours. The required ten hours in physical education may be replaced by two years of practical experience in coaching or in conducting physical education work in schools or other formal organizations. (See also "Requirements for the Master's Degree, School of Education", page 42.)

Ed. 1 Watch This
M 340
Pre Req 399

GRADUATE PROGRAM

P 399

Drum
School of Ed
Grad Schol
Grad Schol
suggesting changes
in pre req

1. Undergraduate requirements:

Physiology or Hygiene 5 hrs.

Human Anatomy (or Comparative Anatomy?) 5 hrs.

History, Principles, Methods, or Philosophy
of Physical Education 3 hrs. ?

2. Graduate work in some other department (optional) 5-6 hrs.

3. Courses which carry graduate credit, but which are now

a part of our required undergraduate curriculum:

100. Principles of Community Recreation 3 hrs.

200. Theory & Practice of Athletic Training 3 hrs.
(Required for men; elective for women)

202. Organization & Administration of Physical Education 3 hrs.

M194. Content and Method of Physical Education 3 hrs.

NOTE: In the "Suggested Core Courses" for the combined degree, 9 hrs. are required in our undergraduate curriculum. This is a definite handicap to our own majors who desire to continue work for the advanced degree here.

4. Other courses which we offer for graduate credit (which are not required of undergraduates):

201. Advanced Basketball 3 hrs.

176. Tests and Measurements 3 hrs.

300. Special Problems 2-4 hrs.

312. Seminar 3 hrs.

Waldo Miller Geog
Ed Ash Meth

5. Suggested courses to be added for Graduate credit:

- 155. Theory of the Dance 3 hrs. (New number) ✓
- Thesis *approved for this Dept?* 2-8 hrs. (New course)
- Psychology of Physical ^{*athletics*} Education 2-3 hrs. "
- Research Techniques in Physical Education . . . 2 hrs. "
- advanced* Modern Principles of Physical Education2 hrs. "

New Course Trends in Recreation

- - - -

It is the feeling of the department that the following courses in Education are very important in the Graduate program:

- P278. Adolescence 3 hrs.
- A254. School Hygiene 2 hrs.

- - - -

(Miss Hoover and Miss Stapleton have suggested 6 hours of Activity courses: Swimming, Rhythms, Athletics.)

advanced

GRADUATE PROGRAM

1. Undergraduate requirements:

- Physiology or Hygiene 5 hrs.
- Human Anatomy (or Comparative Anatomy?) 5 hrs.
- History, Principles, Methods, or Philosophy
of Physical Education 3 hrs. ?

2. Graduate work in some other department (optional) 5-6 hrs.

3. Courses which carry graduate credit, but which are now
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(Required for men; elective for women)
- 202. Organization & Administration of Physical Education 3 hrs.
- M194. Content and Method of Physical Education 3 hrs.

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4. Other courses which we offer for graduate credit (which are not required of undergraduates):

- 201. Advanced Basketball 3 hrs.
- 176. Tests and Measurements 3 hrs.
- 300. Special Problems 2-4 hrs.
- 312. Seminar 3 hrs.

5. Suggested courses to be added for Graduate credit:

- 155. Theory of the Dance 3 hrs. (New number)
- Thesis 2-3 hrs. (New course)
- Psychology of Physical Education 2-3 hrs. "
- Research Techniques in Physical Education . . . 2 hrs. "
- Modern Principles of Physical Education2 hrs. "

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It is the feeling of the department that the following courses in Education are very important in the Graduate program:

- P278. Adolescence 3 hrs.
- A254. School Hygiene 2 hrs.

- - - -

(Miss Hoover and Miss Stapleton have suggested 6 hours of Activity courses: Swimming, Rhythms, Athletics.)

UNIVERSITY OF KANSAS
LAWRENCE

DIVISION OF PHYSICAL EDUCATION AND
INTERCOLLEGIATE ATHLETICS

November 7, 1939

Dr. F.C. Allen
University of Kansas

Dear Dr. Allen:

I am enclosing a copy of the curriculum outline
for a graduate degree which Miss Stapleton, Miss Byrn and I
have to suggest.

Sincerely,

Ruth Hoover

Ruth Hoover

RH:EEH

GRADUATE STUDY CURRICULUM IN PHYSICAL EDUCATION

Undergraduate requirements to be met:

1. Anatomy - 5 ✓
2. Physiology - 5 ✓

Required from other departments:

- * - 5 optional hours from a department
other than Physical Education.

Required Physical Education Courses:

1. Organization and Administration of Physical Education - 3 ✓
2. Philosophy of Physical Education - 2
3. Hygiene - 2 ✓
4. Activity Courses - 6
 - a. Swimming - 2
 - b. Rhythms - 2
 - c. Athletics - 2

Optional Physical Education Courses:

1. Tests and Measurements of Physical Education - 3 ✓
2. Problems of Physical Education - 2-4 ✓
3. Seminar - 3 ✓
4. Health - 3
5. Recreation - 3
6. Theory of the Dance - 3

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