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## **An Analysis of the Requirements for the Master's Degrees in the State Universities**

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To the Graduate Council:

I am submitting herewith a thesis written by Thelma Henry Iles entitled "An Analysis of the Requirements for the Master's Degrees in the State Universities." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Business Administration.

B. R. Haynes, Major Professor

We have read this thesis and recommend its acceptance:

Charles P. White, G. H. Parker, C. Smith

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

April 21, 1941

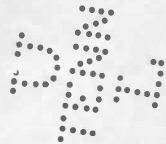
To the Committee on Graduate Study:

I am submitting to you a thesis written by Thelma Henry Iles entitled "An Analysis of the Requirements for the Master's Degrees in the State Universities." I recommend that it be accepted for nine quarter hours credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Business Education.

B. R. Haynes  
Major Professor

We have read this thesis  
and recommend its acceptance:

Charles P. White  
G. H. Parker  
T. C. Smith



Accepted for the Committee

T. C. Smith  
Dean of the Graduate School

AN ANALYSIS OF THE REQUIREMENTS FOR THE MASTER'S DEGREES  
IN THE STATE UNIVERSITIES

---

A THESIS

Submitted to  
The Committee on Graduate Study  
of  
The University of Tennessee  
in  
Partial Fulfillment of the Requirements  
for the degree of  
Master of Science



---

by  
Thelma Henry Iles  
June 1941



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## CHAPTER I

### THE PROBLEM

One of the largest businesses in the United States at the present time, both in terms of number of individuals concerned and the amount of capital involved, is education. It is estimated that one out of every four persons, men, women, and children, in the United States, is directly concerned with formal education. According to statistics from the United States Office of Education, 33,000,000 children and adults were admitted to schools throughout the nation in 1937. From this total, 22,500,000 pupils were enrolled in the elementary schools, approximately 6,500,000 in the high schools, about 1,250,000 in universities and colleges, and 2,750,000 in other types of schools.<sup>1</sup>

Although there was a decrease of 1,000,000 elementary school pupils from 1929-1937, high school and college enrollments have shown no tendency to decrease. High school enrollment has virtually doubled every ten years since 1890. Although the percentage of increase in high school enrollment has now begun to decline, the enrollment of high school students is still on the upward trend.

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<sup>1</sup>The data in the first three paragraphs were obtained from John W. Studebaker, "Back to School--1937," The Tennessee Teacher, V (October 1937), p. 15.



In 1937 nearly 1,000 students per 100,000 population, or about one in every 100 persons, were registered in colleges and universities. During the summer of 1937 nearly 500,000 persons attended schools throughout the country. Approximately ninety per cent of all persons enrolled in schools in this country attend public educational institutions; the remaining ten per cent are enrolled in private schools. There is an investment of \$400 for each person enrolled in schools in this country, estimated on the bases of school investment and endowments.

These figures are significant in indicating a consciousness of educational opportunities on the part of the public of this country. The desire for improved and lengthened educational opportunities has shown a tremendous increase in the last few years. Numerous factors, working separately and collectively, are responsible for the utilization of these educational opportunities. Some of the reasons for the enormous increase in enrollment in some types of formalized training are the following: the enlargement of the programs of study of the schools on each level with the resulting appeal to students of various social strata; the increase in the number of state compulsory laws, requiring students to remain in school for a longer period of time; the demand and supply for workers on various levels of occupations, with the result of stiffening

entrance requirements and the demand for a different type of training, including a broad general cultural background plus the acquisition of a restricted number of skills; the demand of labor organizations for increased educational opportunity; the demand of business for intensive training, not only for the student beginning his work, but also for training that will continue on the job. This last factor is responsible for more or less extensive in-training programs which, in some instances, are required of all workers within an organization irrespective of their age or tenure on the job.

It is but natural that, as formal educational institutions appeal to and attract a larger number of individuals, the level, or year, at which in the past it has been customary to enter an occupation, should now be raised. There are many illustrations of this policy, such as the oil company which requires that all of its station attendants be college graduates, and the large number of retail stores of different natures, in which one of the requisites for initial employment is graduation from a recognized institution with a baccalaureate degree. A few years ago commerce and industry paid little attention to the academic attainment of prospective employees, but now, in many instances, one of the major requisites for employment is the attainment of a specified level of academic work.

Concomitant with the increase in the enrollments of

high schools and of colleges and universities on the undergraduate level has come about a phenomenal increase on the graduate level.

#### STATEMENT AND PURPOSE OF THE PROBLEM

This investigation was made for the purpose of determining and evaluating the several requirements for the master's degrees in the state universities in this country, in order to establish definite recommendations for the granting of such degrees in terms of the evaluation of present requirements. The findings of this study should be of service to those educators concerned with the problem of administering programs leading to the first degree above the baccalaureate.

In this study the term "education" is considered in its broadest sense, as a continuous process that extends throughout life. This concept of education has been emphasized through such statements as the following:

" . . . education is a process of growth; it means a liberation of capacity."<sup>2</sup>

An intelligent man's education does not stop when he has completed his formal education in school or

---

<sup>2</sup>Boyd H. Bode, Fundamentals of Education (New York, New York: The Macmillan Company, 1922), p. 8.

college. His education is not completed with any years of experience. It is a life-long process.<sup>3</sup>

Education is the transmission of worthy ideals from generation to generation.--W. C. Bagley.

Education is the progressive reconstruction of experience, with a growing consciousness of social values and an increasing control over the processes of experience.--George Herbert Betts.

Education is the result of natural and spontaneous action of the mind.--J. Pestalozzi.<sup>4</sup>

The problems of education are inseparably associated with social, economic, and political life.

A "master's program" is here considered as a definite program devised by the several state universities, the completion of which leads directly to the granting of the master's degree. The program, as it is considered in this study, does not include years of graduate work which lead to certification or credentials, or both, but which do not lead to the granting of the master's degree itself.

A "state university" is here considered to be an educational institution set up by the legislature for the purpose of providing education above the high school level for a particular state; it is the highest rung of the

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<sup>3</sup>Bulletin (Charleston, South Carolina: South Carolina State Highway Patrol, October 1939), p. 35.

<sup>4</sup>Benjamin R. Haynes and Clyde W. Humphrey, Research Applied to Business Education (New York, New York: The Gregg Publishing Company, 1939), p. 9.

educational ladder, and is usually composed of various colleges within itself.

In this study all courses are considered on a semester basis and courses in those universities where classes are conducted on a quarter basis have been changed to a semester basis. For example, if a course carries three quarter hours credit, it has been changed to two semester hours, or where a course carries four quarter hours credit, it has been changed to two and two-thirds semester hours.

As the result of the findings and the accompanying conclusions and recommendations, it is hoped that a greater degree of stability and unity may be effected in the requirements that must be fulfilled before the final granting of the master's degree.

#### IMPORTANCE OF THE STUDY

The growth of interest in graduate study in the colleges and universities in the United States is one of the most interesting developments in education during the last few years. Even in terms of the increase in high school attendance and in college attendance, graduate school attendance has multiplied phenomenally. Between 1900 and 1935, the number of graduate students increased 800 per cent. In 1900, there were 5,831 graduate students enrolled in

American colleges. In 1930, there were 47,255 graduate students. In 1900, 1,744 master's degrees were conferred; in 1930, 14,495; and in 1932, 19,339. The types of work leading to the master's degree have become highly diversified. In the school year 1927-1928, 65 per cent of the master's degrees granted were in arts, 11 per cent in science, 7 per cent in education, 4.2 per cent in business and commerce, 3.1 per cent in engineering, 2.7 per cent in agriculture, 1.8 per cent in law, and the remaining 5.2 per cent were scattered.<sup>5</sup>

The master's degree is the oldest degree above the bachelor's offered in this country. Harvard University conferred it for the first time in 1642. In many colleges the master's degree for a great many years was granted automatically to bachelors of arts of good standing, three years after graduation, on the payment of a fee of five dollars. This degree was called the master's degree in course. During the past several decades, the master's degree has become an essential part of the training of teachers. During the past five years, candidates for teaching positions have found it practically impossible to secure employment in several states, especially California and

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<sup>5</sup>Figures taken from Graduate Study in Universities and Colleges in the United States. Office of Education Bulletin, 1934, No. 20, by Walton C. John (Washington, D. C.: United States Government Printing Office, 1935), 234 pp.

New York, unless they have secured an advanced degree. Although the school boards are partly responsible for the large number of students working for the master's degree, there are unquestionable indications that industry and commerce are likewise cognizant of the benefits that may be gained through employees completing the requirements for a master's degree. Probably the Graduate School of Business Administration at Harvard University, the Amos Tuck School of Administration and Finance at Dartmouth College, and the Wharton School of Finance and Commerce at the University of Pennsylvania are responsible in large measure for business's consciousness of the advanced degree. Practically all collegiate schools of business administration in this country at the present time not only offer, but feature, graduate programs in the several divisions within the schools.

Some educators believe that the high goal of scholarship that should symbolize the advanced work has been lessened, from the standpoint of research, due to the predominance, in number, of those who are interested in securing the degree, either as preparation for teaching, or for professional improvement while in service. For this reason, there has been some tendency to strengthen the character of the master's degree by increasing the period of study. There are a number of universities that require candidates for the master's degree to pass general



examinations. In some cases these examinations approach, in intensity and scholarship, the examinations required for the doctorate. It is but natural that, with the increase of master's degrees, there should be an increase in the number of doctor's degrees conferred. In 1900, 342 doctor's degrees were granted; in 1930, the number increased to 2,079; in 1939, 2,860 doctor's degrees were conferred. At the present time, there are schools established for even more intensive training than that offered in the graduate schools. Two outstanding examples of such research institutions are the Institute for Advanced Study, located in Princeton, New Jersey, and the Brookings Institution, located in Washington, District of Columbia.

The future of graduate study seems promising, as far as the general interest of advanced students is concerned. The depression made it possible for many students to complete their graduate programs. In 1928, 13,834 advanced degrees were granted; in 1930 the number reached 16,832; and in 1936 there were 20,874 advanced degrees granted. Probably the outstanding danger that lies ahead for graduate study is unwise and expensive competition among graduate schools in an attempt to attract student enrollment. In some cases, it may be necessary to limit or reduce the number of departments offering the master's degrees and to improve the facilities in those departments where graduate instruction is maintained,



and, in addition, to establish criteria leading to the more careful selection of candidates for the master's degrees.

"Research" is generally considered as a synonym of work of a graduate nature. The term research is used so frequently in American life that people have become research conscious. Every educator is familiar with the "three R's"; because of the increasing importance of research, the fourth R, "reflective thinking," should be of sufficient importance to warrant its being linked with "readin', 'ritin', and 'rithmetic." Reflective thinking is the process of withholding judgment pending inquiry, and should be present in all research, in order that impulsiveness, prejudices, preconceived opinions, and disrespect for conclusions may be reduced to a minimum. It has been said that research in its broadest sense begins in infancy and continues throughout life.<sup>6</sup> William Henry Leffingwell established a set of principles for scientific management some years ago. These principles have, in all probability, been more greatly responsible for the introduction of research in attacking the problems of commerce and industry than any other single source. These principles are the following:

1. State the problem.
2. Analyze the problem.
3. Find and seek the facts in the case.
4. Find the right method.

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<sup>6</sup>Haynes and Humphrey, op. cit., p. 2.

5. Find the person best suited.
6. Train the right person.
7. Plan carefully.
8. Get the work done.<sup>7</sup>

The future educational program of any state requires careful planning, augmented by sound research studies which are of value in planning educational policies. The various graduate schools located in Pennsylvania have always cooperated with the State Department of Public Instruction in carrying on research work benefiting education in Pennsylvania. In the past this program has not been sufficiently coordinated in any one agency, but titles have been suggested by individual members of the Department. In order to prevent duplication of effort, the present policy is to publish research titles suggested by members of the Department.<sup>8</sup>

The distribution of this bulletin is the first known distribution of a pamphlet by a state department of education to all graduates schools within that state, in an attempt to secure needed research services of a cooperative nature and to arrive at a more satisfactory situation regarding the large number of research studies that are undertaken in the graduate schools. It is not unlikely that the next few years

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<sup>7</sup>William Henry Leffingwell, A Textbook of Office Management (New York, New York: McGraw-Hill Book Company, 1932), pp. 8-15.

<sup>8</sup>Suggestive Research Titles Pertaining to Education in Pennsylvania (Harrisburg, Pennsylvania: Department of Public Instruction, Commonwealth of Pennsylvania, Circular No. 8, June 1938), p. 1.

will witness the issuing of similar lists by other local, state, regional, and national agencies.

This study also should be of considerable service to those who wish research to be undertaken. In the last several years many graduate schools are reporting a definite desire, on the part of commerce and industry, for the solution of many of their problems. These solutions can be accomplished through individual supervision; they will make their appearance in the form of theses and dissertations.

#### ANALYSIS OF THE PROBLEM

The problem may be attacked through securing answers to a number of subsidiary questions which, in their entirety, should answer the major question, What are the requirements for the master's degrees in the state universities?

1. What is the present status of graduate programs of study in the state universities?
  - a. Historical development.
  - b. Types of institutions offering graduate programs.
  - c. Growth of graduate study.
  - d. Administration of graduate programs of study.
2. What are the residence requirements for the master's degrees?
  - a. Length of time that must be spent in residence.
  - b. Summer-session study.

(1) Number of weeks in each term of the summer session.

(2) Number of summer sessions equivalent to a year.

c. Number of units that must be completed in residence.

d. Number of units that can be completed by extension or by correspondence.

e. Number of units that can be taken in absentia.

f. Number of units that can be transferred from other institutions.

g. Limitation of time in which to complete requirements for the master's degrees.

3. What are the subject matter requirements?

a. Total number of semester hours required for the master's degrees.

b. Majors.

(1) Number of majors.

(2) Number of units.

c. Minors.

(1) Number of minors.

(2) Number of units.

d. Number of hours that can be carried in any one semester.

e. Number of hours that can be carried in summer sessions.

f. Number of hours in courses primarily for graduate students.

g. Required grade average.

4. What are the research requirements of the degree?

a. Thesis requirement.

b. Substitution of problem or project courses for the thesis.

c. Substitution of courses other than problem or project courses for the thesis.

d. Final oral and written examinations.

(1) Frequency of requiring final examinations.

(2) Nature of final examinations.

5. What are the miscellaneous requirements for the master's degrees?

a. Admission to the graduate schools.

b. Admission to graduate departments.

c. Admission to graduate candidacy.

d. Yearly fees for graduate students.

e. Foreign language requirement.

f. Age requirement.

g. Financial and work assistance given to graduate students.

h. Complexion of graduate faculties.

6. What program of study may be recommended for the master's degrees in the state universities in the United States?

It is hoped that the answers to the individual problems enumerated in this analysis, taken in consideration in toto, will be of assistance, not only to those educators charged with the administration of graduate programs, but also to those students who may desire to matriculate in graduate schools in various state universities in this country. It is further believed that the answers to the questions raised should be of service to those in charge of graduate programs in colleges and universities in this country other than state universities.

#### REVIEW OF RELATED INVESTIGATIONS

A perusal of the bibliographies of research studies that have been undertaken has revealed that there is a dearth of studies related specifically to this study. If there were such studies, the present one would be unnecessary. However, there are studies related to various aspects of this study and these are reviewed at this time.

1. John<sup>9</sup> made a study of the development, general control, and administration of graduate work, including the principal standards, requirements, and practices that relate to the granting of degrees on the graduate level. The findings are not enumerated in this section but will be referred

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<sup>9</sup>John, loc. cit.

to as they apply to the specific section or sections of this study.

2. Horton<sup>10</sup> set forth the administrative principles and policies of the American graduate school as they developed historically. His extensive bibliography was of immense value.

3. Blose<sup>11</sup> in his study of the "Standards for the Master's Degree" listed the colleges and universities in the United States that granted the master's degree in 1928, with the number of degrees granted. From selected groups of these institutions, the principal requirements or standards which have been set in conferring the master's degree were ascertained. The study was beneficial in suggesting to the investigator items that should be included in this study and ways of setting forth the data.

The survey of related investigations in the field of analyzing graduate programs indicates that there is a definite place for the present study. In the present study, an attempt has been made to present those pertinent data, brought up-to-date, that have been incorporated in the related investigations.

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<sup>10</sup>Byrne J. Horton, The Graduate School (New York, New York: New York University Bookstore, 1940), 182 pp.

<sup>11</sup>David Thompson Blose, "Standards for the Master's Degree" (unpublished master's thesis, American University Graduate School, Washington, D. C., 1933), 88 pp.



## METHOD OF PROCEDURE AND SOURCES OF DATA

The data for this study were obtained from the catalogues of the various state universities and from inquiry blanks sent out to all the state universities. The list of state universities was obtained from American Universities and Colleges.<sup>12</sup> The names and locations of these state universities are as follows:

- |                              |                         |
|------------------------------|-------------------------|
| 1. University of Alabama     | University              |
| 2. University of Arizona     | Tucson                  |
| 3. University of Arkansas    | Fayetteville            |
| 4. University of California  | Berkeley<br>Los Angeles |
| 5. University of Colorado    | Boulder                 |
| 6. University of Connecticut | Storrs                  |
| 7. University of Delaware    | Newark                  |
| 8. University of Florida     | Gainesville             |
| 9. University of Georgia     | Athens                  |
| 10. University of Idaho      | Moscow                  |
| 11. University of Illinois   | Urbana                  |
| 12. Indiana University       | Bloomington             |
| 13. State University of Iowa | Iowa City               |
| 14. University of Kansas     | Lawrence                |

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<sup>12</sup>American Council on Education, American Universities and Colleges, edited by Clarence Stephen Marsh (Washington, D. C.: American Council on Education, 1940), pp. 169-1018.



- |     |                                   |                     |
|-----|-----------------------------------|---------------------|
| 15. | University of Kentucky            | Lexington           |
| 16. | Louisiana State University        | University          |
| 17. | University of Maine               | Orono               |
| 18. | University of Maryland            | College Park        |
| 19. | University of Michigan            | Ann Arbor           |
| 20. | University of Minnesota           | Minneapolis         |
| 21. | University of Mississippi         | University          |
| 22. | University of Missouri            | Columbia            |
| 23. | Montana State University          | Missoula            |
| 24. | University of Nebraska            | Lincoln             |
| 25. | University of Nevada              | Reno                |
| 26. | University of New Hampshire       | Durham              |
| 27. | University of New Mexico          | Albuquerque         |
| 28. | University of North<br>Carolina   | Chapel Hill         |
| 29. | University of North<br>Dakota     | Grand Forks         |
| 30. | Bowling Green State<br>University | Bowling Green, Ohio |
| 31. | Kent State University             | Kent, Ohio          |
| 32. | Miami University                  | Oxford, Ohio        |
| 33. | Ohio State University             | Columbus            |
| 34. | Ohio University                   | Athens              |
| 35. | University of Oklahoma            | Norman              |
| 36. | University of Oregon              | Eugene              |
| 37. | University of South<br>Carolina   | Columbia            |

38.	University of South Dakota	Vermillion
39.	University of Tennessee	Knoxville
40.	University of Texas	Austin
41.	University of Utah	Salt Lake City
42.	University of Virginia	Charlottesville
43.	University of Washington	Seattle
44.	West Virginia University	Morgantown
45.	University of Wisconsin	Madison
46.	University of Wyoming	Laramie

Analysis was made of the bulletins from these universities. An inquiry blank was then sent out in order that more complete information might be obtained. Copies of the inquiry blank and the letter of transmittal are contained in the Appendix. A copy of the follow-up letter is also to be found in the Appendix. Replies were received from forty-six, or 100 per cent, of the forty-six letters mailed.

### ORGANIZATION OF THE STUDY

In Chapter I, the statement and purpose of the problem, the importance of the study, analysis of the problem, review of related investigations, and methods of procedure and sources of data are presented.

Chapter II consists of a statement of the historical development, the types of institutions offering graduate programs, the growth of graduate study, and the administration of graduate programs of study.

Problems concerned with residence requirements, including a consideration of the amount of work that may be taken in absentia or by extension and by correspondence, and the amount of work that may be transferred from other institutions, as well as the courses that must be taken in residence, are considered in Chapter III.

An analysis of the subject matter requirements for the various master's degrees offered by the several state universities in this country is made in Chapter IV.

Chapter V is concerned with research requirements as they pertain to the granting of master's degrees. This chapter includes a consideration of the thesis, consideration of problems, projects, or additional courses in lieu of the thesis, and oral and written examinations.

Miscellaneous requirements that were found less frequently than the requirements listed in Chapters III, IV, and V are contained in Chapter VI. Several of the requirements are included also in this chapter which do not lend themselves to Chapters III, IV, or V.

In the concluding chapter, Chapter VII, a composite program has been established for the consideration of those educators concerned with graduate programs leading toward the master's degrees in the state universities. This program was set up in terms of conditions found to be existing in the state universities at the present time and in terms of

modifications of present practices in those instances where literature and opinion seem to be away from present practices.

The Bibliography, which follows the body of the thesis, contains a selected list of references which were consulted in the preparation of this study.

The Appendix contains copies of the letters of transmittal and the inquiry blank.

## CHAPTER II

### IMPORTANCE OF GRADUATE PROGRAMS OF STUDY IN STATE UNIVERSITIES

It is the purpose of this chapter to give a historical portrayal of the graduate programs of study of graduate schools in this country and to indicate, not only those state universities where graduate programs of study are offered, but also the administrative agency responsible for the graduate programs of study, as evidenced by the catalogues of these state universities. Consideration will also be given to the types of these institutions.

#### HISTORICAL DEVELOPMENT<sup>1</sup>

American universities and colleges carried on relatively little graduate study and research, in the modern sense, until the last quarter of the nineteenth century. The master's degree is the oldest graduate degree offered in this country; a number of the colonial colleges awarded this degree. It was first offered by Harvard College in 1642.

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<sup>1</sup>The information in this division was obtained from Graduate Study in Universities and Colleges in the United States. Office of Education Bulletin, 1934, No. 20, by Walton C. John (Washington, D. C.: United States Government Printing Office, 1935), 234 pp., and The Graduate School by Byrne J. Horton (New York, New York: New York University Bookstore, 1940), 182 pp.

However, this first master's degree represented only an extension of the liberal arts program; no special provision was made for students who wished to engage in research. For many years the master's degree was granted automatically, three years after graduation, to bachelors of arts of good standing, who had pursued professional or other studies, on the payment of a fee of five dollars. Such a master's degree was called the master's degree in course. There were no marked changes in the requirements for the master's degree at Harvard College until 1825. True graduate work in the modern sense did not begin in colleges and universities in this country until 1876, but by 1880 the master's degree had been made one of genuine value.

Among the state universities, the University of South Carolina conferred its first master of arts degree in 1808. This was given to bachelors on the basis of three or more years of successful activity. The first earned master of arts degree was conferred by this university in 1812. No honorary master of arts degree was conferred there after 1873.

In 1833 the University of Virginia granted, to students who had completed the entire curriculum of the university, its first master of arts degree. The master of arts in course was never given by the University of Virginia.

The unearned master of arts degree was first granted by the University of Michigan in 1849, and the first on the basis of course work and examination in 1859.

The University of North Carolina granted its first master of arts degree in 1854. The first earned degree with a thesis was granted in 1856.

The first master's degrees granted by the University of Georgia were of the three-year unearned type. After 1868 a curriculum was required for the master's degree, and the first earned one was conferred by the University in 1871.

During the early period of educational history in this country, it was customary for American colleges to confer the master of arts degree in course to holders of the bachelor of arts degree of three years' standing, who were engaged in literary activities or who had continued their studies. Some colleges conferred the master of arts degree purely as an honorary degree.

In the post-Civil War reconstruction period, graduate work in the modern sense began to develop rapidly throughout the United States.

The University of Nebraska was the first among the state universities to establish a graduate school. A master's degree was granted as early as 1886 to graduates, with bachelor's degrees, of the University of Nebraska or of other recognized institutions, on the completion of one year's resident study and the fulfillment of specified requirements. The University of Kansas started offering organized graduate work just one year after the University of Nebraska.

Although the organization of graduate schools in universities became popular during the next decade, the state universities were slow in the development of graduate instruction and the organization of graduate schools. This slowness was due to heavy instructional demands on the undergraduate level and to the lack of sufficient funds.

#### TYPES OF INSTITUTIONS OFFERING GRADUATE PROGRAMS<sup>2</sup>

There are many types of institutions offering graduate programs of study. In educational circles in America the expression "graduate school" is synonymous with the term "university." Some institutions are incorporated as universities, but there are many institutions not called by the titles of universities that offer graduate work and confer advanced degrees. Some of these institutions are publicly controlled, while others are privately controlled. The two main types of private institutions are the church-controlled college or university, and the secular institution, which is governed by an elected and usually a self-perpetuating board of trustees, and which is financed by private philanthropy.

Certain colleges and universities, established under the Morrill Act, are known as land-grant institutions. Some

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<sup>2</sup>American Council on Education, American Universities and Colleges, edited by Clarence Stephen Marsh (Washington, D. C.: American Council on Education, 1940), pp. 3-64.



of these state-supported and state-controlled institutions are state universities, and others are separate state colleges of agriculture and mechanic arts. The state university is provided for either in the state constitution or by act of legislature. The University of Georgia, founded in 1785, the University of North Carolina, founded in 1789, and the University of Vermont, founded in 1791, were among the early universities which were state-controlled or received state assistance.

The municipal university is the second type of public institution of learning on the university level. It is supported through city taxes and controlled by the city authorities.

The graduate school in this country is a fairly recent institution; its true concept was not realized until the last quarter of the nineteenth century.

Table I contains information concerning the states that support state universities, together with the year that each university was organized. It further indicates which of the state universities have incorporated graduate programs of study.

Forty-two different states support and control one or more universities, totaling forty-six universities. The following states have none: Massachusetts, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

TABLE I

## STATE UNIVERSITIES AND GRADUATE PROGRAMS OF STUDY

State	University	Year of organization	Graduate program
Alabama	x	1831	Master's
Arizona	x	1885	Master's
			Doctor's
Arkansas	x	1871	Master's
California	x	1868	Master's
			Doctor's
Colorado	x	1876	Master's
			Doctor's
Connecticut	x	1881	Master's
Delaware	x	1833	Master's
Florida	x	1853	Master's
			Doctor's
Georgia <sup>a</sup>	x	1785	Master's
			Doctor's
Idaho	x	1889	Master's
Illinois	x	1867	Master's
			Doctor's
Indiana	x	1820	Master's
			Doctor's
Iowa	x	1847	Master's
			Doctor's
Kansas	x	1865	Master's
			Doctor's
Kentucky	x	1866	Master's
			Doctor's
Louisiana	x	1848	Master's
			Doctor's
Maine	x	1865	Master's
Maryland	x	1807	Master's
			Doctor's
Massachusetts	none		
Michigan	x	1817	Master's
			Doctor's
Minnesota	x	1868	Master's
			Doctor's
Mississippi	x	1848	Master's

TABLE I (continued)

## STATE UNIVERSITIES AND GRADUATE PROGRAMS OF STUDY

State	University	Year of organization	Graduate program
Missouri	x	1839	Master's Doctor's
Montana <sup>b</sup>	x	1893	Master's
Nebraska	x	1869	Master's Doctor's
Nevada	x	1886	Master's
New Hampshire	x	1866	Master's
New Jersey	none		
New Mexico	x	1889	Master's Doctor's
New York	none		
North Carolina	x	1789	Master's Doctor's
North Dakota	x	1883	Master's Doctor's
Ohio <sup>c</sup>			
Bowling Green	x	1910	Master's
Kent	x	1910	Master's
Miami	x	1809	Master's
Ohio State	x	1864	Master's Doctor's
Ohio University	x	1804	Master's
Oklahoma	x	1892	Master's Doctor's
Oregon <sup>d</sup>	x	1876	Master's Doctor's
Pennsylvania	none		
Rhode Island	none		
South Carolina	x	1801	Master's
South Dakota	x	1882	Master's
Tennessee	x	1794	Master's Doctor's
Texas	x	1881	Master's Doctor's
Utah	x	1850	Master's
Vermont	none		

TABLE I (continued)

## STATE UNIVERSITIES AND GRADUATE PROGRAMS OF STUDY

State	University	Year of organization	Graduate program
Virginia	x	1819	Master's Doctor's
Washington	x	1861	Master's Doctor's
West Virginia	x	1867	Master's Doctor's
Wisconsin	x	1848	Master's Doctor's
Wyoming	x	1886	Master's

<sup>a</sup>University System of Georgia consists of all state-supported institutions of higher learning.

<sup>b</sup>Montana State System consists of the six state institutions of higher education.

<sup>c</sup>Ohio maintains five separate and distinct state universities.

<sup>d</sup>Oregon State System of Higher Education includes all state-supported institutions of higher learning.

Massachusetts and Rhode Island maintain state colleges. New Jersey and Vermont give some state aid to Rutgers University and the University of Vermont, respectively, but these institutions are largely privately supported. New York supports instruction and research in several institutions, but does not maintain a state university. The "University of the State of New York" is an executive body only. Pennsylvania supports Pennsylvania State College, but does not control it. Pennsylvania also gives some financial assistance to the University of Pennsylvania and to the University of Pittsburgh, which are private institutions.

### GROWTH OF GRADUATE STUDY<sup>3</sup>

The growth of graduate work in American colleges and universities during the past seventy years has been remarkable.

In the school year 1870-1871, the institutions listed below reported graduate students as follows:

Harvard University	8
Yale University	24
Princeton University	3
University of Michigan	6
Lafayette College	3
Total	<u>44</u>

In 1880 there were 411 graduate students in the institutions reporting, many of whom were non-resident

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<sup>3</sup>Data from John, op. cit., pp. 12-19, and from American Council on Education, op. cit., pp. 59-91.

students. In 1890 the number increased to 2,382. In 1900 there were 5,831 graduate students enrolled in American colleges and universities; in 1910 the number increased to 9,370. There were 15,612 seeking advanced degrees in 1920, and that figure had doubled by 1926. In 1930 there were 47,255 graduate students, most of whom were taking resident instruction. By 1936 the number had increased to 78,911. In 1938 there were 93,659 graduate students enrolled in institutions offering advanced work in this country.

The number of master's degrees granted in the United States has increased at an astounding rate. In 1890 there were 70 master's degrees granted; in 1900 the number had increased to 1,744; in 1910 to 2,440; in 1920 to 3,873; in 1930 to 14,445; in 1936 to 18,243; and in 1938 to 22,631.

Increased enrollments in the graduate school and increased number of master's degrees granted have been accompanied by a comparable growth in the number of doctorates awarded. In 1876 institutions of higher learning awarded 44 doctor's degrees; in 1890 they awarded 164. By 1900 this number had doubled, and in 1910 it reached 409. There were 532 doctorates awarded in 1920, but six years later this number had increased to 1,368. In 1930 there were 2,079 doctorates granted; in 1935 the number reached 2,592. In 1939 there were 2,860 doctor's degrees granted by eighty-eight institutions.

The rapid increase in enrollments in graduate work in the colleges and universities in this country, with the accompanying increase in the number of both institutions and fields of study, may be attributed to other causes besides the growth of national population and wealth. Students, both minors and adults, have been continually demanding more education, and doing so in the belief that offering a complete educational program is one of the proper functions of the state. Because of this ever-increasing demand for education, state universities, as well as other state-supported schools and privately-controlled schools, have not only found it necessary to enrich and broaden their programs, but also to increase the length of time a person can continue his education at a minimum expense to himself.

Graduate work, especially in connection with certain fields of endeavor, should not be known as a "luxury" but as a practical "necessity." This is particularly true in the field of education. Within the last twenty years, academic requirements for teachers on the secondary level have increased in certain states, notably New York and California, from the completion of a two-year program of college training to the completion of a five-year program. This change of standards has sent thousands of teachers and prospective teachers into the graduate schools.

The demand for graduate programs of study is further complicated by demands of employers for workers who have completed considerably more formalized academic training than the predecessors of these same employees. To be specific, there are certain organizations, such as oil companies, department stores, and other types of establishments in the general field of distribution, where one of the prerequisites for initial employment is a baccalaureate degree. For this reason, it was inevitable that there would be many individuals in these and other fields of endeavor, who insist that they receive not only the minimum requirements for entry in these fields, but also as much beyond these minimum levels as it is possible for them to get, within such limitations as time and finance.

#### ADMINISTRATION OF GRADUATE PROGRAMS OF STUDY

There is no apparent attempt--and possibly there should not be--to standardize the organization, administration, and supervision of any division of work, either on the undergraduate or on the graduate level. This lack of uniformity is especially prevalent on the graduate level. There has been practically no attempt made by the accrediting agencies, or by any other agencies, to standardize graduate work, because of the recent and rapid growth on this level of formalized instruction. It may be that in the future, either



the accrediting agencies, as they are now constituted, or some other unit yet to be established, will attempt to set up at least suggested criteria and principles governing the organization, administration, and supervision of graduate work. This lack of uniformity is illustrated in Table II. The one outstanding point of uniformity is that no graduate school, which is the principal unit of control for all graduate study and for the granting of all graduate degrees, is governed solely by one member of its faculty, but each is controlled, rather, by a committee selected from its faculty. This tendency to invest authority in a group of individuals rather than place it in the hands of one official is believed by this investigator to be a healthy one, because, in the majority of state universities, the faculty of the graduate school is composed of members selected from the other units of the institution, and is not a faculty responsible solely for teaching graduate courses.

The administrative agency in charge of graduate programs of study is composed of faculty members who devote, in many cases, their full time to teaching programs. This means that it is probably preferable that the agency in charge of these graduate units should be definitely determined and the responsibility vested, at least in large measure, in one individual, such as a dean.

TABLE II

## THE ADMINISTRATION OF THE GRADUATE PROGRAMS OF STUDY

State university	Administrative unit	Year administrative unit organized	Administrative agency	Number of members
Alabama	Graduate School	1923	Graduate Council	10
Arizona	Graduate College	1934	Graduate Study Committee	9
Arkansas	Graduate School	1927	Graduate Council	7
California	Graduate Division			
	Berkeley	1895	Graduate Council	23
	Los Angeles	1933	Graduate Council	13
Colorado	Graduate School	1900	Executive Committee	7
Connecticut	Graduate School	1940	Executive Committee	7
Delaware	Division of Graduate Study	1937	Committee on Graduate Study	9
Florida	Graduate School	1930	Graduate Council	9
Georgia	Graduate School	1910	Graduate Council	11
Idaho	Graduate School	1925	Graduate Council	7
Illinois	Graduate School	1892	Executive Faculty	15
Indiana	Graduate School	1880	Faculty of the Graduate School	123
Iowa	Graduate College	1900	Graduate Council	10
Kansas	Graduate School	1896	Administrative Committee	7
Kentucky	Graduate School	1920	Graduate Faculty	60
Louisiana	Graduate School	1909	Graduate Council	8
Maine	Division of Graduate Study	1923	Executive Committee	11
Maryland	Graduate School	1918	Graduate Council	19
Michigan	The Horace H. Rackham School of Graduate Studies	1912	Executive Board	12
Minnesota	Graduate School	1905	Executive Committee	9
Mississippi	Graduate School	1927	Committee on Graduate Study	14
Missouri	Graduate School	1871	Administrative Committee	9
Montana	Graduate School		Committee on Graduate Study	
Nebraska	Graduate College	1895	Graduate Council	9

TABLE II (continued)

## THE ADMINISTRATION OF THE GRADUATE PROGRAMS OF STUDY

State university	Administrative unit	Year administrative unit organized	Administrative agency	Number of members
Nevada		1915	Graduate Committee	4
New Hampshire	Graduate School	1928	Executive Committee	7
New Mexico	Graduate School	1919	Committee on Graduate Instruction	11
North Carolina	Graduate School	1904	Administrative Board	10
North Dakota	Graduate Division	1927	Director of the Graduate Division subject to the University Council	
Ohio				
Bowling Green		1935	Committee on Graduate Instruction	6
Kent	Graduate School	1935	Graduate Council	9
Miami		1928	Graduate Committee	8
Ohio State	Graduate School	1911	Graduate Council	32
Ohio University	Graduate College	1936	Graduate Council	11
Oklahoma	Graduate School	1909	Graduate Council	10
Oregon	Graduate Division	1933	Graduate Council	
			Oregon State College	8
			University of Oregon	11
South Carolina	Graduate School	1906	Graduate Committee	10
South Dakota	Graduate School	1929	Graduate Council	9
Tennessee	Graduate School	1912	Committee on Graduate Study	11
Texas	Graduate School	1910	Graduate Council	7
Utah	Graduate Division	1915	Graduate Council	9
Virginia	Department of Graduate Studies	1904	Administrative Committee	6
Washington	Graduate School	1911	Graduate Council	13
West Virginia	Graduate School	1930	Graduate Council	8
Wisconsin	Graduate School	1895	Administrative Committee	7
Wyoming	Graduate Study	1927	Committee on Graduate Study	8

Present-day practice in graduate work is tending toward the abolition, in many instances, of departmental lines in favor of a plan concerned with giving the individual a broader viewpoint in larger areas of instruction than is possible under the course and departmental plan. Seminars, which constitute an important part of the graduate work in many institutions, are examples of this tendency to eliminate course boundaries. Problem courses, which are also present in some institutions, are other examples.

Table II is concerned with the listing of the state universities, the official title of the administrative unit in which the graduate programs of study are located, the year in which this administrative unit was organized, the title of the administrative agency charged with the direct responsibility of the organization, administration, and supervision of the graduate programs of study, and the number of members composing the administrative agency. The year in which either the master's degree in course was first granted or the graduate programs of study were originally established are not given, because the records of many of these institutions do not reveal these facts.

Because no attempt, or very little, has been made at standardization in organization, administration, and supervision of graduate programs of study, a minimum of standardization has been achieved in the types of master's degrees

granted. There are four possible variations of the master's degree, with some institutions attempting to cover all four objectives in a single degree. The four possible variations are as follows: a research degree, a professional degree, a teacher's degree, and a cultural degree. The work for the cultural degree is apparently an extension of that ascribed to the bachelor's degree, and is no more than a fifth year of undergraduate work.

Table III contains the different types of master's degrees granted by each of the several state universities the year ending June 1939 and their frequency. There were thirty-seven separate degrees offered. The degree occurring most frequently was that of master of arts, conferred by all forty-six state universities upon a total of 4,547 candidates, or 60 per cent of the total number of persons receiving master's degrees; this was followed by the degree of master of science, which was conferred by thirty-six universities upon 1,910, or 25 per cent of the total number of candidates.

#### CHAPTER SUMMARY

The master's degree is the oldest graduate degree offered in this country, but graduate instruction in the modern sense was not carried on until the last quarter of the nineteenth century.

TABLE III

TYPES OF MASTER'S DEGREES AND THEIR FREQUENCY<sup>a</sup>

State university	Degrees <sup>b</sup>									Number conferred June 1939
	M. A.	M. S.	M. B. A.	M. Ed.	M. M.	M. S. P. H.	M. S. in Ed.	Ph. M.	Others	
Alabama	71	19								90
Arizona	43	26			3					72
Arkansas	10	13								23
California	329	89								418
Colorado	108	44		1	2				1	156
Connecticut	2	4								6
Delaware	4	1								5
Florida	15	9							45	69
Georgia	38	15		9					6	68
Idaho	87									87
Illinois	235	344								579
Indiana	88	1			2		169			260
Iowa	385	110								495
Kansas	89	1	6	11	2		28			137
Kentucky	91	33								124
Louisiana	149	118	9		12				22	310 <sup>c</sup>
Maine	13	13					3			29
Maryland	19	44								63
Michigan	558	251	52		55	67			97	1080
Minnesota	228	187								415
Mississippi	24									24
Missouri	200			64					1	265
Montana	20	2		14						36
Nebraska	160	26							4	190
Nevada	9									9
New Hampshire	16	12		23					1	52
New Mexico	22	6								28
North Carolina	92	6								98
North Dakota	15	1					25		7	48
Ohio										
Bowling Green	13									13
Kent	11									11
Miami	23									23
Ohio State	391	200								591
Ohio University	35	10		8					1	54
Oklahoma	70	82		97	13				12	224
Oregon	32	28		6					1	67

TABLE III (continued)

TYPES OF MASTER'S DEGREES AND THEIR FREQUENCY<sup>a</sup>

State university	Degrees <sup>b</sup>									Number conferred June 1939
	M. A.	M. S.	M. B. A.	M. Ed.	M. M.	M. S. P. H.	M. S. in Ed.	Ph. M.	Others	
South Carolina	6	3								9
South Dakota	42									42
Tennessee	17	58								75
Texas	225		18	81					29	353
Utah	21	25								46
Virginia	57	9								66
Washington	155									155
West Virginia	119	22							1	142
Wisconsin	186	137			3			92		418
Wyoming	24	11								35
Totals	4547	1910	85	314	92	67	225	92	228	7560

<sup>a</sup>Data from American Council on Education, American Universities and Colleges, edited by Clarence Stephen Marsh (Washington, D. C.: American Council on Education, 1940), pp. 169-1018.

<sup>b</sup>By columns the full interpretation of these degrees is: Master of Arts, Master of Science, Master in Business Administration, Master of Education, Master of Music, Master of Science in Public Health, Master of Science in Education, and Master of Philosophy.

<sup>c</sup>Year ending August 1939.



The principal unit of control for all graduate study and for the granting of all graduate degrees is the graduate school. The graduate school was conceived as an organized educational unit in a university devoted to acquiring, preserving, and disseminating advanced knowledge. To it is entrusted research and the discovery of new truth. In all but one of the state universities, the administration of the graduate school is delegated to a special committee known most frequently as the graduate council.

In planning curricula to carry out the different conceptions of the master's degree, it will be necessary, if the degree is going to maintain the respect of the educational world, to keep the requirements on a truly graduate level. Two essential qualities of graduate study are training in and for the search for truth, and training in correct thinking. The immediate aims of special groups should not seriously impair those phases of the curriculum which are the important means for maintaining true graduate studies and for achieving the purposes of real graduate work.



## CHAPTER III

### RESIDENCE REQUIREMENTS

In an analysis study the subject or area that is being analyzed divides itself into a number of more or less definite subdivisions of the whole area itself. Each of these subdivisions can be further divided into subordinate sections.

The major difficulty in making an analysis is to effect a complete breakdown of all the factors that, in their entirety, are operative in the situation under investigation. In the present study the breakdown of requirements for the master's degrees that might be present in the various state universities resolved itself as follows: (1) residence requirements, (2) subject matter requirements, including total number of hours, majors, minors, and grade average, (3) research requirements, and (4) miscellaneous requirements. Each of these sets of requirements was further subdivided, and these subdivisions, together with the requirements of which they are a part, constitute the contents of Chapters III, IV, V, and VI, respectively.

It is the purpose of this chapter to present data relating to the residence requirements for the master's degrees in the state universities in the regular session and in the summer session. This chapter includes a discussion

of the work that must be completed in residence and of the work that can be completed in extension, in correspondence, and in absentia. It also includes a discussion of the maximum time in which the requirements for the master's degrees must be completed.

#### LENGTH OF TIME THAT MUST BE SPENT IN RESIDENCE

The minimum length of time that must be spent in residence in the state universities is given in Table IV. In thirty-six of the state universities, or 78.3 per cent, the usual length of residence required of students who have completed an appropriate undergraduate background is one year. Of the other universities, Alabama and Nevada, or 4.3 per cent, set up two requirements. Alabama requires candidates on a thesis plan to do at least one year of 36 weeks of graduate work in residence study and candidates without a thesis to do at least 48 weeks of graduate work in residence study. Nevada requires its own graduates to do at least 12 semester hours of course work in residence and graduates of other accredited institutions to do at least 16 semester hours of course work in residence. The requirements in the remaining eight universities, or 17.4 per cent, are as follows: two require 24 semester hours to be done in residence; two require 30 weeks of work in residence study; one requires 20 semester hours; one requires

TABLE IV

LENGTH OF IN-RESIDENCE TIME REQUIRED  
FOR THE MASTER'S DEGREES

State university	One year	Other
Alabama	x <sup>a</sup>	x
Arizona	x	
Arkansas		x <sup>b</sup>
California	x	
Colorado	x	
Connecticut	x	
Delaware	x	
Florida	x	
Georgia	x	
Idaho	x	
Illinois	x	
Indiana	x	
Iowa		x <sup>c</sup>
Kansas	x	
Kentucky	x	
Louisiana	x	
Maine	x	
Maryland	x	
Michigan	x	
Minnesota	x	
Mississippi	x	
Missouri		x <sup>c</sup>
Montana	x	
Nebraska	x	
Nevada		x <sup>d</sup>
New Hampshire	x	
New Mexico	x	
North Carolina	x	
North Dakota	x	
Ohio		
Bowling Green	x	
Kent	x	
Miami		x <sup>e</sup>
Ohio State	x	
Ohio University		x <sup>f</sup>
Oklahoma		x <sup>g</sup>
Oregon	x	

TABLE IV (continued)

LENGTH OF IN-RESIDENCE TIME REQUIRED  
FOR THE MASTER'S DEGREES

State university	One year	Other
South Carolina	x	
South Dakota		x <sup>h</sup>
Tennessee	x	
Texas	x	
Utah		x <sup>b</sup>
Virginia	x	
Washington	x	
West Virginia	x	
Wisconsin	x	
Wyoming	x	
Totals <sup>i</sup>	37	10

<sup>a</sup>One year of 36 weeks on a thesis plan, 48 weeks without a thesis.

<sup>b</sup>30 weeks.

<sup>c</sup>24 semester hours.

<sup>d</sup>16 semester hours for graduates of other institutions, 12 semester hours for their own graduates.

<sup>e</sup>One semester.

<sup>f</sup>24 weeks.

<sup>g</sup>3/4 of one year.

<sup>h</sup>20 semester hours.

<sup>i</sup>Alabama is listed twice.

residence of one semester; one, 24 weeks; and another requires three-fourths of one year.

#### SUMMER-SESSION STUDY

The recognition of summer-session study is indicated in Table V. All the state universities construe attendance at the summer session as resident study. Graduate students in the summer session are subject to the same requirements and the same standards as those in the regular year. By continuing summer study for several sessions, students are able to satisfy the requirements for the master's degrees by summer attendance only, if acceptable work in their fields is offered.

All the state universities require students to spend the same length of time in obtaining the master's degrees in summer sessions as they do in the regular session. The equivalent of the one-year regular residence requirement is expressed in thirty-six universities, or 78.3 per cent. Since three of these universities have two requirements applying to the length of the sessions attended, they are listed twice. These universities are: University of California, Ohio University, and University of Wisconsin.

Although the universities express their minimum residence requirement as one year or its equivalent, there

TABLE V

THE LENGTH OF SUMMER SESSIONS AND THE RESIDENT-STUDY  
EQUIVALENTS OF SUMMER-SESSION STUDY

State university	Number of weeks in each term											Number of sessions equivalent to year			
	3	4	4½	5	5½	6	7½	8	8½	9	2	3	4	other	
Alabama				x		x						x			
Arizona				xx							x				
Arkansas						xx								x <sup>a</sup>	
California															
Berkeley						xx					x				
Los Angeles						x							x		
Colorado					xx							x <sup>b</sup>			
Connecticut						x								x <sup>c</sup>	
Delaware						x							x		
Florida				x		x						x			
Georgia				x		x								x <sup>d</sup>	
Idaho						x							x <sup>e</sup>		
Illinois								x					x		
Indiana	x									x		x			
Iowa	x							x						x <sup>f</sup>	
Kansas									x				x		
Kentucky				xx										x <sup>g</sup>	
Louisiana										x			x		
Maine						x							x		
Maryland						x							x <sup>h</sup>		
Michigan								x					x		
Minnesota				x		x						x			
Mississippi										x			x		
Missouri								x					x	47	
Montana										x		x <sup>i</sup>			

TABLE V (continued)

THE LENGTH OF SUMMER SESSIONS AND THE RESIDENT-STUDY  
EQUIVALENTS OF SUMMER-SESSION STUDY

State university	Number of weeks in each term										Number of sessions equivalent to year			
	3	4	4½	5	5½	6	7½	8	8½	9	2	3	4	other
Nebraska										x			x	
Nevada						x								x <sup>j</sup>
New Hampshire						x							x	
New Mexico								x				x		
North Carolina						xx						x		
North Dakota								x				x		
Ohio														
Bowling Green								x						x <sup>c</sup>
Kent				x		x						x		
Miami				xx								x		
Ohio State						xx						x		
Ohio University	x							x				x <sup>k</sup>	x	
Oklahoma		x						x						x <sup>l</sup>
Oregon		x				x						x		
South Carolina							x							x <sup>c</sup>
South Dakota						x							x	
Tennessee						xx						x		
Texas						xx								x <sup>c</sup>
Utah						x								x <sup>a</sup>
Virginia				x		x						x		
Washington			xx											x <sup>c</sup>

TABLE V (continued)

THE LENGTH OF SUMMER SESSIONS AND THE RESIDENT-STUDY  
EQUIVALENTS OF SUMMER-SESSION STUDY

State university	Number of weeks in each term										Number of sessions equivalent to year			
	3	4	4½	5	5½	6	7½	8	8½	9	2	3	4	other
West Virginia				x		x								x <sup>m</sup>
Wisconsin						x				x				x <sup>n</sup>
Wyoming					xx									x <sup>c</sup>
Totals <sup>o</sup>	3	2	2	13	4	31	1	9	1	6	2	16	15	15

<sup>a</sup>30 weeks.

<sup>b</sup>Only one can be made up of terms in different summer sessions.

<sup>c</sup>Equivalent of one year not given.

<sup>d</sup>30 weeks equal a year.

<sup>e</sup>4 sessions and outside work during intervening years.

<sup>f</sup>24 semester hours.

<sup>g</sup>36 weeks equal a year.

<sup>h</sup>4 sessions and work on the thesis during intervening years.

<sup>i</sup>13 sessions and thesis in absentia.

<sup>j</sup>16 semester hours for graduates of other institutions, 12 semester hours for their own graduates.

<sup>k</sup>3 sessions of 11 weeks, 4 of 8 weeks.

<sup>l</sup>3/4 of one year.

<sup>m</sup>5 terms equivalent to one year.

<sup>n</sup>4 sessions of 9 weeks, 6 of 6 weeks.

<sup>o</sup>Twenty-five universities are listed twice under number of weeks in each term since they have two terms, and two universities are listed twice under number of sessions equivalent to year.



is a wide range in the number of weeks making up a year as expressed in summer sessions. Seven universities consider four summer sessions of 6 weeks each as the equivalent of one year; seven require three summer sessions of 11 weeks; four require three summer sessions of 12 weeks; four consider four summer sessions of 8 weeks; four consider four summer sessions of 9 weeks; two consider three summer sessions of 10 weeks; and two consider three summer sessions of 8 weeks the equivalent of one year. In the other six institutions the requirements are as follows: one of two summer sessions of 10 weeks; one of two summer sessions of 12 weeks; one of three summer sessions of 9 weeks; one of four summer sessions of 8 1/2 weeks; one of five summer sessions of 6 weeks; and one of six summer sessions of 6 weeks.

In five universities, or 10.9 per cent, the residence requirement is not expressed as one year. In two of these universities the residence requirement is 30 weeks; in one, three-fourths of one year; in one, 16 semester hours of course work for graduates of other accredited institutions and 12 semester hours of course work for its own graduates; and in another, 24 semester hours.

Eight universities, or 17.4 per cent, requiring residence of one year, do not translate this requirement in terms of summer sessions.

## NUMBER OF UNITS THAT MUST BE COMPLETED IN RESIDENCE

Table VI sets forth the number of semester hours that must be completed in residence in the state universities. Only one university, Virginia, requires all work offered toward the master's degrees to be completed in residence. Arkansas requires all work on a thesis plan to be completed in residence, while Minnesota requires all work on a plan without a thesis to be completed in residence. Nebraska and Kent State University require all work to be completed in residence unless permission is granted by the Graduate Council upon the recommendation of the head of the major department for a student to take work at some other institution.

Eleven universities have two requirements, while two universities have three. These requirements apply to students from other institutions and their own graduates; or to students on a thesis plan and without a thesis; or to both.

There is little uniformity in the state universities relative to the number of semester hours that must be completed in residence. Nineteen universities, or 41.3 per cent, require 24 semester hours, seven, or 15.2 per cent, require 18 semester hours; six, or 13 per cent, require 16; six, or 13 per cent, require 20; six, or 13 per cent, require

TABLE VI

NUMBER OF SEMESTER HOURS THAT MUST BE COMPLETED IN RESIDENCE  
FOR THE MASTER'S DEGREES

State university	Number of semester hours required														
	12:14	2/3:15	16:18	18 2/3:20	21:22	22 1/2:23	24:27	30:other							
Alabama	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Arizona	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Arkansas	:x <sup>b</sup> :	:	:	:	:	:	:	:	:	:	:	:	:	:	:
California	:	:	:	:x <sup>c</sup> :	:	:	:	:	:	:	:	:	:	:	:
Colorado	:	:	:	:x <sup>d</sup> :	:	x	:	:	:	:	:	:	:	:	:
Connecticut	:x	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Delaware	:x	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Florida	:	:	:	:	:x	:	:	:	:	:	:	:	:	:	:
Georgia	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Idaho	:x <sup>e</sup> :	:	:	:x	:	:	:	:	:	:	:	:	:	:	:
Illinois	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x <sup>f</sup>
Indiana	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x <sup>g</sup>
Iowa	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Kansas	:	:	:	:x <sup>h</sup> :	:	:	:	:	:	:	:	:	:	:	:
Kentucky	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Louisiana	:	:	:	:x	:	:	:	:	:	:	:	:	:	:	:
Maine	:	:	:	:	:x	:	:	:	:	:	:	:	:	:	:
Maryland	:	:	:	:	:x <sup>i</sup> :	:	:	:	:	:	:	:	:	:	:
Michigan	:	:	:	:	:x	:	:	:	:	:	:	:	:	:	:
Minnesota	:	:	:	:	:x <sup>j</sup> :	:	:	:	:	:	:	:	:	:x	:
Mississippi	:	:	:	:	:	:	:	:	x	:	:	:	:	:	:
Missouri	:	:	:	:	:	:	:	:	:	:	:	:x	:	:	:

TABLE VI (continued)

NUMBER OF SEMESTER HOURS THAT MUST BE COMPLETED IN RESIDENCE  
FOR THE MASTER'S DEGREES

State university	Number of semester hours required																	
	12	14	2/3	15	16	18	18	2/3	20	21	22	22	1/2	23	24	27	30	other
Montana	:	:	x <sup>k</sup>	:	:	:	:	x	:	:	:	:	:	:	:	:	:	:
Nebraska	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x <sup>a</sup>	:	x	:
Nevada	x <sup>l</sup>	:	:	:	x	:	:	:	:	:	:	:	:	:	:	:	:	:
New Hampshire	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:	:	:
New Mexico	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:	:	:
North Carolina	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:	:	:
North Dakota	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:
Ohio	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Bowling Green	:	:	:	:	:	:	:	:	x	:	:	:	:	:	:	:	:	:
Kent	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:
Miami	:	:	:	:	x	:	:	:	:	:	:	:	:	:	:	:	:	:
Ohio State	:	:	x <sup>m</sup>	:	:	:	:	x	:	:	:	:	:	:	:	:	:	:
Ohio University	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:	:	:
Oklahoma	:	:	:	:	:	:	:	:	:	:	x <sup>n</sup>	:	:	:	x	:	:	:
Oregon	:	:	:	:	:	:	:	x	:	:	:	:	:	:	:	:	:	:
South Carolina	:	:	:	:	x	:	:	:	:	:	:	:	:	:	:	:	:	:
South Dakota	:	:	:	:	:	:	:	x	:	:	:	:	:	:	:	:	:	:
Tennessee	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:	:	:
Texas	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:	:	:
Utah	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:	:	:
Virginia	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:	:	:
Washington	:	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:	:	:

TABLE VI (continued)

NUMBER OF SEMESTER HOURS THAT MUST BE COMPLETED IN RESIDENCE  
FOR THE MASTER'S DEGREES

State university	Number of semester hours required														
	12	14	2 2/3	15	16	18	18 2/3	20	21	22	22 1/2	23	24	27	30:other
West Virginia	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Wisconsin	:	:	:	:	:	:	:	:	:	:	:	:	x	:	x <sup>o</sup>
Wyoming	:	:	:	:	:	:	:	:	:	:	:	:	:	x	:
Totals <sup>P</sup>	5	:	1	1	6	7	:	2	6	1	1	:	1	19	1 : 6 : 3

<sup>a</sup>24 semester hours on a thesis plan, 30 without a thesis.

<sup>b</sup>12 semester hours if graduate of University of Arkansas, 24 without a thesis or 30 on a thesis plan for graduates of other institutions.

<sup>c</sup>16 semester hours on a thesis plan, 20 on comprehensive examination plan.

<sup>d</sup>16 semester hours for M. A. and M. S., 18 2/3 for M. Ed.

<sup>e</sup>12 semester hours if graduate of University of Idaho, 16 on a thesis plan or 20 without a thesis for graduates of other institutions.

<sup>f</sup>4 units.

<sup>g</sup>No definite ruling.

<sup>h</sup>16 semester hours if graduate of University of Kansas, 24 for graduates of other institutions.

<sup>i</sup>18 semester hours for M. A. and M. S., 24 for M. Ed.

<sup>j</sup>18 semester hours on a thesis plan, 30 without a thesis.

<sup>k</sup>14 2/3 semester hours for M. A., 18 2/3 for M. Ed.

<sup>l</sup>12 semester hours for graduates of University of Nevada, 16 for graduates of other institutions.

<sup>m</sup>15 semester hours for graduates of Ohio State University, 20 for graduates of other institutions.

<sup>n</sup>22 semester hours on a thesis plan, 24 without a thesis.

<sup>o</sup>One half of the required work in some departments, all in others.

<sup>p</sup>Totals include eleven universities twice and two universities three times.

30; and five, or 10.9 per cent, require 12 semester hours. The other requirements are scattered. Two universities, or 4.3 per cent, require  $18 \frac{2}{3}$  semester hours to be completed in residence; one, or 2.2 per cent, requires  $14 \frac{2}{3}$  hours; one, or 2.2 per cent, 15; one, or 2.2 per cent, 21; one, or 2.2 per cent, 22; one, or 2.2 per cent,  $22 \frac{1}{2}$ ; one, or 2.2 per cent, 23; one, or 2.2 per cent, 27; one, or 2.2 per cent, 4 units; one, or 2.2 per cent, one-half of the work offered for the degree in some departments and all of the work in other departments; and one, or 2.2 per cent, has no definite ruling.

#### NUMBER OF UNITS THAT CAN BE COMPLETED BY EXTENSION OR BY CORRESPONDENCE

The practice of the state universities concerning the recognition by the graduate school of work completed by extension or by correspondence is presented in Table VII. Twenty-nine of the state universities, or 63 per cent, accept for graduate credit a limited amount of extension work when specified conditions protecting the graduate quality of the work are met. The number of hours in extension work accepted for the master's degrees varies from none to 12. Sixteen of the twenty-nine universities accept 6 hours of work completed by extension. Five universities grant credits to the limit of 8 semester hours for work done by

TABLE VII

NUMBER OF SEMESTER HOURS THAT CAN BE COMPLETED BY EXTENSION  
OR BY CORRESPONDENCE FOR THE MASTER'S DEGREES

State university	Semester hours by extension										Sem. hrs. by correspondence			
	0	3	6	6 2/3	7	8	9	10	12	other	0	4	6	8
Alabama	x										x			
Arizona					x						x			
Arkansas			x								x			
California	x										x			
Colorado						x					x			
Connecticut			x								x			
Delaware									x		x			
Florida	x										x			
Georgia				x <sup>a</sup>							x			
Idaho	x										x			
Illinois										x <sup>b</sup>	x			
Indiana										x <sup>c</sup>	x			
Iowa			x										x	
Kansas			x								x			
Kentucky	x										x			
Louisiana			x								x			
Maine			x								x			
Maryland	x										x			
Michigan			x								x			
Minnesota	x										x			
Mississippi	x										x			
Missouri						x								x



TABLE VII (continued)

NUMBER OF SEMESTER HOURS THAT CAN BE COMPLETED BY EXTENSION  
OR BY CORRESPONDENCE FOR THE MASTER'S DEGREES

State university	Semester hours by extension												Sem. hrs. by correspondence			
	0	3	6	6 2/3	7	8	9	10	12	other	0	4	6	8		
Montana	x											x				
Nebraska										x <sup>d</sup>		x				
Nevada	x											x				
New Hampshire			x									x				
New Mexico			x									x				
North Carolina			x <sup>e</sup>									x				
North Dakota	x											x				
Ohio																
Bowling Green	x											x				
Kent	x											x				
Miami							x					x				
Ohio State	x											x				
Ohio University			x									x				
Oklahoma						x <sup>f</sup>							x			
Oregon								x				x				
South Carolina	x											x				
South Dakota			x									x				
Tennessee			x <sup>g</sup>			x						x				
Texas			x <sup>e</sup>									x				
Utah			x									x				
Virginia	x											x				
Washington	x											x				

TABLE VII (continued)

NUMBER OF SEMESTER HOURS THAT CAN BE COMPLETED BY EXTENSION  
OR BY CORRESPONDENCE FOR THE MASTER'S DEGREES

State university	Semester hours by extension											Sem. hrs. by correspondence			
	0	3	6	6 2/3	7	8	9	10	12	other	0	4	6	8	
West Virginia			x								x				
Wisconsin						x <sup>e</sup>					x				
Wyoming		x									x				
Totals <sup>h</sup>	17	1	16	1	1	5	1	1	1	3	43	1	1	1	

<sup>a</sup>Does not reduce residence.

<sup>b</sup>4 units.

<sup>c</sup>No definite ruling.

<sup>d</sup>Certain night courses taught by regular instructors may be counted.

<sup>e</sup>In education.

<sup>f</sup>In-service in education.

<sup>g</sup>6 semester hours in off-the-campus work, 8 when taken on the campus.

<sup>h</sup>Totals include The University of Tennessee twice.

extension. The University of Tennessee is listed under both of these hours since 6 hours of work are accepted when done by extension off the campus and 8 hours when the work is done on the campus.

Only three state universities, or 6.5 per cent, indicate that work completed by correspondence is accepted for graduate credit subject to certain conditions. The State University of Iowa gives graduate credit for certain correspondence courses in the extension division. A candidate may offer 6 semester hours in correspondence, if work in extension is not offered. The University of Missouri gives 8 hours of credit in correspondence work after the candidate has completed at least one summer in residence. The total of work in extension and in correspondence cannot exceed 8 semester hours. The University of Oklahoma recognizes 4 semester hours of correspondence work if done with the approval of the dean of the graduate school and the head of the department concerned.

#### NUMBER OF UNITS THAT CAN BE TAKEN IN ABSENTIA

Table VIII sets forth the opportunities given graduate students to take work in absentia. Fourteen universities, or 30.4 per cent, permit students to carry on thesis work in absentia. Eight universities, or 17.4 per cent, allow students to take a limited amount of course work

TABLE VIII

NUMBER OF SEMESTER HOURS THAT CAN BE TAKEN IN ABSENTIA  
FOR THE MASTER'S DEGREES

State university	Number of semester hours						Thesis
	0	2	6	8	10	other	
Alabama	:	:	:	:	:	:	x
Arizona	:	x <sup>a</sup>	:	:	:	:	x
Arkansas	x	:	:	:	:	:	:
California	x	:	:	:	:	:	:
Colorado	x	:	:	:	:	:	:
Connecticut	:	:	:	:	:	x <sup>b</sup>	:
Delaware	x	:	:	:	:	:	:
Florida	x	:	:	:	:	:	:
Georgia	x	:	:	:	:	:	:
Idaho	:	:	x <sup>c</sup>	:	:	:	:
Illinois	:	:	:	:	:	:	x
Indiana	:	:	:	:	:	x <sup>d</sup>	:
Iowa	:	:	x	:	:	:	:
Kansas	:	:	:	:	:	:	x
Kentucky	:	:	:	:	:	:	x
Louisiana	x	:	:	:	:	:	:
Maine	:	:	:	:	:	:	x
Maryland	x	:	:	:	:	:	:
Michigan	x	:	:	:	:	:	:
Minnesota	:	:	:	:	:	:	x
Mississippi	x	:	:	:	:	:	:
Missouri	:	:	:	x	:	:	:
Montana	x	:	:	:	:	:	:
Nebraska	x	:	:	:	:	:	:
Nevada	x	:	:	:	:	:	:
New Hampshire	:	:	:	:	:	:	x
New Mexico	:	x	:	:	:	:	:
North Carolina	x	:	:	:	:	:	:
North Dakota	:	:	:	:	:	:	x
Ohio	:	:	:	:	:	:	:
Bowling Green	:	:	:	:	:	:	x
Kent	:	:	:	:	:	x <sup>e</sup>	:
Miami	:	:	:	:	:	:	x <sup>f</sup>
Ohio State	:	:	:	:	x	:	:
Ohio University	x	:	:	:	:	:	:
Oklahoma	:	:	:	x	:	:	:
Oregon	x	:	:	:	:	:	:

TABLE VIII (continued)

NUMBER OF SEMESTER HOURS THAT CAN BE TAKEN IN ABSENTIA  
FOR THE MASTER'S DEGREES

State university	Number of semester hours						Thesis
	0	2	6	8	10	other	
South Carolina	x						
South Dakota							x
Tennessee	x						
Texas			x				
Utah	x						
Virginia	x						
Washington							x
West Virginia						x <sup>g</sup>	
Wisconsin	x						
Wyoming							x
Totals <sup>h</sup>	21	2	3	2	1	4	14

<sup>a</sup>2 semester hours in course work; thesis work on approval of the head of the department and the Graduate Study Committee.

<sup>b</sup>All work must be under direction of advisory committee; otherwise no definite ruling.

<sup>c</sup>3 semester hours each year--primarily for education students.

<sup>d</sup>The Dean of the Graduate School makes this decision in each individual case.

<sup>e</sup>No regulation.

<sup>f</sup>Last 3 semester hours on the thesis.

<sup>g</sup>No regular rule, practice is discouraged.

<sup>h</sup>Totals include the University of Arizona twice.

in absentia, with three allowing 6 hours; two, 8 hours; two, 2 hours; and one, 10 hours. Four of these universities state that the work in absentia cannot be in addition to work taken by extension or by correspondence. One university allows the student to complete 2 hours of course work in addition to thesis work in absentia. In one university, or 2.2 per cent, the dean of the graduate school decides in each individual case how many hours, if any, can be taken in absentia. Three universities, or 6.5 per cent, have no regular rule, but the practice is discouraged. Twenty-one, or 45.7 per cent, state definitely that work cannot be taken in absentia.

NUMBER OF UNITS THAT CAN BE TRANSFERRED  
FROM OTHER INSTITUTIONS

The practice of the state universities relative to the transfer of graduate credit is given in Table IX. Subject to certain restrictions, the state universities tend to recognize the work done in accredited graduate schools, if there is a proper coordination with the residence work offered for a master's degree.

Seven of the state universities, or 15.2 per cent, do not accept transferred credits toward the master's degrees. Three of the state universities, or 6.5 per cent, do not accept transferred credit from students who are graduates of other institutions but do accept transferred credit from

TABLE IX

NUMBER OF SEMESTER HOURS THAT CAN BE TRANSFERRED FROM OTHER INSTITUTIONS  
FOR THE MASTER'S DEGREES

State university	Number of semester hours															Reduction of residence
	0	2	4	5 1/3	6	6 2/3	7	7 1/2	8	10	12	15	other			
Alabama					x									No		
Arizona							x							Not stated		
Arkansas					x								x <sup>a</sup>	Not stated		
California			x											No		
Colorado									x					No		
Connecticut	x															
Delaware									x					Not stated		
Florida					x									No		
Georgia						x								No		
Idaho													x <sup>b</sup>	Not stated		
Illinois													x <sup>c</sup>	No		
Indiana	x <sup>d</sup>									x		x		Not stated		
Iowa					x									No		
Kansas	x <sup>e</sup>								x					Not stated		
Kentucky	x															
Louisiana									x <sup>f</sup>					Not stated		
Maine					x									Not stated		
Maryland					x									No		
Michigan					x									Not stated		
Minnesota	x															
Mississippi								x						No		
Missouri									x					No		
Montana				x <sup>g</sup>					x					Not stated		
Nebraska	x <sup>h</sup>															
Nevada									x <sup>i</sup>		x			No		
New Hampshire					x									Yes		
New Mexico					x									No		
North Carolina					x									No		
North Dakota		x <sup>j</sup>									x			No		
Ohio																
Bowling Green					x									Yes		
Kent	x <sup>k</sup>													Not stated		
Miami										x				Yes		
Ohio State	x <sup>l</sup>											x		Yes		
Ohio University									x					Yes		
Oklahoma									x					No		
Oregon										x				No		



TABLE IX (continued)

NUMBER OF SEMESTER HOURS THAT CAN BE TRANSFERRED FROM OTHER INSTITUTIONS  
FOR THE MASTER'S DEGREES

State university	Number of semester hours														Reduction of residence
	0	2	4	5 1/3	6	6 2/3	7	7 1/2	8	10	12	15	other		
South Carolina	:	:	:	:	x	:	:	:	:	:	:	:	:	No	
South Dakota	:	:	:	:	:	:	:	:	x	:	:	:	:	Yes	
Tennessee	x	:	:	:	:	:	:	:	:	:	:	:	:	:	
Texas	x	:	:	:	:	:	:	:	:	:	:	:	:	:	
Utah	:	:	:	:	x <sup>m</sup>	:	:	:	:	:	:	:	:	Not stated	
Virginia	x	:	:	:	:	:	:	:	:	:	:	:	:	:	
Washington	:	:	:	:	x	:	:	:	:	:	:	:	:	No	
West Virginia	x	:	:	:	:	:	:	:	:	:	:	:	:	:	
Wisconsin	:	:	:	:	:	:	:	:	:	:	:	:	x <sup>n</sup>	Yes	
Wyoming	:	:	:	:	:	x	:	:	:	:	:	:	:	No	
Totals <sup>o</sup>	12	1	1	1	14	2	1	1	10	3	2	2	4	:	

<sup>a</sup>6 semester hours if offered as a substitute for a thesis; University of Arkansas graduates can transfer one-half course credit.

<sup>b</sup>One third of the work for graduates of other institutions; one half for University of Idaho graduates.

<sup>c</sup>For members of the staff only.

<sup>d</sup>None for graduates of other institutions; 10 hours for graduates of Indiana University; 15 for assistants or instructors in the University.

<sup>e</sup>None for graduates of other institutions; 8 by members of teaching staff and those holding bachelor's degrees from the University of Kansas.

<sup>f</sup>Can be applied for minor credit only.

<sup>g</sup>5 1/3 semester hours for M. A., 8 for M. Ed.

<sup>h</sup>None unless program is accepted before courses are taken at the other institution, then 6 hours may be transferred.

<sup>i</sup>8 semester hours for graduates of other institutions; 12 for University of Nevada graduates.

<sup>j</sup>2 semester hours usually; under certain conditions 12 may be transferred if 30 residence hours are also offered.

<sup>k</sup>None unless Graduate Council grants permission for student to take 8 hours at some other institution.

<sup>l</sup>None for graduates of other institutions; 15 semester hours for graduates of Ohio State.

<sup>m</sup>Graduates of University of Utah may pursue studies for a period of time at another institution, and such period is rated as residence, provided arrangement is approved in advance by Graduate Council.

<sup>n</sup>Only complete semesters or quarters are accepted.

<sup>o</sup>Seven universities are listed twice, one is listed three times.



graduates of their own institutions. Two, or 4.3 per cent, accept transferred credit if the program is accepted before courses are taken at the other institution. Fourteen universities, or 30.4 per cent, accept 6 hours. Ten, or 21.7 per cent, allow the transfer of 8 hours. Three, or 6.5 per cent, accept 10 hours. Two, or 4.3 per cent, accept 12 hours; two, or 4.3 per cent, accept 6  $\frac{2}{3}$  hours; two, or 4.3 per cent, accept 15 hours; and two, or 4.3 per cent, allow their own graduates to transfer one-half of the work offered for the master's degrees. The other seven institutions, or 15.2 per cent, are scattered with no two universities accepting the same number of hours of transferred credit. Eight universities, Arkansas, Idaho, Indiana, Kansas, Montana, Nevada, North Dakota, and Ohio State, are listed more than once since they permit graduates of their own institutions to transfer some graduate credit, but this rule does not apply to their students who are graduates of other institutions.

In most cases the minimum residence requirement of one year for the master's degrees is not reduced by transferred credits, but, by presenting outside graduate credits, the number of courses required is diminished and greater opportunity is given for research or thesis work.

#### LIMITATION OF TIME IN WHICH TO COMPLETE REQUIREMENTS FOR THE MASTER'S DEGREES

From a study of Table X, it is found that there is a lack of uniformity among the various state universities as to the maximum time in which candidates must complete the requirements for the master's degrees. Eight universities, or 17.4 per cent, have no requirement. In thirteen universities, or 28.3 per cent, the maximum time limit for the recognition of earned graduate credits that may be applied toward the master's degrees is six years; in twelve, or 26.1 per cent, the maximum time limit is five years. One university, or 2.2 per cent, limits the maximum time to six years for candidates on a thesis plan and to seven years for candidates without a thesis, except students in social work who are given an additional two years. In four universities, or 8.7 per cent, the requirements must be met within eight years; in three, or 6.5 per cent, within ten years; in two, or 4.3 per cent, within seven years; in one, or 2.2 per cent, within seventeen consecutive quarters; in another, or 2.2 per cent, within three years from the time of registration; and in one, or 2.2 per cent, within four years.

#### CHAPTER SUMMARY

From the data presented in Chapter III, the following conclusions are drawn relative to the residence requirements of the state universities:

TABLE X

LIMITATION OF TIME IN WHICH TO COMPLETE REQUIREMENTS  
FOR THE MASTER'S DEGREES

State university	Years							
	0	3	4	5	6	7	8	10
Alabama	:	:	:	:	x	:	:	:
Arizona	:	:	:	:	x	:	:	:
Arkansas	:	:	:	:	x <sup>a</sup>	:	:	:
California	x <sup>b</sup>	:	:	:	:	:	:	:
Colorado	:	:	:	x <sup>c</sup>	:	:	:	:
Connecticut	x	:	:	:	:	:	:	:
Delaware	:	:	:	x	:	:	:	:
Florida	:	:	:	:	:	x <sup>d</sup>	:	:
Georgia	:	:	:	:	:	:	:	x <sup>e</sup>
Idaho	:	:	:	:	:	:	x	:
Illinois	x	:	:	:	:	:	:	:
Indiana	:	:	:	x	:	:	:	:
Iowa	:	:	:	:	:	:	:	x <sup>f</sup>
Kansas	:	:	:	:	x <sup>g</sup>	:	:	:
Kentucky	x	:	:	:	:	:	:	:
Louisiana	:	:	:	x	:	:	:	:
Maine	:	:	:	:	:	:	x	:
Maryland	:	:	:	:	x	:	:	:
Michigan	:	:	:	:	x	:	:	:
Minnesota	:	:	:	:	x <sup>h</sup>	x	:	:
Mississippi	:	:	:	:	x	:	:	:
Missouri	:	:	:	:	:	:	x	:
Montana	x	:	:	:	:	:	:	:
Nebraska	:	x	:	:	:	:	:	:
Nevada	:	:	:	x	:	:	:	:
New Hampshire	:	:	:	:	:	:	x	:
New Mexico	:	:	:	x	:	:	:	:
North Carolina	:	:	:	:	x	:	:	:
North Dakota	:	:	:	x <sup>c</sup>	:	:	:	:
Ohio	:	:	:	:	:	:	:	:
Bowling Green	:	:	:	x <sup>i</sup>	:	:	:	:
Kent	x	:	:	:	:	:	:	:
Miami	:	:	:	x	:	:	:	:
Ohio State	:	:	:	:	x	:	:	:
Ohio University	:	:	:	:	x	:	:	:
Oklahoma	:	:	:	x	:	:	:	:
Oregon	:	:	:	x	:	:	:	:

TABLE X (continued)

LIMITATION OF TIME IN WHICH TO COMPLETE REQUIREMENTS  
FOR THE MASTER'S DEGREES

State university	Years								
	0	3	4	5	6	7	8	10	
South Carolina	:	:	:	:	:	:	:	:	
South Dakota	:	:	:	x	:	:	:	:	
Tennessee	:	x	:	:	:	x <sup>c</sup>	:	:	
Texas	:	x	:	:	:	:	:	:	
Utah	:	:	:	:	:	x <sup>j</sup>	:	:	
Virginia	:	:	:	:	:	x	:	:	
Washington	:	:	:	:	:	:	:	x	
West Virginia	:	:	:	:	:	:	x	:	
Wisconsin	:	:	:	:	x	:	:	:	
Wyoming <sup>k</sup>	:	:	:	:	:	:	:	:	
Totals <sup>l</sup>	:	8	1	1	12	14	3	4	3

<sup>a</sup>Time extended for reasons of weight.

<sup>b</sup>After completion of course requirements, thesis or comprehensive examination requirement must be completed within calendar year.

<sup>c</sup>Courses reinstated upon special examination.

<sup>d</sup>Time may be extended by Supervisory Committee.

<sup>e</sup>Credits dating back 6 to 10 years are reduced by one half, credits dating back more than 10 years are eliminated.

<sup>f</sup>Credits dating back 7 to 10 years are reduced by one half, credits dating back more than 10 years are eliminated.

<sup>g</sup>Time extended by passing examination if original grade was A or B.

<sup>h</sup>6 years on a thesis plan, 7 years without a thesis. Time extended to 8 and 9 years if major is social work.

<sup>i</sup>Time extended by Committee on Graduate Instruction.

<sup>j</sup>Graduate Council may waive or modify requirement.

<sup>k</sup>Requirements must be completed within 17 consecutive quarters.

<sup>l</sup>Totals include the University of Minnesota twice.

1. The minimum period of residence required to obtain the master's degrees in the state universities is one year of two semesters or of three quarters.

2. So far as graduate work is concerned, the summer session has the same status as the regular session.

3. The equivalent of one year is required if the work toward the master's degrees is taken in summer sessions.

4. The state universities are liberal in accepting credits earned in ways other than in residence toward the total number of hours required for the master's degrees. However, most of the state universities require 24 semester hours to be completed in residence.

5. The tendency in the state universities is to recognize 6 semester hours of work completed by extension when the conditions safeguarding the graduate quality of work are carefully observed.

6. The state universities specifically deny the recognition of correspondence courses for graduate credit.

7. The prevalent practice among the state universities is to permit no course work offered toward the master's degrees to be done in absentia.

8. There is recognition to a limited extent of thesis work carried on in absentia.

9. The state universities tend to accept equivalent work from other accredited graduate schools. The amount of

transferred credit accepted is seldom more than 6 or 8 semester hours and in very few cases does it reduce the minimum residence requirement of one year.

10. There is a maximum time limit for completing the requirements for the master's degrees in the state universities. In most of the universities this limit is either five or six years.

A minimum residence of one year's work above the baccalaureate is required for the master's degrees whether the work is taken in the regular session or in summer sessions. The state universities do not require all work offered toward the master's degrees to be completed in residence. Candidates may apply either 6 semester hours of work earned by extension or 6 semester hours earned in another institution toward the total number of hours required for the master's degrees. Correspondence courses or courses completed in absentia are not recognized by the state universities. The requirements for the master's degrees must be completed within a specified time limit, usually five or six years.

## CHAPTER IV

### SUBJECT MATTER REQUIREMENTS

In the present chapter not only an analysis but also an evaluation is presented of the subject matter requirements for the master's degrees. The subject matter requirements are considered from the standpoint of the following topics: total number of semester hours required for the master's degrees, consideration of majors required toward the master's degrees, consideration of minors required toward the master's degrees, number of hours that can be carried in any one semester, number of hours that can be carried in summer sessions, number of hours in courses primarily for graduate students, and required grade average.

#### TOTAL NUMBER OF SEMESTER HOURS REQUIRED FOR THE MASTER'S DEGREES

After the study itself was undertaken it was decided to use as the unit of work a semester hour rather than a quarter hour. Of the forty-six state universities, thirty-four, or 73.9 per cent, stated that their institutions were organized on a semester hour basis rather than on a quarter hour basis. For the purpose of this study a "semester hour" represents one hour of classroom work a week for a semester, a term of eighteen weeks usually; it

may stand for one hour of classroom work and two hours of preparation or for three hours of laboratory work or other exercises for which outside preparation is not required.

The total number of semester hours required for the master's degrees is given in Table XI. In two of the forty-six institutions, or 4.3 per cent, the quantitative requirements for the master's degrees are not indicated in the conventional terms of semester hours. One university refers to its requirement as eight units. A unit is defined by this university as a course that requires approximately ten hours of time each week, through one semester, irrespective of the distribution of that time in class work, laboratory or field work, and private study. The other university bases its requirement on residence, not credit hours.

The data in Table XI reveal that of the forty-six state universities, nine, or 19.6 per cent, require a greater number of semester hours for a program of study without a thesis or for one leading to the master of education degree than they do for a program of study which includes a thesis or leads to a master of arts degree or a master of science degree. Two of these institutions require 30 semester hours on a thesis plan and 36 without a thesis; one requires 30 semester hours on a thesis plan and 32 without a thesis; one requires 20 semester hours on a thesis plan and 26  $\frac{2}{3}$  without a thesis; one, 20 semester hours on a thesis plan



TABLE XI

## TOTAL NUMBER OF SEMESTER HOURS REQUIRED FOR THE MASTER'S DEGREES

State university	Total number of semester hours required									
	18	20	24	26	27/3	28	30	32	36	other
Alabama	:	:	:	:	:	:	x <sup>a</sup>	:	x	:
Arizona	:	:	:	:	:	:	x	:	:	:
Arkansas	:	:	:	:	:	:	x	:	:	:
California	:	x <sup>b</sup>	x	:	:	:	:	:	:	:
Colorado	:	:	x <sup>c</sup>	:	:	x	:	:	:	:
Connecticut	x <sup>d</sup>	:	:	:	:	:	:	:	:	:
Delaware	:	:	:	:	:	:	x	:	:	:
Florida	:	:	x	:	:	:	:	:	:	:
Georgia	:	:	:	:	x <sup>e</sup>	:	:	:	:	:
Idaho	:	:	x <sup>f</sup>	:	:	:	x	:	:	:
Illinois	:	:	:	:	:	:	:	:	:	x <sup>g</sup>
Indiana	:	:	:	:	:	:	x	:	:	:
Iowa	:	:	:	:	:	:	x	:	:	:
Kansas	:	:	:	:	:	:	x	:	:	:
Kentucky	:	:	x <sup>h</sup>	:	:	:	:	:	:	:
Louisiana	:	:	x	:	:	:	:	:	:	:
Maine	:	:	:	:	:	:	x	:	:	:
Maryland	:	:	x <sup>i</sup>	:	:	:	x	:	:	:
Michigan	:	:	x	:	:	:	:	:	:	:
Minnesota	x <sup>j</sup>	:	:	:	:	:	x	:	:	:
Mississippi	:	:	:	:	:	:	x	:	:	:
Missouri	:	:	:	:	:	:	:	x	:	:

TABLE XI (continued)

## TOTAL NUMBER OF SEMESTER HOURS REQUIRED FOR THE MASTER'S DEGREES

State university	Total number of semester hours required									
	18	20	24	26 2/3	28	30	32	36	other	
Montana	:	x <sup>k</sup>	:	:	x	:	:	:	:	
Nebraska	:	:	:	:	:	:	x <sup>a</sup>	:	x	
Nevada	:	:	:	:	:	:	x	:	:	
New Hampshire	:	:	:	:	:	:	x	:	:	
New Mexico	:	:	:	:	:	:	x	:	:	
North Carolina	:	:	:	:	:	:	x	:	:	
North Dakota	:	:	:	:	:	:	:	x	:	
Ohio	:	:	:	:	:	:	:	:	:	
Bowling Green	:	:	:	:	:	:	x	:	:	
Kent	:	:	:	:	:	:	x	:	:	
Miami	:	:	:	:	:	:	x	:	:	
Ohio State	:	:	:	:	:	:	x	:	:	
Ohio University	:	:	:	:	:	:	:	x	:	
Oklahoma	:	:	:	:	:	:	x <sup>l</sup>	x	:	
Oregon	:	:	:	:	:	:	x	:	:	
South Carolina	:	:	:	x	:	:	:	:	:	
South Dakota	:	:	:	:	:	x	:	:	:	
Tennessee	:	:	:	:	:	:	x	:	:	
Texas	:	:	:	:	:	:	x	:	:	
Utah	:	:	:	:	:	:	x	:	:	
Virginia	:	:	:	x	:	:	:	:	:	
Washington	:	:	:	:	:	:	x	:	:	

TABLE XI (continued)

## TOTAL NUMBER OF SEMESTER HOURS REQUIRED FOR THE MASTER'S DEGREES

State university	Total number of semester hours required									
	18	20	24	26 2/3	28	30	32	36	other	
West Virginia	:	:	:	:	:	:	:	:	:	
Wisconsin	:	:	:	:	:	x	:	:	x <sup>m</sup>	
Wyoming	:	:	:	:	:	x	:	:	:	
Totals <sup>n</sup>	2	2	10	2	2	29	4	2	2	

<sup>a</sup>30 semester hours on a thesis plan, 36 without a thesis.

<sup>b</sup>20 semester hours on a thesis plan, 24 on a comprehensive examination plan.

<sup>c</sup>24 semester hours for M. A. and M. S., 28 for M. Ed.

<sup>d</sup>18 semester hours and a thesis equivalent to 12 hours.

<sup>e</sup>26 2/3 semester hours and a thesis valued from 3 1/3 to 6 2/3 hours.

<sup>f</sup>24 semester hours on a thesis plan, 30 without a thesis.

<sup>g</sup>8 units.

<sup>h</sup>24 semester hours and a non-credit thesis.

<sup>i</sup>24 semester hours for M. A. and M. S., 30 for M. Ed.

<sup>j</sup>18 semester hours on a thesis plan, 30 without a thesis.

<sup>k</sup>20 semester hours and a non-credit thesis for M. A., 26 2/3 without a thesis for M. Ed.

<sup>l</sup>30 semester hours on a thesis plan, 32 without a thesis.

<sup>m</sup>Hours required determined on a basis of residence, not credit hours.

<sup>n</sup>Nine universities are listed twice.

and 24 on a comprehensive examination plan; two require 24 semester hours for a master of arts degree and a master of science degree, but one requires 28 semester hours for a master of education degree while the other requires 30; and two require 30 semester hours without a thesis, but only require 18 and 24 semester hours, respectively, on a thesis plan.

Of the remaining thirty-five state universities, or 76.1 per cent, having but one quantitative requirement for the master's degrees, twenty-three require 30 semester hours for a master's degree; six require 24 semester hours, three require 32 semester hours; one requires  $26 \frac{2}{3}$  semester hours and a thesis valued from  $3 \frac{1}{3}$  to  $6 \frac{2}{3}$  hours; one requires 28 semester hours; and another requires 18 semester hours.

#### CONSIDERATION OF MAJORS REQUIRED TOWARD THE MASTER'S DEGREES

In this study a "major" is considered to represent the field of study to which a candidate for a degree chiefly devotes his energies and which is so called by the various state universities.

Table XII presents the situation as it deals with the number of majors required in the various state universities on the graduate level as well as the number of semester hours that constitute these majors. The data in Table XII disclose

TABLE XII

NUMBER OF MAJORS AND NUMBER OF SEMESTER HOURS CONSTITUTING MAJORS REQUIRED

State university	Number of majors		Number of semester hours															
	0	1	8	12	13 1/3	14	15	16	17 2/3	17	18	20	21 1/2	22	24	30		
Alabama	x														x			
Arizona	x						x											
Arkansas	x <sup>a</sup>																	
California	x		x <sup>b</sup>	x														
Colorado	x <sup>c</sup>							x										
Connecticut	x										x							
Delaware	x										x							
Florida	x			x														
Georgia	x			x <sup>d</sup>														
Idaho	x			x														
Illinois	x <sup>e</sup>																	
Indiana	x											x						
Iowa	x											x						
Kansas	x <sup>f</sup>																	
Kentucky	x							x										
Louisiana	x			x														
Maine	x										x							
Maryland	x			x <sup>g</sup>			x											
Michigan	x <sup>h</sup>																	
Minnesota	x			x <sup>i</sup>		x												
Mississippi	x						x											
Missouri	x <sup>j</sup>																	
Montana	x					x <sup>k</sup>				x								
Nebraska	x											x <sup>l</sup>				x		
Nevada	x											x						
New Hampshire	x											x						
New Mexico	x							x <sup>m</sup>					x					
North Carolina	x												x					
North Dakota	x							x										
Ohio																		
Bowling Green	x									x								
Kent	x							x <sup>n</sup>										
Miami	x												x					
Ohio State	x <sup>o</sup>																	
Ohio University	x							x										
Oklahoma	x							x										

TABLE XII (continued)

## NUMBER OF MAJORS AND NUMBER OF SEMESTER HOURS CONSTITUTING MAJORS REQUIRED

State university	Number of majors		Number of semester hours														
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Oregon		x												x			
South Carolina	x <sup>p</sup>																
South Dakota		x											x				
Tennessee		x											x				
Texas		x											x				
Utah		x						x									
Virginia		x		x													
Washington		x														x	
West Virginia		x											x				
Wisconsin		x <sup>q</sup>															
Wyoming		x					x <sup>r</sup>								x		
Totals	4	42	1	8	1	2	5	6	1	1	10	6	1	1	1	1	1

<sup>a</sup>Program is thought of as a whole, without distinction between major and minor subjects.

<sup>b</sup>8 semester hours on a thesis plan, 12 on a comprehensive examination plan.

<sup>c</sup>Some professional master's degrees have no major or minor requirements.

<sup>d</sup>12 semester hours and a thesis.

<sup>e</sup>4 units required.

<sup>f</sup>Hours not fixed.

<sup>g</sup>12 semester hours for M. A. and M. S., 15 for M. Ed.

<sup>h</sup>Major and minor system not used. Work taken in field of specialization and cognates.

<sup>i</sup>12 semester hours on thesis plan, 14 without a thesis.

<sup>j</sup>Hours not given.

<sup>k</sup>13 1/3 semester hours for M. A., 16 2/3 for M. Ed.

<sup>l</sup>18 semester hours without a thesis, 30 on a thesis plan.

<sup>m</sup>16 semester hours without a thesis, 20 on a thesis plan.

<sup>n</sup>25 semester hours constitute a "double major."

<sup>o</sup>Major and minor system not used. Work taken in field of specialization.

<sup>p</sup>Major and minor system not used. Work taken in main or chief field and closely related fields.

<sup>q</sup>One-half of graduate work must be in major. Hours are not given.

<sup>r</sup>14 semester hours without a thesis, 21 1/2 on a thesis plan.

that forty-two, or 91.3 per cent, of the state universities require one major for the master's degrees. Four, or 8.7 per cent, state that a major is not required, but that the program of study is thought of as a whole, with emphasis placed upon a unified and well-coordinated program based upon the students' needs.

Of the forty-two state universities requiring a major, seven set up two requirements as to the number of semester hours that constitute a major, depending upon the program of study that the student is pursuing. In ten institutions the major subject must constitute at least 18 semester hours of the work offered for the master's degrees; in eight institutions, 12 semester hours; in six, 16 semester hours; in six, 20 semester hours; in five, 15 semester hours; and in two, 14 semester hours. Of the other eight state universities giving the number of hours required for a major, each requires a different number of semester hours. One requires 8 semester hours; one, 13  $\frac{1}{3}$  semester hours; one, 16  $\frac{2}{3}$ ; one, 17; one, 21  $\frac{1}{3}$ ; one, 22; one, 24; and one, 30. Three universities do not give the number of hours required for a major; and one expresses its requirement as 4 units.

#### CONSIDERATION OF MINORS REQUIRED TOWARD THE MASTER'S DEGREES

In this study a "minor" is considered a subject of



study pursued by a candidate for a degree to which less time is devoted than to the major.

The data in Table XIII show that there is considerable freedom in the treatment of minor subjects. Of the forty-six state universities, eighteen, or 39.1 per cent, do not require a minor. However, eleven of these institutions assign the maximum credits allowed in a minor, or minors, if offered. In five cases, 10 semester hours may be offered in minor subjects; in two cases, 12 semester hours; in one case, one or two minors may be offered with 8 semester hours in each; in another case, one or two minors may be offered with 6 semester hours in each; in one case, a maximum of 15 semester hours may be offered; and in another case, 8  $\frac{2}{3}$  semester hours may be offered on a thesis plan and 10 semester hours without a thesis.

In twelve institutions, or 26.1 per cent, a minor subject is definitely prescribed and the credits assigned. In four cases, it should constitute 10 semester hours; in three cases, 8 semester hours; in one case, 6 semester hours; in one case, 4  $\frac{2}{3}$  semester hours; in one case, 6 semester hours on a thesis plan or 12 semester hours without a thesis; in one case, 6  $\frac{2}{3}$  hours for a master of arts degree or 10 hours for a master of education degree; and in one case, 7 semester hours on a thesis plan and 10 semester hours without a thesis.





TABLE XIII (continued)

## NUMBER OF MINORS AND NUMBER OF SEMESTER HOURS CONSTITUTING MINORS REQUIRED

State university	Number of minors					Number of semester hours							
	0	1	1 or 2	1 or more	2	4 2/3	6	6 2/3	7	8	10	12	
Tennessee			x									x	
Texas			x									x	
Utah		x								x			
Virginia	x <sup>v</sup>												
Washington		x								x			
West Virginia			x				x <sup>g</sup>						
Wisconsin	x <sup>w</sup>												
Wyoming	x <sup>x</sup>												
Totals	19	13	12	1	3	1	6	2	1	8	7	7	

<sup>a</sup>6 semester hours on a thesis plan, 12 without a thesis.

<sup>b</sup>0-15 semester hours may be offered in work outside the major in "supporting work."

<sup>c</sup>One required, two may be offered.

<sup>d</sup>12 semester hours may be offered.

<sup>e</sup>6-12 semester hours may be offered.

<sup>f</sup>6 2/3 semester hours in each.

<sup>g</sup>6 semester hours in each offered.

<sup>h</sup>1 unit in each offered.

<sup>i</sup>One or two minors may be offered, but 10 semester hours the maximum if offered.

<sup>j</sup>10 semester hours required when a minor is offered.

<sup>k</sup>Two minors may be offered.

<sup>l</sup>Two minors may be offered, but 12 semester hours are the maximum if offered.

<sup>m</sup>One minor with 6 semester hours credit is required on a thesis plan, two minors with 12 semester hours credit are required when a thesis is not written.

<sup>n</sup>6 2/3 semester hours for M. A., 10 for M. Ed.

<sup>o</sup>8-12 semester hours if offered on a thesis plan, without a thesis one minor is required, but two may be offered with 8 in each.

<sup>p</sup>10 semester hours may be offered in minor work.

<sup>q</sup>7 semester hours on a thesis plan, 10 without a thesis.

<sup>r</sup>8 semester hours in each.

<sup>s</sup>8 semester hours in each offered.

<sup>t</sup>One or two minors may be offered with 8 hours in each.

<sup>u</sup>One required but two may be offered.

<sup>v</sup>One or two may be offered with 6 hours in each.

<sup>w</sup>5-10 semester hours in minor work may be offered.

<sup>x</sup>On a thesis plan one may be offered with 8 2/3 hours as maximum, without a thesis 10 hours may be offered.

The data in Table XIII show that eleven institutions, or 23.9 per cent, require one or two minors. In four cases, 12 semester hours constitute the maximum credits in minors; in three cases, 6 semester hours are required in each minor offered; in one case, 8 semester hours in each minor offered; another, 1 unit in each offered; and others, 8 and 10 semester hours, respectively.

In two institutions, or 4.3 per cent, two minors are required, with  $6\frac{2}{3}$  semester hours in each in one institution, and 8 semester hours in each in the other institution. In one institution, or 2.2 per cent, one or more minors may be offered toward a degree totaling 8 semester hours credit. One university, or 2.2 per cent, prescribes one minor with 6 semester hours credit when a program of study requiring a thesis is pursued but prescribes at least two minors with 12 semester hours credit when a program of study without a thesis is pursued. Another university, or 2.2 per cent, does not require a minor when a thesis is submitted in partial fulfillment of the requirements for a master's degree, although 8 to 12 semester hours may be offered, but does require at least one minor of 8 semester hours when a thesis is not offered.

In thirty-four of the state universities all the work for the master's degrees may be in the same department, but in twelve of the state universities the minor must be in a separate, but related, department.

## NUMBER OF HOURS THAT CAN BE CARRIED IN ANY ONE SEMESTER

Table XIV contains information relative to the number of semester hours that can be carried in any one semester. A study of the data discloses that two universities, or 4.3 per cent, have no restrictions as to the number of hours that can be carried in one semester. In one university, or 2.2 per cent, the number of hours that can be carried each semester depends on individual circumstances. In another university, or 2.2 per cent, students are allowed to carry five units. In three universities, or 6.5 per cent, two requirements are prescribed; one university permits a student to carry 12 hours on a thesis plan or 15 hours without a thesis; another allows 9 hours plus work on a non-credit thesis or 15 hours without a thesis; and the other allows 10 hours for those seeking a master of arts degree and 14 hours for those seeking a master of education degree.

Of the remaining thirty-nine state universities, or 84.8 per cent, twenty allow students to carry 15 hours a semester; eleven, 16 hours a semester; seven, 12 hours; and one allows 17 semester hours.

## NUMBER OF HOURS THAT CAN BE CARRIED IN SUMMER SESSIONS

The practices of the state universities in connection with the number of hours that can be taken for graduate credit

TABLE XIV

NUMBER OF SEMESTER HOURS THAT CAN BE CARRIED  
IN ANY ONE SEMESTER

State university	Number of semester hours							
	9	10	12	14	15	16	17	other
Alabama	:	:	: x <sup>a</sup>	:	: x	:	:	:
Arizona	:	:	:	:	:	:	: x	:
Arkansas	:	:	:	:	: x	:	:	:
California	:	:	: x	:	:	:	:	:
Colorado	:	:	: x	:	:	:	:	:
Connecticut	:	:	:	:	: x	:	:	:
Delaware	:	:	:	:	: x	:	:	:
Florida	:	:	: x	:	:	:	:	:
Georgia	:	:	:	:	: x	:	:	:
Idaho	:	:	:	:	:	:	:	x <sup>b</sup>
Illinois	:	:	:	:	:	:	:	x <sup>c</sup>
Indiana	:	:	:	:	:	:	:	x <sup>d</sup>
Iowa	:	:	:	:	: x	:	:	:
Kansas	:	:	:	:	:	: x	:	:
Kentucky	:	:	:	:	:	:	:	x <sup>e</sup>
Louisiana	:	:	:	:	: x	:	:	:
Maine	:	:	:	:	:	: x	:	:
Maryland	:	:	:	:	: x	:	:	:
Michigan	:	:	: x	:	:	:	:	:
Minnesota	: x <sup>f</sup>	:	:	:	: x	:	:	:
Mississippi	:	:	:	:	: x	:	:	:
Missouri	:	:	:	:	:	: x	:	:
Montana	:	: x <sup>g</sup>	:	: x	:	:	:	:
Nebraska	:	:	:	:	: x	:	:	:
Nevada	:	:	:	:	:	: x	:	:
New Hampshire	:	:	:	:	: x	:	:	:
New Mexico	:	:	:	:	: x	:	:	:
North Carolina	:	:	:	:	: x	:	:	:
North Dakota	:	:	:	:	:	: x	:	:
Ohio	:	:	:	:	:	:	:	:
Bowling Green	:	:	:	:	: x	:	:	:
Kent	:	:	:	:	:	: x	:	:
Miami	:	:	:	:	: x	:	:	:
Ohio State	:	:	:	:	: x	:	:	:
Ohio University	:	:	:	:	:	: x <sup>h</sup>	:	:
Oklahoma	:	:	:	:	:	: x	:	:
Oregon	:	:	:	:	:	: x	:	:

TABLE XIV (continued)

NUMBER OF SEMESTER HOURS THAT CAN BE CARRIED  
IN ANY ONE SEMESTER

State university	Number of semester hours							
	9	10	12	14	15	16	17	other
South Carolina	:	:	x	:	:	:	:	:
South Dakota	:	:	:	:	x	:	:	:
Tennessee	:	:	:	:	x	:	:	:
Texas	:	:	:	:	x	:	:	:
Utah	:	:	:	:	:	x	:	:
Virginia	:	:	x	:	:	:	:	:
Washington	:	:	:	:	x	:	:	:
West Virginia	:	:	:	:	x	:	:	:
Wisconsin	:	:	x	:	:	:	:	:
Wyoming	:	:	:	:	:	x	:	:
Totals <sup>1</sup>	1	1	8	1	22	11	1	4

<sup>a</sup>12 semester hours on a thesis plan, 15 without a thesis.

<sup>b</sup>Depends upon individual circumstances.

<sup>c</sup>5 units.

<sup>d</sup>No restriction, but there is no reduction in the residence requirement. Normal load is 15 semester hours.

<sup>e</sup>No limit.

<sup>f</sup>9 semester hours plus work on non-credit thesis, 15 without a thesis.

<sup>g</sup>10 semester hours for M. A., 14 for M. Ed.

<sup>h</sup>17 semester hours by special permission.

<sup>i</sup>Three universities are listed twice.

in summer sessions are given in Table XV. The state universities tend to allow students to earn graduate credit equivalent to the number of weeks in the summer session. In other words, for each week in school a student earns one hour of graduate credit.

From a study of the data, it is found that thirty-three universities, or 71.7 per cent, allow students to earn 6 semester hours for graduate credit during one term of the summer session; seven, or 15.2 per cent, allow 4 semester hours; seven, or 15.2 per cent, 8 semester hours; six, or 13 per cent, allow  $5\frac{1}{3}$ ; five, or 10.9 per cent, 9; four, or 8.7 per cent, allow 5; three, or 6.5 per cent,  $6\frac{2}{3}$ ; two, or 4.3 per cent, 3; two, or 4.3 per cent, 7; one, or 2.2 per cent,  $2\frac{1}{2}$ ; one, or 2.2 per cent,  $4\frac{2}{3}$ ; one, or 2.2 per cent,  $7\frac{1}{2}$ ; one, or 2.2 per cent,  $8\frac{1}{2}$ ; and one, or 2.2 per cent, allows 10 semester hours.

Only one university allows a smaller total number of hours for the entire summer than the combined credits of the two terms of the summer session equal.

Twenty-three universities are counted twice since they have a summer session consisting of two terms. One university is listed six times since it not only has graduate work on two campuses but it also has different practices relative to the summer session in the two branches of the university. In one branch the summer session is composed of



TABLE XV

NUMBER OF SEMESTER HOURS THAT CAN BE

[illegible]



	Total number of semester hours allowed in summer sessions.
each term ::	

each term	Total number of semester hours allowed in summer sessions <sup>a</sup>
2:8	1/2:9
3:1	2:10
4:2	3:11
5:3	4:12
6:4	5:13
7:5	6:14
8:6	7:15
9:7	8:16
10:8	9:17
11:9	10:18
12:10	11:19
13:11	12:20
14:12	13:21
15:13	14:22
16:14	15:23
17:15	16:24
18:16	17:25
19:17	18:26
20:18	19:27
21:19	20:28
22:20	21:29
23:21	22:30
24:22	23:31
25:23	24:32
26:24	25:33
27:25	26:34
28:26	27:35
29:27	28:36
30:28	29:37
31:29	30:38
32:30	31:39
33:31	32:40
34:32	33:41
35:33	34:42
36:34	35:43
37:35	36:44
38:36	37:45
39:37	38:46
40:38	39:47
41:39	40:48
42:40	41:49
43:41	42:50
44:42	43:51
45:43	44:52
46:44	45:53
47:45	46:54
48:46	47:55
49:47	48:56
50:48	49:57
51:49	50:58
52:50	51:59
53:51	52:60
54:52	53:61
55:53	54:62
56:54	55:63
57:55	56:64
58:56	57:65
59:57	58:66
60:58	59:67
61:59	60:68
62:60	61:69
63:61	62:70
64:62	63:71
65:63	64:72
66:64	65:73
67:65	66:74
68:66	67:75
69:67	68:76
70:68	69:77
71:69	70:78
72:70	71:79
73:71	72:80
74:72	73:81
75:73	74:82
76:74	75:83
77:75	76:84
78:76	77:85
79:77	78:86
80:78	79:87
81:79	80:88
82:80	81:89
83:81	82:90
84:82	83:91
85:83	84:92
86:84	85:93
87:85	86:94
88:86	87:95
89:87	88:96
90:88	89:97
91:89	90:98
92:90	91:99
93:91	92:100
94:92	93:101
95:93	94:102
96:94	95:103
97:95	96:104
98:96	97:105
99:97	98:106
100:98	99:107
101:99	100:108
102:100	101:109
103:101	102:110
104:102	103:111
105:103	104:112
106:104	105:113
107:105	106:114
108:106	107:115
109:107	108:116
110:108	109:117
111:109	110:118
112:110	111:119
113:111	112:120
114:112	113:121
115:113	114:122
116:114	115:123
117:115	116:124
118:116	117:125
119:117	118:126
120:118	119:127
121:119	120:128
122:120	121:129
123:121	122:130
124:122	123:131
125:123	124:132
126:124	125:133
127:125	126:134
128:126	127:135
129:127	128:136
130:128	129:137
131:129	130:138
132:130	131:139
133:131	132:140
134:132	133:141
135:133	134:142
136:134	135:143
137:135	136:144
138:136	137:145
139:137	138:146
140:138	139:147
141:139	140:148
142:140	141:149
143:141	142:150
144:142	143:151
145:143	144:152
146:144	145:153
147:145	146:154
148:146	147:155
149:147	148:156
150:148	149:15

TABLE XV (cont)

## NUMBER OF SEMESTER HOURS THAT CAN BE

State university	Number of semester hours allowed in each term															To		
	2	1/2	3	4	4 2/3	5	5 1/3	6	6 2/3	7	7 1/2	8	8 1/2	9	10	4	5	1/2
South Carolina	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
South Dakota	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Tennessee	:	:	:	:	:	xx	:	:	:	x <sup>1</sup>	:	:	:	:	:	:	:	:
Texas	:	:	:	:	:	:	:	x	:	:	:	:	:	:	:	:	:	:
Utah	:	:	:	:	:	:	x	:	:	:	:	x	:	:	:	:	:	x
Virginia	:	:	:	:	:	:	:	xx	:	:	:	:	:	:	:	:	:	:
Washington	:	:	xx	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
West Virginia	:	:	:	:	:	:	:	xx	:	:	:	:	:	:	:	:	:	:
Wisconsin	:	:	:	:	:	:	:	x	:	:	:	:	:	:	:	:	:	:
Wyoming	:	:	:	:	:	:	xx	:	:	:	:	:	:	:	:	:	:	:
Totals <sup>j</sup>	1	2	7	1	4	6	33	3	2	1	7	1	5	1	1	1	1	1

<sup>a</sup>Will not always total the number of semester hours allowed in each term as some state universities attending summer sessions for one term only than they do to students attending both terms.

<sup>b</sup>4 to 6 semester hours each term depending on the character of work.

<sup>c</sup>4 to 6 semester hours each term depending on the distribution of graduate and undergraduate

<sup>d</sup>2 1/2 units.

<sup>e</sup>Extra hours may be carried without residence credit.

<sup>f</sup>6 semester hours are the usual load.

<sup>g</sup>6 2/3 semester hours allowed if made up of two 3 1/3 credit courses.

<sup>h</sup>9 semester hours by permission.

<sup>i</sup>8 semester hours if 2 hours are for thesis.

<sup>j</sup>Twenty-three universities are listed twice under number of semester hours allowed in each term four times under total number of semester hours allowed in summer sessions.



two terms, in the other there is only one term in the summer session. On both campuses, however, the number of hours a graduate student can carry depends upon the character of the work, with a reduction in the total number allowed being made when he carries courses designed primarily for graduate students.

#### NUMBER OF HOURS IN COURSES PRIMARILY FOR GRADUATE STUDENTS

There is little consistency among the state universities in the number of hours required in courses primarily for graduate students. Table XVI shows the various requirements. Thirteen universities, or 28.3 per cent, do not require any courses designed primarily for graduate students for the master's degrees. Ten universities, or 21.7 per cent, state their requirement as 12 semester hours; five, or 10.9 per cent, require 6 semester hours; four, or 8.7 per cent, require 15 semester hours; two, or 4.3 per cent, require 4 semester hours; two, or 4.3 per cent, require 8 semester hours; two, or 4.3 per cent, require 14; two, or 4.3 per cent, 16; one, or 2.2 per cent, 10 semester hours; one, or 2.2 per cent, 18; and another, or 2.2 per cent, requires 32 semester hours. The above figures contain two listings for each of six universities. In three universities, or 6.5 per cent, the requirements in courses primarily for graduate students are determined by the various departments. One university,

TABLE XVI

## NUMBER OF HOURS IN COURSES PRIMARILY FOR GRADUATE STUDENTS

State university	Number of semester hours												
	0	4	6	8	10	12	14	15	16	18	32	other	
Alabama	:	:	:	:	:	:	:	:	:	:	:	:	
Arizona	x	:	:	:	:	:	:	x <sup>a</sup>	:	x	:	:	
Arkansas	x	:	:	:	:	:	:	:	:	:	:	:	
California	:	:	:	x <sup>b</sup>	:	x	:	:	:	:	:	:	
Colorado	:	:	:	:	:	x <sup>c</sup>	x	:	:	:	:	:	
Connecticut	:	:	:	:	:	:	:	:	:	:	:	x <sup>d</sup>	
Delaware	:	:	x	:	:	:	:	:	:	:	:	:	
Florida	:	:	:	:	:	x	:	:	:	:	:	:	
Georgia	x	:	:	:	:	:	:	:	:	:	:	:	
Idaho	:	:	:	:	:	:	:	:	x	:	:	:	
Illinois	:	:	:	:	:	:	:	:	:	:	:	x <sup>e</sup>	
Indiana	x	:	:	:	:	:	:	:	:	:	:	:	
Iowa	:	:	:	:	:	:	:	:	:	:	:	x <sup>d</sup>	
Kansas	:	:	:	:	:	:	:	:	:	:	:	x <sup>d</sup>	
Kentucky	:	:	:	:	:	x	:	:	:	:	:	:	
Louisiana	:	:	:	:	:	x	:	:	:	:	:	:	
Maine	x	:	:	:	:	:	:	:	:	:	:	:	
Maryland	:	:	:	:	:	x <sup>f</sup>	:	x	:	:	:	:	
Michigan	:	:	:	:	:	x	:	:	:	:	:	:	
Minnesota	:	:	:	:	:	:	:	:	:	:	:	x <sup>g</sup>	
Mississippi	x	:	:	:	:	:	:	:	:	:	:	:	
Missouri	:	:	:	:	:	:	:	:	x	:	:	:	

TABLE XVI (continued)

## NUMBER OF HOURS IN COURSES PRIMARILY FOR GRADUATE STUDENTS

State university	Number of semester hours												
	0	4	6	8	10	12	14	15	16	18	32	other	
Montana	x												
Nebraska				x <sup>h</sup>		x							
Nevada	x												
New Hampshire						x							
New Mexico			x <sup>i</sup>		x								
North Carolina								x					
North Dakota											x		
Ohio													
Bowling Green								x					
Kent												x <sup>d</sup>	
Miami							x						
Ohio State	x												
Ohio University		x											
Oklahoma	x												
Oregon			x										
South Carolina						x							
South Dakota		x											
Tennessee			x										
Texas			x										
Utah	x												
Virginia	x												
Washington												x <sup>g</sup>	

TABLE XVI (continued)

## NUMBER OF HOURS IN COURSES PRIMARILY FOR GRADUATE STUDENTS

State university	Number of semester hours											
	0	4	6	8	10	12	14	15	16	18	32	other
West Virginia	x	:	:	:	:	:	:	:	:	:	:	:
Wisconsin	:	:	:	:	:	:	:	:	:	:	:	x <sup>g</sup>
Wyoming	:	:	:	:	:	:	:	:	:	:	:	x <sup>d</sup>
Totals <sup>j</sup>	13	2	5	2	1	10	2	4	2	1	1	9

<sup>a</sup>15 semester hours on a thesis plan, 18 without a thesis.

<sup>b</sup>8 semester hours on a thesis plan, 12 on a comprehensive examination plan.

<sup>c</sup>12 semester hours for M. A. or M. S., 14 for M. Ed.

<sup>d</sup>No specified number.

<sup>e</sup>2 units.

<sup>f</sup>12 semester hours for M. A. or M. S., 15 for M. Ed.

<sup>g</sup>Determined by departments.

<sup>h</sup>8 semester hours on a thesis plan, 12 without a thesis.

<sup>i</sup>6 semester hours on a thesis plan, 10 without a thesis.

<sup>j</sup>Six universities are listed twice.

or 2.2 per cent, expresses its requirement as 2 units. Five universities, or 10.9 per cent, do not require a definite number of hours.

#### REQUIRED GRADE AVERAGE

In all forty-six of the state universities there are specific requirements as to the grades that candidates for the master's degrees must obtain in the work offered for their degrees. This information is given in Table XVII.

According to the data in Table XVII, seventeen of the state universities, or 37 per cent, require an average of B in the credits offered toward the master's degrees. In sixteen universities, or 34.8 per cent, only courses in which the student makes B or better are credited toward his degree. In four universities, or 8.7 per cent, an average of less than B is accepted as satisfactory. In one university, or 2.2 per cent, a minimum grade of B is required in courses for graduates and undergraduates and a grade of C in courses designed primarily for graduates. In another case, or 2.2 per cent, a grade of B is required in courses for graduates and undergraduates and in two-thirds of the work primarily for graduates. In one school, or 2.2 per cent, A or B grades are required in courses primarily for graduates and C in other courses. In another school, or 2.2 per cent, two units of work below B extend the time for the completion



TABLE XVII

## REQUIRED GRADE AVERAGE

State university	: : B in each : course :	: : B : average :	: : Exceptions to : columns 2 and 3 :
Alabama	: x	:	:
Arizona	:	:	: A or B in courses for graduates and undergraduates, C in courses designed for grad- uates. D not accepted.
Arkansas	:	:	: 3.7 average (B = 4) Cannot take more than 6 extra hours to make required average.
California	:	: x	:
Colorado	:	:	: B in courses for graduates and undergraduates and in 2/3 of work primarily for graduates. D not accepted.
Connecticut	: x	:	:
Delaware	: x	:	:
Florida	: x	:	:
Georgia	:	: x	:
		No grade less than C+	
Idaho	:	:	: A or B in courses primarily for graduates, C in other courses.
Illinois	:	:	: Two units below B extend time, 3 units below B disqualify a student as a can- didate for a degree.

TABLE XVII (continued)

## REQUIRED GRADE AVERAGE

State university	: B in each : course	: B : average	: Exceptions to : columns 2 and 3
Indiana	:	:	: Determined by : departments. D : not accepted.
Iowa	:	:	: C or better. D : not accepted.
Kansas	:	:	: A or B except 5 : hours may be C.
Kentucky	:	: x	:
Louisiana	:	: x	:
Maine	: x	:	:
Maryland	:	: x	:
Michigan	:	: x	:
Minnesota	:	: x <sup>a</sup>	: A or B in courses : in major, C in : courses in minor. : D not accepted.
Mississippi	: x	:	:
Missouri	:	: x <sup>b</sup>	:
Montana	:	: x	:
Nebraska	:	:	: In strictly grad- : uate courses a : grade of at least : 60, other courses : a grade of at : least 80.
Nevada	: x	:	:
New Hampshire	:	: x	:
New Mexico	:	: x	:
North Carolina	: x	:	:
North Dakota	: x	:	:
Ohio	:	:	:
Bowling Green	:	:	: A or B in 3/4 of : course work, C in : remaining 1/4.
Kent	:	: x <sup>c</sup>	:
Miami	:	: x	:

TABLE XVII (continued)

## REQUIRED GRADE AVERAGE

State university	: : B in each : course	: : B : average	: : Exceptions to : columns 2 and 3
Ohio (continued)	:	:	:
Ohio State	:	:	: A or B in 2/3 of the work, C in remaining 1/3.
Ohio University	:	: x <sup>d</sup>	:
Oklahoma	:	:	: 1.8 average (B = 2)
Oregon	:	: x	:
South Carolina	: x	:	:
South Dakota	: x	:	:
Tennessee	:	: x	:
Texas	: x	:	:
Utah	: x	:	:
Virginia	: x	:	:
Washington	: x	:	:
West Virginia	:	:	: No grade lower than C.
Wisconsin	: x	:	:
Wyoming	:	: x	:
Totals <sup>e</sup>	: 16	: 17	: 14

<sup>a</sup>B average without a thesis, on a thesis plan B in courses in major and not less than C in courses in minor.

<sup>b</sup>20 per cent of C's possible.

<sup>c</sup>Not more than 5 semester hours of work with a grade of C.

<sup>d</sup>Not more than 20 per cent of work with a grade of C.

<sup>e</sup>One university is listed twice.

of the degree while three units below B disqualify a student as a candidate for a degree. In this same university, a failure in the major subject precludes the conferring of the degree in the same year. In another university, or 2.2 per cent, the required grade average is determined by the departments, with some departments requiring an A or B in each course and others accepting a B average. One university, or 2.2 per cent, requires A or B grades except 5 semester hours of work may be C grades; one, or 2.2 per cent, requires A or B for courses in the major and C for courses in the minor; one, or 2.2 per cent, accept a grade of 60 in strictly graduate courses, but a grade of 80 is required in other courses; another university, or 2.2 per cent, requires a minimum grade of B in three-fourths of the course work but will accept C grades in the remaining one-fourth; and one university, or 2.2 per cent, requires two-thirds of the work to be completed with A or B grades with a minimum grade of C in the other one-third.

#### CHAPTER SUMMARY

This chapter has dealt with the subject matter requirements for the master's degrees in the state universities. A summary of the findings of the chapter is as follows:

1. The state universities are organized on a semester hour basis rather than on a quarter hour basis.

2. The majority of the state universities require a total of 30 semester hours for the master's degrees, or 24 semester hours plus a non-credit thesis.

3. One major is required for the master's degrees by the state universities.

4. There is little uniformity among the state universities in the number of semester hours required for the major. In most of them the major subject must constitute at least half of the work required for the degree.

5. At least one minor is required for the master's degrees, with the amount of work in courses or credits ranging from  $4\frac{2}{3}$  semester hours to 12 semester hours.

6. Most of the state universities allow all the work offered for the master's degrees to be done in the same department.

7. The state universities limit the amount of work that a student can carry in any one semester to one-half of the number of hours required for the master's degrees.

8. Graduate students are allowed to earn credits equivalent to the number of weeks in the summer session, thus, securing more credits than they could earn in an equal length of time during the regular session.

9. In most of the state universities, candidates for the master's degrees are required to take courses which are primarily for graduate students. The predominate practice is to require one-half of the course work offered for the degree to be in courses limited to graduate students.

10. All forty-six state universities have specific requirements as to the grade average graduate students must make in the work offered for the master's degrees. An average of B with no grade below a C is accepted by many of the universities, while an equal number will accept no grade below a B in each course offered for the degree.

The subject matter requirements for the master's degrees are varied yet certain practices are common to all forty-six state universities. The universities are organized on the semester system and tend to require the same total number of hours for the degree, the same number of majors and minors. The policy in restricting the amount of work a student can carry in the regular session and in the summer session is common to all. They all tend to require a certain amount of the work to be in courses primarily for graduate students, and they all expect graduate students to maintain a higher degree of scholarship than undergraduate students.

## CHAPTER V

### RESEARCH REQUIREMENTS

The outstanding difference between the work expected from a graduate student as compared with an undergraduate student lies in the quality of the work completed. Although many institutions have not been able to organize identical courses on both the undergraduate and graduate levels, graduate students are allowed to enter the classes with undergraduates who are generally registered in their junior and senior years. In such situations the graduate students are required to submit either a superior quality of work than that required of the undergraduate students or to submit either additional reports or more exhaustive reports than those required of undergraduate students. The converse of this situation consists in the number of undergraduate students being allowed to register in courses which are designed primarily for graduate students; such instances are exceptions rather than the general policy.

If the quality of the work demanded of the graduate students is considered by the majority of the state universities to be the major variation between graduate and undergraduate courses, then the second outstanding difference would be the research requirement. Until a comparatively recent date, this research requirement consisted primarily

of the writing of a thesis. However, quite recently, at least as far as private institutions are concerned, the research requirements have been divided into two major divisions as follows: thesis, and problem or project courses. This chapter deals with a consideration of these two divisions of research and with a consideration of the substitution of courses other than problem or project courses for the thesis. The requirement of a final examination is also discussed.

#### THESIS REQUIREMENT

A master's thesis is a formal or elaborate argumentative discourse, presented in written form. It may be interpreted broadly so as to include artistic production, the performance of a project, or an intensive study of a special topic or technical area. It must embody the results of investigation. It must show ability to think independently and to carry forward a specific problem to its logical or scientific solution and to present the solution in good form and in good English. A master's thesis does not involve original insight into some scientific, scholarly, or artistic problem, but it does involve originality in the sense that this work has not been accomplished in this fashion previously. Hence it is possible for a student to do something of his own in areas which have long been explored.



Although the requirement of a master's thesis is an old regulation, Table XVIII shows that it is still a popular one among the state universities. The data in this table show that in twenty-one state universities, or 45.7 per cent, a thesis is required for the master's degrees. In ten universities, or 21.7 per cent, the thesis is required except in a few departments. In seven universities, or 15.2 per cent, two plans are available. One plan requires a thesis; but the other plan does not, the student being allowed to choose which plan he will follow for his degree. In four institutions, or 8.7 per cent, the thesis requirement may be waived. In four other institutions, or 8.7 per cent, the thesis is a departmental regulation and may or may not be required.

The data in Table XVIII further show that the number of semester hours credit allowed for the thesis toward the master's degrees ranges from none to 12. Fourteen universities, or 30.4 per cent, that require a thesis do not count it in terms of additional hours. Twelve of these universities require a smaller total number of hours for the degree--usually 24 semester hours--than those giving credit for the thesis. Fifteen universities, or 32.6 per cent, allow 6 hours credit for the thesis; ten, or 21.7 per cent, allow 4 hours credit; four, or 8.7 per cent, allow 10 hours credit; three, or 6.5 per cent, allow 8 hours credit;

TABLE XVIII

THESIS REQUIREMENT AND THE NUMBER OF SEMESTER HOURS CREDIT ALLOWED FOR IT  
TOWARD THE MASTER'S DEGREES

State university	Thesis required			Number of semester hours allowed														other
	Yes	No	Other	0	2	3	3 1/3	4	5	6	6 2/3	8	10	12				
Alabama	x <sup>a</sup>	x								x								
Arizona	x <sup>b</sup>				x							x						
Arkansas			x <sup>c</sup>							x								
California	x <sup>d</sup>	x		x														
Colorado	x							x		x								
Connecticut	x			x <sup>e</sup>														
Delaware	x <sup>f</sup>									x								
Florida	x			x														
Georgia	x						x				x							
Idaho	x <sup>g</sup>			x														
Illinois			x <sup>h</sup>												x <sup>h</sup>			
Indiana			x <sup>i</sup>												x <sup>i</sup>			
Iowa	x														x <sup>j</sup>			
Kansas	x <sup>k</sup>							x					x					
Kentucky	x <sup>l</sup>			x														
Louisiana	x			x														
Maine	x <sup>k</sup>									x								
Maryland	x <sup>m</sup>	x		x														
Michigan			x <sup>n</sup>	x														
Minnesota	x <sup>o</sup>	x		x														
Mississippi	x <sup>p</sup>			x														
Missouri			x <sup>q</sup>												x <sup>q</sup>			
Montana	x <sup>r</sup>	x		x														
Nebraska	x <sup>s</sup>	x								x			x					
Nevada	x									x								
New Hampshire	x <sup>t</sup>					x								x				
New Mexico			x <sup>u</sup>					x		x								
North Carolina	x						x											
North Dakota	x							x										
Ohio																		
Bowling Green	x				x				x									
Kent	x					x												
Miami	x									x		x						
Ohio State	x														x <sup>v</sup>			
Ohio University	x							x				x						
Oklahoma	x <sup>w</sup>							x										
Oregon	x									x								

TABLE XVIII (continued)

THESIS REQUIREMENT AND THE NUMBER OF SEMESTER HOURS CREDIT ALLOWED FOR IT  
TOWARD THE MASTER'S DEGREES

State university	Thesis required			Number of semester hours allowed												
	Yes	No	Other	0	2	3	3 1/3	4	5	6	6 2/3	8	10	12	other	
South Carolina	x			x												
South Dakota	x							x	x							
Tennessee	x <sup>x</sup>									x				x		
Texas	x									x						
Utah	x									x			x			
Virginia	x			x												
Washington	x							x		x						
West Virginia		x <sup>y</sup>						x		x						
Wisconsin			x <sup>z</sup>	x												
Wyoming	x <sup>aa</sup>	x						x					x			
Totals <sup>bb</sup>	38	8	7	14	2	2	2	10	2	15	1	3	4	2	5	

<sup>a</sup>Thesis carrying 6 hours credit required on Plan One, none required on Plan Two.

<sup>b</sup>Thesis required except for Master of Home Economics Education and Master of Agricultural Education.

<sup>c</sup>Thesis may be waived by the head of the department, but when required it carries 6 semester hours credit.

<sup>d</sup>Thesis is required in some departments, in others a comprehensive examination may be substituted.

<sup>e</sup>None assigned but it is the equivalent of 12 hours.

<sup>f</sup>Thesis required except in special cases.

<sup>g</sup>Thesis required except for Education degrees and the Master of Forestry.

<sup>h</sup>Thesis may be waived by petition if one-half of program of study consists of courses primarily for graduate students. It may count 1 or 2 units, not to exceed 3 units except by special permission.

<sup>i</sup>Varies with departments. Either a thesis or a proficiency test in French or German, or both thesis and proficiency test. Hours credit for the thesis varies with departments.

<sup>j</sup>Varies with the problem.

<sup>k</sup>Thesis required except for Master of Education.

<sup>l</sup>Thesis required except for professional degrees.

<sup>m</sup>Thesis required for M. A. and M. S., none for M. Ed.

<sup>n</sup>Thesis required in some departments.

<sup>o</sup>Thesis required on Plan A, none required on Plan B.

PThesis required except in School of Education.

QThesis of variable hours credit is required in some departments.

RThesis required for M. A., none for M. Ed.

SThesis required on Option I, none on Option II.

TThesis required except in Division of Education.

UThesis optional.

VHours credit decided by departments.

WThesis required except for students in Education.

XThesis required except in Agriculture, Education, and Home Economics.

YThesis may be offered but is not required.

ZVaries by departments.

aaThesis required on Plan A, none on Plan B.

bbTotals include seven universities twice under thesis required, and sixteen universities twice under number of semester hours allowed.

two, or 4.3 per cent, allow 2 hours credit; two, or 4.3 per cent, allow 3 hours credit; two, or 4.3 per cent, allow 3 1/3 hours; two, or 4.3 per cent, allow 5 hours; two, or 4.3 per cent, allow 12 hours; and one, or 2.2 per cent, allows 6 2/3 hours credit. In three universities, or 6.5 per cent, the hours credit is decided by the departments; in one, or 2.2 per cent, the hours credit varies with the problem; and in one, or 2.2 per cent, the thesis, if required, counts 1 or 2 units, not to exceed 3 units except by special permission. Sixteen universities are listed twice since they allow more credit for theses in some departments than they do in other departments.

#### SUBSTITUTION OF PROBLEM OR PROJECT COURSES FOR THE THESIS

Some of the state universities omit the thesis requirement when the training in assembling and analyzing materials and in presenting the results in writing can be attained through problem or project courses. Table XIX gives data relative to the substitution of such courses for the thesis. Fourteen state universities, or 30.4 per cent, allow students to substitute problem or project courses for the thesis. Of these universities twelve restrict the substitution to certain departments or to certain programs of study.

TABLE XIX

SUBSTITUTION OF PROBLEM OR PROJECT COURSES  
FOR THE THESIS

State university	Substitution		Number of semester					
	permitted		hours required					
	Yes	No	0	2	3	4	6	
Alabama	x <sup>a</sup>				x		x	
Arizona	x <sup>b</sup>					x		
Arkansas		x						
California		x						
Colorado		x						
Connecticut		x						
Delaware		x						
Florida		x						
Georgia		x						
Idaho	x <sup>c</sup>						x	
Illinois		x						
Indiana		x						
Iowa		x						
Kansas	x <sup>d</sup>		x					
Kentucky		x						
Louisiana	x <sup>e</sup>		x					
Maine	x <sup>f</sup>						x	
Maryland	x <sup>d</sup>					x		
Michigan	x <sup>g</sup>							
Minnesota	x <sup>h</sup>						x	
Mississippi		x						
Missouri		x						
Montana		x						
Nebraska	x <sup>i</sup>			x				
Nevada		x						
New Hampshire		x						
New Mexico		x						
North Carolina		x						
North Dakota		x						
Ohio								
Bowling Green		x						
Kent		x						
Miami		x						
Ohio State		x						
Ohio University		x						

TABLE XIX (continued)

SUBSTITUTION OF PROBLEM OR PROJECT COURSES  
FOR THE THESIS

State university	Substitution permitted		Number of semester hours required					
	Yes	No	0	2	3	4	6	
Oklahoma	x <sup>j</sup>			x				
Oregon		x						
South Carolina		x						
South Dakota		x						
Tennessee	x <sup>k</sup>						x	
Texas		x						
Utah		x						
Virginia		x						
Washington		x						
West Virginia	x						x	
Wisconsin		x						
Wyoming	x <sup>l</sup>						x	
Totals <sup>m</sup>	14	32	2	2	1	2	7	

<sup>a</sup>Students allowed to substitute problem or project courses on Plan Two.

<sup>b</sup>For Master of Home Economics Education and Master of Agricultural Education.

<sup>c</sup>Required to write a professional paper also.

<sup>d</sup>For Master of Education.

<sup>e</sup>In Music a recital may be given in place of a thesis; in Art an outstanding project.

<sup>f</sup>For Master of Education, with 2 hours for a paper and 2 hours each in seminar courses.

<sup>g</sup>Seminars are very often required, with credit determined by departments.

<sup>h</sup>For plan without a thesis--Plan B.

<sup>i</sup>In Department of School Administration only.

<sup>j</sup>By Education students, but they must take a course in thesis writing.

<sup>k</sup>In Agriculture, Education, and Home Economics only.

<sup>l</sup>For plan without a thesis--Plan B. Reports representing quality but not the range of a thesis are required.

<sup>m</sup>Totals include Alabama twice, while Michigan is not listed since the hours required are determined by the departments.



The number of semester hours allowed in problem or project courses varies from none to 6. Seven universities, or 15.2 per cent, allow 6 semester hours; two, or 4.3 per cent, allow 2; two, or 4.3 per cent, allow 4; one, or 2.2 per cent, allow 3; and two, or 4.3 per cent, do not count the courses in terms of additional hours credit. One university is listed twice and one is omitted since the hours credit is determined by the departments.

#### SUBSTITUTION OF COURSES OTHER THAN PROBLEM OR PROJECT COURSES FOR THE THESIS

Some of the state universities allow students who would profit from a broader knowledge of subject matter fields than they could obtain if they carried on research to substitute courses other than problem or project courses for the thesis. Table XX gives information relative to the state universities that emphasize course requirements.

The data shown in this table indicate that seventeen universities, or 37 per cent, permit the substitution of courses other than problem or project courses for the thesis. Three of these universities allow such a substitution in education only; one allows the substitution in the professional schools only; two allow the substitution in certain departments but require a comprehensive examination; one allows the substitution when permission is obtained from the



TABLE XX

SUBSTITUTION OF COURSES OTHER THAN PROBLEM OR PROJECT  
COURSES FOR THE THESIS

State university	Substitution		Number of semester hours					
	permitted		required					
	Yes	No	4	6	6 2/3	12	other	
Alabama		x						
Arizona		x						
Arkansas	x			x				
California	x <sup>a</sup>		x					
Colorado		x						
Connecticut		x						
Delaware	x <sup>b</sup>			x				
Florida		x						
Georgia		x						
Idaho		x						
Illinois	x						x <sup>c</sup>	
Indiana	x <sup>d</sup>							
Iowa		x						
Kansas		x						
Kentucky	x <sup>e</sup>					x		
Louisiana		x						
Maine		x						
Maryland		x						
Michigan	x <sup>f</sup>			x				
Minnesota	x <sup>g</sup>					x		
Mississippi	x <sup>f</sup>			x				
Missouri	x <sup>h</sup>						x <sup>h</sup>	
Montana	x <sup>i</sup>				x			
Nebraska	x <sup>g</sup>			x				
Nevada		x						
New Hampshire	x			x <sup>j</sup>				
New Mexico	x		x <sup>k</sup>	x				
North Carolina		x						
North Dakota		x						
Ohio								
Bowling Green		x						
Kent		x						
Miami		x						
Ohio State		x						
Ohio University		x						
Oklahoma	x <sup>l</sup>						x <sup>l</sup>	
Oregon		x						

TABLE XX (continued)

SUBSTITUTION OF COURSES OTHER THAN PROBLEM OR PROJECT  
COURSES FOR THE THESIS

State university	Substitution		Number of semester hours					
	permitted		required					
	Yes	No	4	6	6 2/3	12	other	
South Carolina		x						
South Dakota		x						
Tennessee	x <sup>m</sup>			x				
Texas		x						
Utah		x						
Virginia		x						
Washington		x						
West Virginia		x						
Wisconsin	x <sup>n</sup>							x <sup>n</sup>
Wyoming		x						
Totals <sup>o</sup>	17	29	2	8	1	2	4	

<sup>a</sup>Comprehensive examination also required.

<sup>b</sup>In exceptional cases courses designed primarily for graduate credit may be substituted.

<sup>c</sup>1 to 2 units.

<sup>d</sup>Only with permission of Graduate Dean who rules in each specific instance.

<sup>e</sup>In professional schools.

<sup>f</sup>In education only.

<sup>g</sup>On a plan without a thesis.

<sup>h</sup>In some departments. The number of semester hours required is not given.

<sup>i</sup>For Master of Education.

<sup>j</sup>In graduate courses.

<sup>k</sup>A minimum of 10 hours in courses for graduates only.

<sup>l</sup>All students must take a course on thesis writing whether or not they write a thesis.

<sup>m</sup>In Home Economics only. A comprehensive examination is also required.

<sup>n</sup>On a plan without a thesis. Hours not given.

<sup>o</sup>Totals include the University of New Mexico twice under number of semester hours required.

dean of the graduate school who rules in each specific instance; and one allows the substitution but requires all students to take a course in thesis writing.

The number of hours required when courses are substituted for the thesis varies from 4 to 12. Eight, or 17.4 per cent, of the universities require 6 hours; two, or 4.3 per cent, require 4 hours; two, or 4.3 per cent, require 12 hours; one, or 4.3 per cent, requires 6  $\frac{2}{3}$ ; one, or 4.3 per cent, requires 1 or 2 units; and three, or 6.5 per cent, do not give the number of hours required. The University of New Mexico is listed twice since students may offer either 4 or 6 hours. The Indiana State University is not listed since the substitution is permitted only upon the permission of the dean of the graduate school and, therefore, the number of hours credit is not given.

#### FINAL ORAL AND WRITTEN EXAMINATIONS

In addition to the regular course examinations, many of the state universities require candidates for the master's degrees to pass a final examination.

#### Frequency of requiring final examinations

The number of state universities requiring a final examination is given in Table XXI. According to the data in this table, forty-four of the state universities require a

TABLE XXI

## FINAL EXAMINATION REQUIREMENTS FOR THE MASTER'S DEGREES

State university	Oral examination			Written examination			Both	None
	Option of major			Option of major				
	Yes	No	department	Yes	No	department		
Alabama			x <sup>a</sup>			x	x	
Arizona	x <sup>b</sup>					x		
Arkansas	x <sup>b</sup>				x			
California		x <sup>c</sup>	x			x		
Colorado			x <sup>d</sup>			x	x	
Connecticut			x			x	x	
Delaware								x
Florida			x			x	x	
Georgia	x				x			
Idaho	x <sup>e</sup>				x			
Illinois	x <sup>f</sup>				x			
Indiana			x <sup>d</sup>			x		
Iowa			x <sup>g</sup>	x				
Kansas	x <sup>h</sup>					x		
Kentucky	x				x			
Louisiana			x			x	x	
Maine	x				x			
Maryland	x				x			
Michigan								x
Minnesota	x <sup>i</sup>		x	x		x	x	
Mississippi	x					x		
Missouri			x <sup>f</sup>			x		

TABLE XXI (continued)

## FINAL EXAMINATION REQUIREMENTS FOR THE MASTER'S DEGREES

State university	Oral examination			Written examination			Both	None
			Option of major department			Option of major department		
	Yes	No		Yes	No			
Montana			x			x	x	
Nebraska	x			x				
Nevada			x			x	x	
New Hampshire			x			x		
New Mexico	x <sup>j</sup>		x		x	x	x	
North Carolina	x			x				
North Dakota	x					x		
Ohio								
Bowling Green			x			x		
Kent			x <sup>k</sup>	x				
Miami	x <sup>l</sup>				x			
Ohio State			x <sup>m</sup>			x	x	
Ohio University	x				x			
Oklahoma	x <sup>n</sup>			x				
Oregon	x					x		
South Carolina			x			x		
South Dakota	x			x				
Tennessee	x					x		
Texas	x <sup>o</sup>				x			
Utah	x					x <sup>p</sup>		
Virginia	x					x <sup>q</sup>		
Washington			x			x	x	

TABLE XXI (continued)

## FINAL EXAMINATION REQUIREMENTS FOR THE MASTER'S DEGREES

State university	Oral examination			Written examination			Both	None
	Yes	No	Option of major department	Yes	No	Option of major department		
West Virginia	:	:	x	:	:	x	x	:
Wisconsin	:	:	x	:	:	x	:	:
Wyoming	:	:	x <sup>r</sup>	x	:	x	x	:
Totals <sup>s</sup>	24	1	22	8	11	28	13	2

<sup>a</sup>Comprehensive examination required, kind left to the major department.

<sup>b</sup>Oral on a thesis plan, oral comprehensive on a plan without a thesis.

<sup>c</sup>No examination on a thesis plan, comprehensive may be oral or written.

<sup>d</sup>Comprehensive final required, kind left to major department.

<sup>e</sup>Oral required except of candidates for Master of Music who may give a recital in lieu of oral.

<sup>f</sup>Oral required in some departments.

<sup>g</sup>Oral may be required in some departments in addition to the written examination.

<sup>h</sup>Partly oral or may be wholly so.

<sup>i</sup>Oral and written examinations required on a thesis plan, on a plan without a thesis examination required, kind left to the student's committee.

<sup>j</sup>Oral examination required on plan without a thesis, comprehensive required on plan with a thesis, kind left to the major department.

<sup>k</sup>Comprehensive examination required, usually oral as well as written.

<sup>l</sup>Preliminary oral when student has about half of hours work out, final just before commencement.

<sup>m</sup>Comprehensive examination required, kind left to the examining committee.

<sup>n</sup>Oral required except for M. Ed. For M. Ed. a written examination is required.

<sup>o</sup>For Master of Business Administration only.

<sup>p</sup>Written examination may be given in addition to oral.

<sup>q</sup>Written examination is sometimes combined with the oral.

<sup>r</sup>Written examination required on a plan without a thesis. Examination is required on a thesis plan, usually oral, but the kind is decided by the major professor.

<sup>s</sup>Totals exceed forty-six universities.

final examination. In thirteen universities, or 28.3 per cent, requiring a final examination, it may be written, oral, or both at the discretion of the major department or the examining committee; and in seven universities, or 15.2 per cent, the examination may be oral or written. In nineteen universities, or 41.3 per cent, an oral examination is required and in eight of these universities a written examination may also be required. Four universities, or 8.7 per cent, require both oral and written examinations. Four universities, or 8.7 per cent, require a written examination and in two of these universities an oral examination may also be required. Three universities, or 6.5 per cent, do not require a final examination in some departments but do in other departments; and two universities, or 4.3 per cent, do not require a final examination in any department for the master's degrees.

#### Nature of final examinations

Not all the universities give information relative to the nature of the final examinations, however, there are enough examples to be of service in showing trends. In twenty-six universities, or 56.5 per cent, the final examination covers the entire field of study and the thesis, if required. In four universities, or 8.7 per cent, the final examination covers the major only; in three, or 6.5 per cent,



it covers the major and thesis; in three, or 6.5 per cent, the major and minors; and in two, or 4.3 per cent, it covers the thesis only.

## CHAPTER SUMMARY

Chapter V was devoted to a discussion of the research requirements in the state universities. The substitution of problem or project courses or of other courses was also discussed. The chapter also includes a discussion of the number of semester hours of credit allowed for a thesis or for the courses. A summary of the findings of the chapter are as follows:

1. The thesis is required in most of the state universities. Only eight universities do not require a thesis on any of the programs of study leading to the master's degrees.

2. The state universities that require a total of 24 semester hours for the master's degrees tend not to count the thesis in terms of additional hours. The state universities that require a total of 30 semester hours for the master's degrees tend to allow 6 hours credit for the thesis.

3. The state universities that allow the substitution of problem or project courses for the thesis tend to restrict this privilege to vocational or professional departments.

4. Six semester hours, or the equivalent of a thesis, are required when problem or project courses are substituted for the thesis.

5. The substitution of courses other than problem or project courses for the thesis is allowed by some of the state universities. The state universities tend to restrict this privilege to certain departments or to certain programs of study.

6. Six hours are usually required in courses other than problem or project courses when they are substituted for the thesis.

7. Candidates for the master's degrees in the state universities must successfully pass a final examination.

8. The method of conducting the final examination is left to the major departments, but the oral examination is the most popular form among the state universities specifying the method required.

9. In most of the state universities the final examination covers the entire field of study and the thesis, if one is required.

The state universities require a thesis of candidates for the master's degrees, allowing the equivalent of 6 semester hours credit for it. There is only a slight recognition of the substitution of courses for the thesis, but when such substitution is allowed, 6 hours credit is required.

A final examination is required of candidates for the master's degrees in the state universities. The oral examination is the most popular method of examination, but the departments may require a written examination, if they so desire instead of the oral examination or in addition to the oral examination. In general, the final examination in the state universities covers the entire field of study and the thesis, if one is required.

## CHAPTER VI

### MISCELLANEOUS REQUIREMENTS

In Chapters III, IV, and V, those requirements which might be considered as being "major" in terms of their universality as well as in terms of their relative importance have been considered under the titles of "residence requirements, subject matter requirements, and research requirements." In any consideration of status quo covering a general field or area, there are a number of topics which, because of their very nature as well as frequency, might be classed under the heterogeneous heading "miscellaneous." In the present chapter consideration of those topics which have not been treated in the preceding three chapters is given under the following headings: admission to the graduate schools, admission to graduate departments, admission to graduate candidacy, yearly fees for graduate students, foreign language requirement, age requirement, financial and work assistance given to graduate students, and complexion of graduate faculties.

#### ADMISSION TO THE GRADUATE SCHOOLS

The requirements for admission to the graduate schools of the state universities are given in Table XXII. The data reveal that for admission to any graduate school in the state

TABLE XXII

## REQUIREMENTS FOR ADMISSION TO THE GRADUATE SCHOOLS

State university	: Bachelor's degree from : : an approved institution :	: Additional : qualifications
Alabama	: x	: :
Arizona	: x	: : x <sup>a</sup>
Arkansas	: x	: :
California	: x	: :
Colorado	: x	: :
Connecticut	: x	: : x <sup>b</sup>
Delaware	: x	: :
Florida	: x	: : x <sup>c</sup>
Georgia	: x	: :
Idaho	: x	: :
Illinois	: x	: :
Indiana	: x	: :
Iowa	: x	: :
Kansas	: x	: :
Kentucky	: x	: :
Louisiana	: x	: : x <sup>d</sup>
Maine	: x	: : x <sup>e</sup>
Maryland	: x	: :
Michigan	: x	: : x <sup>f</sup>
Minnesota	: x	: : x <sup>g</sup>
Mississippi	: x	: :
Missouri	: x	: :
Montana	: x	: :
Nebraska	: x	: :
Nevada	: x	: :
New Hampshire	: x	: : x <sup>g</sup>
New Mexico	: x	: : x <sup>g</sup>
North Carolina	: x	: : x <sup>h</sup>
North Dakota	: x	: : x <sup>i</sup>
Ohio	: :	: :
Bowling Green	: x	: :
Kent	: x	: :
Miami	: x	: : x <sup>j</sup>
Ohio State	: x	: : x <sup>g</sup>
Ohio University	: x	: :
Oklahoma	: x	: :
Oregon	: x	: :

TABLE XXII (continued)

## REQUIREMENTS FOR ADMISSION TO THE GRADUATE SCHOOLS

State university	: Bachelor's degree from : : an approved institution:	: Additional : qualifications
South Carolina	: x	: :
South Dakota	: x	: :
Tennessee	: x	: :
Texas	: x	: :
Utah	: x	: :
Virginia	: x	: : x <sup>k</sup>
Washington	: x	: : x <sup>l</sup>
West Virginia	: x	: :
Wisconsin	: x	: : x <sup>d</sup>
Wyoming	: x	: :
Totals	: 46	: 16

<sup>a</sup>Scholarship acceptable to registrar and major professor.

<sup>b</sup>Cumulative quality point of 26 or higher (B = 30).

<sup>c</sup>Foundation work in major and minor subjects sufficient in quantity and quality.

<sup>d</sup>Average of 1.5.

<sup>e</sup>Record indicative of ability to do graduate work.

<sup>f</sup>Good grades.

<sup>g</sup>Satisfactory record.

<sup>h</sup>Good undergraduate record and an undergraduate major in field in which graduate major falls.

<sup>i</sup>B average in major and minor fields.

<sup>j</sup>B average.

<sup>k</sup>B average unless head of department concerned requests student's admission in writing.

<sup>l</sup>Good record.

universities the student must present a bachelor's degree from an institution approved by one or more standard accrediting associations. Further, the bachelor's degree from an outside college must represent substantially the requirements of the local university for the corresponding bachelor's degree. Sixteen of the state universities, or 34.8 per cent, impose additional qualifications on students seeking to attain graduate status. In these universities the applicant's undergraduate record must show scholarship indicative of ability to do graduate work. Two of these universities also require adequate foundation work in the fields in which the student plans to work.

If the candidate does not have a bachelor's degree from an approved institution, he may be completely eliminated until he does receive such a degree or he may be allowed to take courses which will qualify him for admission.

#### ADMISSION TO GRADUATE DEPARTMENTS

Admission to the graduate school does not carry automatic admission to the graduate departments of the state universities. Table XXIII gives data relative to the requirements for admission to these departments. These data show that in thirty-five of the state universities, or 76.1 per cent, the departments concerned determine the requirements for a graduate major and a graduate minor. In ten of these

TABLE XXIII

## REQUIREMENTS FOR ADMISSION TO GRADUATE DEPARTMENTS

State university	:Determined by: : departments	:Undergraduate :major required	: Other :requirements
Alabama	: x <sup>a</sup>	:	:
Arizona	: x <sup>b</sup>	:	:
Arkansas	:	: x <sup>a</sup>	:
California	:	: x <sup>c</sup>	:
Colorado	: x	:	:
Connecticut	:	: x <sup>d</sup>	:
Delaware	: x	:	:
Florida	: x	:	:
Georgia	: x <sup>e</sup>	:	:
Idaho	:	: x <sup>f</sup>	:
Illinois	: x	:	:
Indiana	: x	:	:
Iowa	: x	:	:
Kansas	: x	:	:
Kentucky	:	: x <sup>g</sup>	:
Louisiana	: x <sup>h</sup>	:	:
Maine	: x <sup>i</sup>	:	:
Maryland	:	: x	:
Michigan	: x	:	:
Minnesota	: x	:	:
Mississippi	: x <sup>j</sup>	:	:
Missouri	:	:	: x <sup>k</sup>
Montana	:	: x	:
Nebraska	: x <sup>l</sup>	:	:
Nevada	: x <sup>m</sup>	:	:
New Hampshire	: x <sup>l</sup>	:	:
New Mexico	: x	:	:
North Carolina	:	: x <sup>n</sup>	:
North Dakota	: x	:	:
Ohio	:	:	:
Bowling Green	:	: x <sup>h</sup>	:
Kent	: x <sup>o</sup>	:	:
Miami	: x	:	:
Ohio State	: x	:	:
Ohio University	: x <sup>p</sup>	:	:
Oklahoma	: x	:	:
Oregon	:	: x <sup>q</sup>	:



TABLE XXIII (continued)

## REQUIREMENTS FOR ADMISSION TO GRADUATE DEPARTMENTS

State university	: :Determined by: : departments	: :Undergraduate :major required	: : Other :requirements
South Carolina	: x <sup>r</sup>	: :	: :
South Dakota	: x	: :	: :
Tennessee	: x <sup>s</sup>	: :	: :
Texas	: x <sup>t</sup>	: :	: :
Utah	: x	: :	: :
Virginia	: x	: :	: :
Washington	: x	: :	: :
West Virginia	: x	: :	: :
Wisconsin	: x	: :	: :
Wyoming	: x	: :	: :
Totals	: 35	: 10	: 1

<sup>a</sup>At least 12 semester hours of advanced work for a major.

<sup>b</sup>At least 12 semester hours basic to the major field, and satisfactory scholarship.

<sup>c</sup>At least 15 semester hours of advanced work basic to major.

<sup>d</sup>B average in undergraduate work.

<sup>e</sup>At least 6 2/3 semester hours in senior college courses.

<sup>f</sup>Preparation equivalent both in major field and in the general requirements to that required for the first degree.

<sup>g</sup>30 semester hours of undergraduate work.

<sup>h</sup>At least 18 semester hours in chosen field.

<sup>i</sup>At least two years of undergraduate study.

<sup>j</sup>At least 18 semester hours for a major; 12 for a minor; B average during last year of his undergraduate course in the subject.

<sup>k</sup>No requirements given.

<sup>l</sup>Usually the equivalent of undergraduate major.

<sup>m</sup>Usually the equivalent of undergraduate major, never less than a minor.

<sup>n</sup>Departments may add special requirements.

<sup>o</sup>At least an undergraduate minor.

<sup>p</sup>At least 18 semester hours for a major, 6 to 12 for a minor.

<sup>q</sup>At least one year sequence of upper-division work in addition to foundational courses for minor.

<sup>r</sup>B average in junior and senior years.

<sup>s</sup>At least 12 semester hours.

<sup>t</sup>At least 12 semester hours of advanced work in that department, 24 semester hours altogether.

universities the Graduate Council sets the minimum requirements, but the graduate departments may increase the requirements if they so desire. In ten universities, or 21.7 per cent, the requirement for a graduate major is an undergraduate major in the same field or department. In five of these universities the Graduate Council has established the minimum for a major, but the departments may add special requirements. In one university, or 2.2 per cent, the requirements for admission to the graduate departments are not given.

#### ADMISSION TO GRADUATE CANDIDACY

Admission to graduate study does not imply admission to candidacy for the master's degrees. Admission to graduate candidacy usually involves unqualified admission to the graduate school and to the graduate departments concerned, the demonstration of ability to do work of graduate character, the satisfaction of the foreign language requirement, and the passing of the qualifying examination. The data concerning admission to graduate candidacy are drawn from the catalogue descriptions prepared by the various universities and from the inquiry blank filled in by these universities. These data do not lend themselves to graphic or pictorial portrayal.

### Demonstration of ability to do graduate work

The state universities require the demonstration of ability to do work of graduate character. This demonstration of ability requires the students to carry out with originality and independence a portion of a program of study approved by the major professor or adviser and by the minor professors, when a minor or minors are required or offered. Usually a quarter or a semester is considered sufficient to enable a student's instructors to judge his scholastic and research ability. When a portion of the specified program is completed satisfactorily, the major professor or adviser recommends the student for advancement to candidacy. In the state universities requiring a thesis, the thesis subject and the plan for carrying out the necessary research must be approved before the student is admitted to candidacy.

### Foreign language requirement

In the state universities that have either a general or a departmental foreign language requirement for the master's degrees, complete fulfillment of this requirement must be met before final admission to candidacy.

The character of the foreign language requirement and the state universities having either a general or a departmental requirement will be considered in a later section of this chapter.

### Qualifying examination

In three of the state universities, Miami, Oregon, and Utah, candidates are required to pass a qualifying examination for admission to candidacy. In five other state universities, Arizona, Colorado, Indiana, Bowling Green, and Oklahoma, the qualifying examination may be required, but it is a departmental regulation and not one established by the Graduate Council.

### YEARLY FEES FOR GRADUATE STUDENTS

There is little conformity among the state universities in the yearly fees charged graduate students. Table XXIV gives the fees charged by the state universities. The data in this table reveal that the general fees range from \$17.00 to \$169.65 for resident students, and from \$50.00 to \$265.00 for nonresident students. The graduation fee ranges from \$1.00 to \$15.00; and the thesis binding fee from \$1.00 to \$5.70.

In most cases, the state universities charge graduate students the same fees as they do undergraduate students. Only eight universities exempt candidates for the master's degrees from the nonresident tuition fee, thus, nonresident students pay higher fees than do resident students.

Among the state universities giving the graduation fee, nineteen, or 41.3 per cent, charge \$5.00; nine, or 19.6

TABLE XXIV

## YEARLY FEES FOR GRADUATE STUDENTS

State university	Graduate fees				Thesis binding
	Resident	Nonresident	Graduation		
Alabama	61.50	136.50	15.00		Not given
Arizona	56.00	56.00 <sup>a</sup>	15.00		5.00
Arkansas	87.00	117.00 <sup>b</sup>	10.00		2.50
California	55.00	205.00	Not given		Not given
Colorado	102.50	177.50	5.00		2.00
Connecticut	100.00	100.00	Not given		Not given
Delaware	65.00	65.00 <sup>c</sup>	10.00		Not given
Florida	35.00	135.00	5.00		4.00
Georgia	142.50	242.50	5.00		Not given
Idaho	53.00	53.00 <sup>c</sup>	5.00		1.50
Illinois	80.00	135.00	10.00		Not given
Indiana	89.50	124.50	5.00		Not given
Iowa	110.00	110.00 <sup>c</sup>	15.00		Not given
Kansas	82.00	192.00	7.50		Not given
Kentucky	100.00	160.00	15.00 <sup>d</sup>		
Louisiana	60.00	60.00 <sup>e</sup>	15.00		3.00
Maine	164.50	264.50	5.00		Not given
Maryland	110.00	110.00 <sup>c</sup>	10.00		Not given
Michigan	120.00	200.00	Not given		Not given
Minnesota	85.50	145.50	10.00		1.50
Mississippi	101.50	151.50	5.00		4.00
Missouri	60.00	60.00 <sup>c</sup>	5.00		Not given
Montana	89.00	164.00	5.00		Not given
Nebraska	87.00 <sup>f</sup>	137.00	10.00		Not given
Nevada	(g)	150.00	5.00		1.00
New Hampshire	150.00	250.00	5.00		Not given
New Mexico	55.00	115.00	10.00		3.00
North Carolina	169.65	95.40 <sup>e</sup>	5.00		Not given
North Dakota	96.30	149.30	5.00		2.00
Ohio					
Bowling Green	82.00	82.00 <sup>c</sup>	2.50		4.00
Kent	82.00	132.00	5.00		Not given
Miami	102.00	152.00	10.00		Not given
Ohio State	87.00	237.00	Not given		7.50 <sup>h</sup>
Ohio University	96.00	146.00	5.00		8.20 <sup>i</sup>
Oklahoma	17.00	117.00	15.00 <sup>d</sup>		

TABLE XXIV (continued)

## YEARLY FEES FOR GRADUATE STUDENTS

State university	Graduate fees				Thesis binding
	Resident	Nonresident	Graduation		
Oregon	: 101.00	: 101.00 <sup>c</sup>	: 6.50	:	(j)
South Carolina	: 125.00	: 265.00	: 1.00	:	Not given
South Dakota	: 70.00	: 95.00	: 5.00	:	4.00
Tennessee	: 135.00	: 225.00	: 5.00	:	3.00
Texas	: 50.00	: 50.00 <sup>b</sup>	: Not given	:	Not given
Utah	: 80.00	: 115.00	: 15.00	:	Not given
Virginia	: 141.50	: 201.50	: Not given	:	Not given
Washington	: 82.50	: 187.50	: 5.00	:	7.00 <sup>k</sup>
West Virginia	: 80.00	: 230.00	: 10.00	:	Not given
Wisconsin	: 69.00	: 269.00	: 15.00 <sup>l</sup>	:	Not given
Wyoming	: 74.00	: 141.50	: 5.00	:	5.50

<sup>a</sup>Nonresident tuition excused if candidate for degree, otherwise additional \$200.00.

<sup>b</sup>Minimum as nonresident tuition is charged on reciprocal basis.

<sup>c</sup>Exempt from nonresident tuition.

<sup>d</sup>Includes thesis binding fee.

<sup>e</sup>Nonresident tuition is charged on reciprocal basis and is additional.

<sup>f</sup>Minimum charge as tuition for residents varies from \$70.00 to \$90.00, for nonresidents it is charged on reciprocal basis.

<sup>g</sup>Each department determines fees.

<sup>h</sup>Includes \$5.00 for printing of abstract and \$2.50 for binding of thesis.

<sup>i</sup>Includes \$2.50 for printing of abstract and \$5.70 for binding of thesis.

<sup>j</sup>Institution binds thesis without charge.

<sup>k</sup>Includes \$5.00 for printing of abstract and \$2.00 for binding of thesis.

<sup>l</sup>Includes \$5.00 for diploma and \$10.00 for examination.

per cent, charge \$10.00; eight, or 17.4 per cent, charge \$15.00; one, or 2.2 per cent, charges \$7.50; one, or 2.2 per cent, charges \$6.50; one, or 2.2 per cent, charges \$2.50; and one, or 2.2 per cent, charges \$1.00.

According to the data in Table XXIV, twenty-five state universities, or 54.3 per cent, do not give the thesis binding fee in their catalogues. Of the eighteen universities listing the thesis binding fee, four, or 8.7 per cent, charge \$4.00; three, or 6.5 per cent, charge \$3.00; three, or 6.5 per cent, charge \$2.00; two, or 4.3 per cent, charge \$2.50; two, or 4.3 per cent, charge \$1.50; one, or 2.2 per cent, \$1.00; one, or 2.2 per cent, \$5.00; one, or 2.2 per cent, \$5.50; and one, or 2.2 per cent, \$5.70.

#### FOREIGN LANGUAGE REQUIREMENT

At a previous point, it was stated that one of the important requirements for admission to candidacy was the fulfillment of the foreign language requirement. The data appearing in Table XXV indicate the state universities which prescribe a general or a departmental foreign language requirement for the master's degrees. These data show that in nineteen of the state universities, or 41.3 per cent, there is no requirement pertaining to the mastery of a foreign language. Ten of the state universities, or 21.7 per cent, require the knowledge of one foreign language.



TABLE XXV

## FOREIGN LANGUAGE REQUIREMENT

State university	Requirement			
	None	One	Departmental	Other
Alabama		x <sup>a</sup>		
Arizona			x	
Arkansas	x			
California				
Berkeley	x			
Los Angeles		x <sup>b</sup>		
Colorado			x	
Connecticut	x			
Delaware	x			
Florida				x <sup>c</sup>
Georgia		x <sup>d</sup>		
Idaho				x <sup>e</sup>
Illinois			x	
Indiana				x <sup>f</sup>
Iowa	x			
Kansas			x	
Kentucky		x <sup>a</sup>		
Louisiana	x			
Maine			x	
Maryland			x	
Michigan			x	
Minnesota		x <sup>g</sup>		
Mississippi			x	
Missouri	x			
Montana				x <sup>h</sup>
Nebraska				x <sup>i</sup>
Nevada	x			
New Hampshire	x			
New Mexico			x	
North Carolina		x		
North Dakota				x <sup>c</sup>
Ohio				
Bowling Green	x			
Kent	x			
Miami	x			
Ohio State			x	
Ohio University	x			

TABLE XXV (continued)

## FOREIGN LANGUAGE REQUIREMENT

State university	Requirement			
	None	One	Departmental	Other
Oklahoma			x	
Oregon	x <sup>j</sup>	x <sup>k</sup>		
South Carolina		x <sup>k</sup>		
South Dakota			x	
Tennessee	x			
Texas				x <sup>l</sup>
Utah	x <sup>j</sup>	x		
Virginia				x <sup>m</sup>
Washington		x <sup>n</sup>		
West Virginia	x			
Wisconsin	x			
Wyoming	x <sup>o</sup>			
Totals <sup>p</sup>	19	10	12	8

<sup>a</sup>Not required of candidates in professional departments or schools.

<sup>b</sup>Modern foreign language.

<sup>c</sup>Discretion of committee appointed for each candidate.

<sup>d</sup>Knowledge of French or German for non-professional degrees.

<sup>e</sup>Same language requirements for master's degree as for equivalent bachelor's degree.

<sup>f</sup>Reading knowledge of German or French may be substituted for thesis.

<sup>g</sup>Language determined by the major department.

<sup>h</sup>Reading knowledge required if required in undergraduate major.

<sup>i</sup>16 semester hours in one modern language except in the departments of the Colleges of Engineering, Pharmacy, Agriculture, and Teachers College.

<sup>j</sup>None for M. S., one foreign language for M. A.

<sup>k</sup>Reading knowledge of French or German. In professional departments an additional course or courses may be required in lieu of language requirement.

<sup>1</sup>Must have had the equivalent of undergraduate language requirements.

<sup>m</sup>12 semester hours of foreign language on undergraduate record, or an examination if not.

<sup>n</sup>Reading knowledge of a foreign language for M. A. and M. S., but none required for technical degrees.

<sup>o</sup>None except as required for individual student's program.

<sup>p</sup>Three universities are listed twice.

However, five of these universities do not impose this requirement upon candidates in professional or technical departments. A foreign language is not required by the Graduate Council in its minimum requirements in fourteen universities, or 30.4 per cent, but it may be required by the departments or by the committee in charge of each candidate's program of study. In four universities, or 8.7 per cent, the fulfillment of the undergraduate requirement in foreign language is sufficient for the master's degrees. In one university, or 2.2 per cent, a foreign language may be substituted for the thesis. In another institution, or 2.2 per cent, 16 semester hours in one modern foreign language is required except in the professional departments or schools. Apparently the foreign language requirement is emphasized primarily as a departmental requirement as far as the master's degrees are concerned.

#### AGE REQUIREMENT

The state universities do not have any formal age requirement for students working for the master's degrees. Only three universities make any comment covering age restriction. The University of Colorado states that "beyond 50 students are looked at somewhat askance and not encouraged except in unusual cases." In the University of Minnesota "most departments prefer to choose assistants under 35." The University of North Dakota "discourages those over 40."

## FINANCIAL AND WORK ASSISTANCE GIVEN TO GRADUATE STUDENTS

In order to encourage students with ability to continue their studies and to pursue advanced work leading to the master's degrees, many of the state universities have established graduate scholarships, fellowships, and assistantships. These terms are taken as used by each institution without going back of them. Table XXVI gives information relative to the state universities offering financial and work assistance to graduate students. The data in Table XXVI reveal that the assistantship is the most popular form of assistance given, with thirty-eight universities, or 82.6 per cent, offering this form of assistance. Thirty-three universities, or 71.7 per cent, offer fellowships; and twenty-three, or 50 per cent, offer scholarships. Only three universities, Kansas, Montana, and South Carolina, have no form of financial or work assistance for graduate students.

In most of the state universities, application for one of these appointments should be filed by February 15, and they are awarded about April 1 of each year.

## COMPLEXION OF GRADUATE FACULTIES

In the forty-six state universities, there is considerable similarity in the actual personnel of the faculties

TABLE XXVI

## FINANCIAL AND WORK ASSISTANCE GIVEN TO GRADUATE STUDENTS

State university	Scholarships	Fellowships	Assistantships
Alabama	x	x	x
Arizona		x	
Arkansas			x
California	x	x	x
Colorado	x	x	x
Connecticut			x
Delaware		x	x
Florida	x		x
Georgia	x	x	x
Idaho	x	x	x
Illinois	x	x	x
Indiana		x	x
Iowa	x		x
Kansas			
Kentucky	x	x	x
Louisiana	x	x	x
Maine	x	x	x
Maryland	x	x	x
Michigan	x	x	x
Minnesota	x	x	x
Mississippi	x	x	x
Missouri	x	x	x
Montana			
Nebraska	x	x	x
Nevada		x	x
New Mexico		x	
North Carolina	x	x	x
North Dakota			x
Ohio			
Bowling Green			x
Kent			x
Miami			x
Ohio State	x	x	x
Ohio University		x	x
Oklahoma		x	x
Oregon	x	x	x

TABLE XXVI (continued)

## FINANCIAL AND WORK ASSISTANCE GIVEN TO GRADUATE STUDENTS

State university	Scholarships	Fellowships	Assistantships
South Carolina			
South Dakota		x	x
Tennessee		x	
Texas	x	x	x
Utah		x	x
Virginia		x	x
Washington	x	x	
West Virginia		x	x
Wisconsin	x	x	x
Wyoming			x
Totals	23	33	38

constituting the graduate faculties and in the methods employed in arriving at these faculties. The data in Table XXVII reveal that the graduate faculties are chosen from the general faculties of the several colleges and schools constituting the university faculty. The graduate school faculties are usually composed of staff members of the rank of assistant professor or above and of instructors who are admitted to the graduate school faculties because their training and experience qualify them to offer courses for graduate credit. These graduate school faculties are responsible for graduate work conducted by their respective schools.

#### CHAPTER SUMMARY

The following conclusions seem to be warranted by the data presented in this chapter concerning the miscellaneous requirements for the master's degrees:

1. The principal norm for admission to the graduate schools is a bachelor's degree from an approved institution.
2. Admission to the graduate departments is determined by the departments concerned.
3. A candidate is advanced to candidacy when he has attained full graduate status and has demonstrated his ability to do graduate work by completing a portion of a specified program of study in a manner acceptable for graduate students.



TABLE XXVII

## COMPLEXION OF GRADUATE FACULTIES

State university	Method of selection
Alabama	Head of each department decides who is to offer graduate work in his department.
Arizona	Members who teach courses which carry graduate credit.
Arkansas	Persons with a doctor's degree, those with two years of graduate study who have published research in recognized journals, and a few others for special reasons.
California	Normally instructors who do not hold the Ph. D. degree are not assigned to teach graduate courses.
Colorado	Those recommended by departmental staffs and approved by Executive Committee.
Connecticut	Staff members deemed capable as serving as advisers.
Delaware	Those who teach courses being taken for graduate credit.
Florida	Those who have the highest degree in their field and have shown research ability by publication.
Georgia	
Idaho	Professors, associate professors, and assistant professors.
Illinois	Members of the University faculty elected by Executive Faculty to the Teaching Faculty.
Indiana	Staff members of the rank of assistant professor or above this rank are recommended by the department head.
Iowa	Professors, associate professors, and assistant professors.
Kansas	Professors and associate professors.
Kentucky	Appointment based on number of theses supervised; number of graduate courses offered and productive research represented by publications.

TABLE XXVII (continued)

## COMPLEXION OF GRADUATE FACULTIES

State university	Method of selection
Louisiana	Professors, associate professors, and assistant professors.
Maine	Appointed by the President on recommendation of the Dean of Graduate Study and Executive Committee of Graduate Faculty and with the approval of the College Dean.
Maryland	All members of the various faculties who give instruction in approved graduate courses.
Michigan	Members of the staff who are, in the judgment of the Executive Board, qualified from the point of view of knowledge of subject, teaching ability, research ability.
Minnesota	Professors and associate professors chosen by the Executive Committee on recommendation of the various colleges and departments.
Mississippi	Those giving graduate courses.
Missouri	Those assigned graduate courses.
Montana	Those who have doctor's degree, scientific publications, actively engaged in some form of research, able and willing to inspire students and to direct them successfully.
Nebraska	
Nevada	
New Hampshire	Professors, associate professors, and assistant professors.
New Mexico	Must have Ph. D. or 30 hours of work beyond master's and be approved by departmental staff and graduate dean.
North Carolina	Those who have doctor's degree, successful experience, research achievement are eligible for election by the Administrative Board.

TABLE XXVII (continued)

## COMPLEXION OF GRADUATE FACULTIES

State university	Method of selection
North Dakota	Those approved by the director on graduate committees and allowed to enroll graduate students upon consultation with heads of departments.
Ohio	
Bowling Green	Members of university in departments selected and approved by Committee on Graduate Instruction.
Kent	Not yet specifically determined.
Miami	Those approved to teach one or more graduate courses.
Ohio State	Members of the regular staff approved by the Graduate Council.
Ohio University	Those approved by Graduate Council to teach courses available for graduate credit.
Oklahoma	Members of the University faculty teaching courses credited toward higher degrees.
Oregon	Professors, associate professors, and assistant professors.
South Carolina	Professors offering graduate courses.
South Dakota	All members of professorial rank.
Tennessee	Professors, associate professors, and assistant professors.
Texas	Members teaching graduate students who have been recommended by a committee and approved by undergraduate and graduate deans and President and Regents.
Utah	
Virginia	All professors who give courses carrying graduate credit.
Washington	All staff members offering strictly graduate courses.
West Virginia	Members who are teaching graduate courses or courses in which 50 per cent of the students are graduate, or are supervising the preparation of a thesis or theses.

TABLE XVII (continued)

## COMPLEXION OF GRADUATE FACULTIES

State university	Method of selection
Wisconsin	Those who teach graduate students.
Wyoming	Any one who teaches or is scheduled to teach a course open for graduate credit, deans, president, and members of graduate committee.

4. Graduate students pay the same yearly fees as undergraduate students do. In addition graduate students pay a graduation fee of \$5.00 and a thesis binding fee of \$3.00.

5. In most of the state universities a foreign language is not an essential requirement for the master's degrees. Some of the state universities not having a general foreign language requirement allow those departments in which a knowledge of a foreign language is desirable to require its mastery.

6. The state universities have no definite age restriction for candidates for the master's degrees.

7. The state universities encourage students with ability to continue their studies by offering them financial and work assistance in the form of scholarships, fellowships, and assistantships.

8. The assistantship is the most popular form of assistance given to graduate students.

9. The graduate faculties of the state universities are staff members of the rank of assistant professor or above from the various colleges and schools of the universities. The doctor's degree and active participation in research are necessary requisites for the members of the graduate faculties.

The state universities tend to be liberal in their policies regarding graduate students. The only requirement

for admission is a bachelor's degree; there is no definite age restriction; and outstanding students are encouraged to pursue their studies through financial and work assistance. In order to become a candidate for a master's degree, however, a student must fulfill the prerequisites required by the graduate departments and must demonstrate ability to do graduate work by attaining the standards and by demonstrating ability to do graduate work in carrying out a specified program. Graduate students pay the same fees as undergraduate students. The foreign language requirement is a departmental requirement. The graduate faculties are composed of members of the faculties of the several colleges and schools whose rank, training, and experience especially fit them to supervise the work of graduate students.

## CHAPTER VII

### COMPOSITE MASTER'S PROGRAM

This chapter, although not titled as the majority of final chapters is titled, namely, findings, conclusions, and recommendations, does, in the final analysis, contain the findings, conclusions, and recommendations. However, inasmuch as Chapter VII is concerned with the formulation of a composite master's program secured from the findings of the forty-six state universities, it was believed unnecessary to repeat these findings not only because of the number of different and separate findings but also because of the small number of institutions occurring under many of the headings. The accompanying conclusion to each finding is explained under each of the chapter titles of which it is a part and has also been incorporated in the formulation of the composite program presented in this chapter.

In the following sections there are two major factors considered: (1) the outstanding tendencies and present practices as they affect the graduate programs, and (2) the compilation of a composite program suggested in terms of (a) present practices and (b) modifications of present practices in those instances where literature and opinion seem to vary from present practices.

OUTSTANDING TENDENCIES AND PRESENT PRACTICES AS THEY AFFECT  
THE GRADUATE PROGRAMS

Based upon the most common findings, the outstanding tendencies and present practices in the forty-six state universities as they affect the graduate programs are as follows:

1. Residence. Thirty-seven state universities require residence of one year whether the work is taken during the regular session or in summer sessions. (Pages 43-50)

2. Semester hours that must be completed in residence. Nineteen of the state universities require 24 semester hours to be completed in residence; seven require 18 semester hours; six require 16; six require 20; six require 30; and five require 12. (Pages 51-56)

3. Extension. Twenty-nine of the state universities accept for graduate credit a limited amount of extension work. Sixteen of the twenty-nine accept 6 semester hours; and five accept 8 semester hours. (Pages 56-60)

4. Correspondence. Forty-three state universities will not accept any work completed by correspondence for graduate credit. (Pages 57-60)

5. In absentia. Eight of the state universities allow students to complete a limited amount of course work



in absentia. Fourteen universities permit students to carry on thesis work in absentia. (Pages 60-63)

6. Transferred work. Thirty-nine of the state universities accept work done in other accredited graduate schools. Fourteen universities allow the transfer of 6 semester hours; ten allow the transfer of 8 semester hours. In nineteen of the thirty-nine allowing the transfer of work, such work does not reduce the required residence of one year; in seven it does reduce the required residence. (Pages 63-66)

7. Time limit. Thirty-eight state universities have a maximum time limit for the completion of the requirements for the master's degrees. In thirteen universities the maximum time limit is six years; in twelve it is five years. (Pages 67-69)

8. Total number of semester hours required. Thirty-four of the state universities are organized on a semester hour basis. Twenty-nine of the state universities require 30 semester hours for the master's degrees; ten require 24 semester hours. (Pages 72-77)

9. Number of majors required. Forty-two of the state universities require one major. In ten of these universities a major must constitute at least 18 semester hours of the work offered; in eight institutions, 12 semester hours; in six, 16 semester hours; in six, 20 semester hours; and in five, 15 semester hours. (Pages 77-80)

10. Number of minors required. Twenty-nine institutions require at least one minor for the master's degrees. In eight universities, 8 semester hours of work constitute a minor; in seven, 10 semester hours; in seven, 12 semester hours; and in six, 6 semester hours. In thirty-four of the state universities, the minor may be in the same department as the major; in twelve it must be in a separate, but related, department. (Pages 80-84)

11. Number of hours that can be carried in any one semester. Forty-three universities restrict the amount of work that a graduate student can carry in one semester. Twenty-two allow students to carry 15 semester hours; eleven, 16 semester hours; and eight, 12 semester hours. (Pages 85-87)

12. Number of hours that can be carried in the summer sessions. Thirty-three universities allow students to carry 6 semester hours for graduate credit during one term of the summer session; seven allow 4 semester hours; seven, 8 semester hours; six,  $5 \frac{1}{3}$  semester hours; five, 9 semester hours; and four allow 5 semester hours. Twelve of the state universities allow a total of 12 semester hours for the entire summer session; eight allow 6 semester hours; six, 8 semester hours; six, 10 semester hours; and five allow 9 semester hours. (Pages 88-91)

13. Number of hours in courses primarily for graduate students. Ten universities require 12 semester hours; five require 6 semester hours; and four require 15 semester hours. Thirteen universities have no requirement. (Pages 91-95)

14. Required grade average. All the state universities have a required grade average. Seventeen of the universities require an average of B; sixteen universities require a minimum grade of B in each course. (Pages 95-99)

15. Thesis requirement. In twenty-one of the state universities a thesis is a general requirement for the master's degrees; in ten, it is a departmental requirement; and in seven universities, two plans are offered, one requiring a thesis, the other emphasizing course work. Fourteen of the universities do not count the thesis in terms of additional hours; in fifteen, 6 hours are allowed for the thesis; in ten, 4 hours; and in four, 10 hours. (Pages 103-108)

16. Substitution of problem or project courses for the thesis. Thirty-two of the state universities do not allow the substitution of problem or project courses for the thesis; fourteen state universities do allow the substitution. Of the fourteen universities allowing the substitution, seven of them require 6 semester hours in problem or project courses. (Pages 108-111)

17. Substitution of courses other than problem or project courses for the thesis. Twenty-nine universities allow no substitution of courses for the thesis; seventeen universities allow the substitution of courses. Eight of the seventeen universities require 6 semester hours when courses are substituted for the thesis. (Pages 111-114)

18. Final oral and written examinations. Forty-four of the state universities require a final examination. In thirteen universities the examination may be written, oral, or both at the discretion of the major department or the examining committee; in nineteen, an oral examination is required; in seven universities, the final examination may be oral or written; in four both oral and written examinations are required; and in four universities, a written examination is required. The final examination covers the entire field of study and the thesis, if required, in twenty-six of the state universities; but in four universities the final examination covers the major only; in three, the major and thesis; and in three, the major and minors. (Pages 114-120)

19. Admission to the graduate schools. All forty-six state universities require a bachelor's degree from an approved institution for unqualified admission to the graduate schools. Sixteen universities also require a satisfactory undergraduate record. (Pages 123-126)

20. Admission to the graduate departments. In thirty-five state universities the requirements for admission to graduate departments are determined by the departments concerned. In ten universities there is a general requirement of an undergraduate major in the same field or department as the graduate field or department. (Pages 126-130)

21. Admission to graduate candidacy. Before students are advanced to candidacy, the state universities require them to demonstrate during one quarter or one semester of residence their ability to do satisfactory work in carrying out a portion of a specified program of study. Those universities having a foreign language requirement require its fulfillment before a student is admitted to candidacy. Three of the universities require the students to pass a qualifying examination before they are recommended for advancement to candidacy. (Pages 130-132)

22. Yearly fees for graduate students. Except in a few state universities graduate students pay the same fees as undergraduate students. Graduate students are excused from the nonresident tuition in only eight universities. Therefore, nonresident graduate students, as nonresident undergraduate students, pay higher fees than resident students. In nineteen universities the graduation or diploma fee is \$5.00; in nine, it is \$10.00; and in eight, \$15.00. The thesis binding fee is not given by many of the state

universities, but among those listing it, four charge \$4.00; three charge \$2.00; and three charge \$3.00. (Pages 132-135)

23. Foreign language requirement. Only ten of the state universities have a general foreign language requirement for the master's degrees. Nineteen of the state universities have no foreign language requirement. In fourteen universities the knowledge of a foreign language may be required by the student's major department or by the committee in charge of his program of study. In four universities the fulfillment of the language requirement in the undergraduate curriculum pursued for the bachelor's degree is sufficient for the master's degrees. (Pages 135-139)

24. Age requirement. None of the state universities have an age requirement for the master's degrees. (Page 139)

25. Financial and work assistance given to graduate students. Forty-three of the state universities offer some type of assistance to deserving graduate students. Thirty-eight universities offer assistantships; thirty-three offer fellowships; and twenty-three offer scholarships. (Pages 140-142)

26. Complexion of graduate faculties. In all the state universities the graduate faculties are selected from the faculties of the several colleges and schools composing the universities. The most common criteria required of a member of the graduate faculty are: (1) professorial rank,

(2) adequate training as shown by the possession of a doctor's degree, (3) publications, (4) research ability, and (5) approval of the Graduate Council. (Pages 143-147)

When the data relative to the requirements for the master's degrees in the state universities have been assembled and analyzed, there is considerable uniformity, even though the aims or objectives that determined these requirements were probably considered from different viewpoints.

#### COMPILATION OF A COMPOSITE SUGGESTED PROGRAM

The recommendations for a composite suggested program for the master's degrees are enumerated in terms of (a) present practices and (b) modifications of present practices in those instances where literature and opinion seem to vary from present practices.

Holders of a bachelor's degree from an approved institution and with an undergraduate record indicative of ability to do satisfactory graduate work are admitted to the graduate schools. They must satisfy the departments in which they intend to specialize as to their preparation. Upon attainment of full graduate status, the students with the help of their major and minor professors plan a program of study, the completion of which will qualify them for the conferring of the master's degree. The students are admitted to candidacy for the master's degree when they have completed one semester of this program.



The program of study covers the following requirements:

1. At least one year either in the regular session or in summer sessions must be spent in residence. The year is made up of two semesters of 18 weeks each. The summer session is made up of two terms of 6 weeks each.

2. Twenty-four of the total number of semester hours required must be completed in residence. Six semester hours may be completed in extension or in an accredited graduate school of some other institution.

3. All requirements for the master's degree must be met within a period of six years.

4. Thirty semester hours are required for the master's degree. These hours are divided as follows: one major of 16 semester hours in course work and 6 hours in a thesis and one minor of 8 semester hours. The minor may be in the same department as the major or in a separate, but related, department.

5. The student is allowed to carry 15 hours of the required work each semester, or 6 hours in a six weeks' term of the summer session.

6. One-half of the course work, or 12 semester hours, is required in courses primarily for graduate students.

7. All work offered for the master's degree must be completed with an average grade of B, with only 20 per cent of the courses offered with grades of C.



8. A final oral examination covering the student's entire field and his thesis is required.

9. Graduate students are charged the same fees as undergraduate students. The graduation fee is \$5.00, and the thesis binding fee is \$3.00.

10. The major department may require the knowledge of one foreign language.

11. There are some forms of financial and work assistance available to promising students.

12. Graduate courses are taught by the members of the faculties of the undergraduate schools and colleges of the rank of assistant professor or above who have distinct qualifications for directing research.

The University of Tennessee, in its graduate program, compares with the recommendations as follows:

#### Same requirements

Students must satisfy the departments in which they intend to specialize as to their preparation.

Students are admitted to candidacy for the master's degree when they have completed satisfactorily a portion of their programs of study.

All requirements for the master's degree must be met within a period of six years.

A final oral examination covering the entire field of study and the thesis is required of each candidate for a master's degree.

Graduate students are charged the same fees as undergraduate students. The graduation fee is \$5.00, and the thesis binding fee is \$3.00.

Financial and work assistance in the form of fellowships is available to promising students.

### Variances

Holders of a bachelor's degree from an approved institution are admitted to the graduate school without consideration of their undergraduate records.

Residence of at least one year is required, but The University of Tennessee is organized on a quarter hour basis. The summer session is made up of two terms of 6 weeks each, however.

Thirty-six quarter hours or 24 semester hours must be completed in residence. The University of Tennessee accepts 9 quarter hours or 6 semester hours completed by extension, but it does not accept transferred work.

Forty-five quarter hours or 30 semester hours are required for the master's degrees divided as follows: one major of 9 to 18 quarter hours, 6 to 12 semester hours, with a thesis of 9 to 18 quarter hours, 6 to 12 semester hours,

and one or two minors of 18 quarter hours or 12 semester hours. The minor may be in the same department as the major when certain regulations are fulfilled.

Students are allowed to carry one-third of their work or 15 quarter hours each quarter. They are allowed the equivalent in the summer session or 7 1/2 quarter hours, 5 semester hours, during a six weeks' term.

Only one-fourth of the course work, 9 quarter hours or 6 semester hours, is required in courses primarily for graduate students.

An average of B is required, but there is no limit to the number of C's students can make if each is balanced by an A before two quarters of work, the time for admission to graduate candidacy, have been completed.

There is no foreign language requirement, either general or departmental.

Members of the faculties of the undergraduate colleges and schools of the rank of assistant professor or above are automatically members of the graduate faculty whether they are qualified for directing research and guiding graduate students or not.

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## BULLETINS

The most recent catalogues published by the state universities were obtained from all forty-six universities.

**APPENDIX**

December 9, 1940

My dear Dean \_\_\_\_\_:

The Graduate School of The University of Tennessee is interested in reorganizing its graduate program of study.

Before we make any serious changes I believe that we should be cognizant of the several requirements that now constitute the graduate programs of the other state universities. Due to the very nature of graduate work, few catalogues contain complete information relative to work on the graduate level. I am, therefore, requesting you to answer the questions on the enclosed inquiry blank.

As far as I have been able to determine no comparable study has been made. I hope in this "overview" to secure not only an idea of the requirements existing in the other state universities but also to secure the opinions of the deans in charge of these graduate schools concerning the establishment of what they consider to be an "ideal" program.

I shall greatly appreciate your assistance in this matter and shall be glad to send you a copy of the findings of this study when it is completed.

Very sincerely yours,

Fred C. Smith  
Dean of the University  
and the Graduate School

Enclosure

January 23, 1941

My dear Dean \_\_\_\_\_:

There are some questions on the inquiry blank which I am using in making an analysis of the requirements for the master's degrees in the state universities for which I cannot find answers in your catalogue. I would appreciate your looking over the inquiry blank as I have filled it in and check the answers for interpretation. I would also appreciate your answering the questions for which I have no answers.

Very sincerely yours,

Fred C. Smith  
Dean of the University  
and the Graduate School

Enclosure



## INQUIRY BLANK

### AN ANALYSIS OF THE REQUIREMENTS FOR THE MASTER'S DEGREES IN THE STATE UNIVERSITIES

Name of state university \_\_\_\_\_

Date \_\_\_\_\_ Do you wish to have a report  
of the findings of this analysis? \_\_\_\_\_

(Note: In most cases the questions asked have been so worded as to reduce writing to a minimum. However, space has been provided in connection with each question for explanations or variations.)

#### 1. Administration of the graduate program

- a. What is the title of the university unit charged with the responsibility of administering the graduate program?

\_\_\_\_\_

When was it organized? \_\_\_\_\_

- b. What is the title of the administrative agency?

\_\_\_\_\_

What is its size? \_\_\_\_\_

How are its members selected? \_\_\_\_\_

- c. Further explanation \_\_\_\_\_

\_\_\_\_\_

#### 2. Subject matter requirements

- a. Number of majors required toward a master's

degree \_\_\_\_\_ Number of (quarter ) hours in  
(semester)

majors \_\_\_\_\_

Further explanation \_\_\_\_\_

- b. Number of minors required toward a master's degree

\_\_\_\_\_ Number of (quarter ) hours in minors  
(semester)

Further explanation \_\_\_\_\_

- c. Total number of (quarter ) hours required for a  
(semester)

master's degree \_\_\_\_\_ Number of (quarter )  
(semester)

hours that can be carried in any one (quarter ) \_\_\_\_\_  
(semester)

Number of (quarter ) hours required in courses primarily  
(semester)  
for graduate students \_\_\_\_\_

Required grade average \_\_\_\_\_

Further explanation \_\_\_\_\_

### 3. Residence requirements

- a. Length of time that must be spent in residence \_\_\_\_\_

- b. Limitation of time in which to complete requirements  
for the master's degree \_\_\_\_\_

- c. Number of (quarter ) hours that must be completed on  
(semester)  
the campus \_\_\_\_\_

- d. Number of (quarter ) hours that can be completed by  
(semester)  
extension \_\_\_\_\_ By correspondence \_\_\_\_\_

- e. Number of (quarter ) hours that can be taken in  
(semester)  
absentia \_\_\_\_\_

- f. Number of (quarter ) hours that can be transferred  
(semester)  
from other institutions \_\_\_\_\_
- g. Can all work toward the master's degree be completed  
in the same department? \_\_\_\_\_
- h. Any restrictions as to number of summer school  
sessions \_\_\_\_\_  
Number of weeks in each term of summer school \_\_\_\_\_  
Number of (quarter ) hours that can be carried in  
(semester)  
each term of summer school \_\_\_\_\_
- i. Further explanation \_\_\_\_\_  
\_\_\_\_\_

4. Research requirements

- a. Is a thesis required? \_\_\_\_\_  
How many (quarter ) hours credit allowed? \_\_\_\_\_  
(semester)
- b. If a thesis is not required, are problem or project  
courses required? \_\_\_\_\_  
How many (quarter ) hours credit? \_\_\_\_\_  
(semester)
- c. Can additional courses be substituted for the  
thesis? \_\_\_\_\_ Number of (quarter ) hours \_\_\_\_\_  
(semester)
- d. Can a comprehensive examination be substituted for  
the thesis? \_\_\_\_\_
- e. Do you require an oral examination in connection with  
the master's degree? \_\_\_\_\_ A written examination? \_\_\_\_\_
- f. Further explanation \_\_\_\_\_  
\_\_\_\_\_

## 5. Other requirements

a. Requirements for admission to the Graduate School

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b. Requirements for admission to departments

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c. Requirements for admission to candidacy

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d. Fees paid by graduate students

---

e. Foreign language requirements

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f. Age requirements

g. Assistance given to graduate students: Scholarships

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 Fellowships 

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 Assistantships 

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h. Who composes the graduate faculty?

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i. Further explanation

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6. What suggestions do you have, other than those covered in this blank?

Please return this inquiry blank by December 23 to Fred C. Smith, Dean of the University and the Graduate School, The University of Tennessee, Knoxville, Tennessee.