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## The Master's Degree in Business Education: An Analysis and a Critique

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THE MASTER'S DEGREE IN BUSINESS EDUCATION:  
AN ANALYSIS AND A CRITIQUE

by

John C. Peterson

B.S. in Business Education, St. Cloud State College, 1957

M.S. in Business Education, University of North Dakota, 1959

A Dissertation

Submitted to the Faculty

of the

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This dissertation submitted by John C. Peterson in partial fulfillment of the requirements for the Degree of Doctor of Education in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	ii
LIST OF TABLES . . . . .	vi
Chapter	
I. INTRODUCTION . . . . .	I
Statement of the Problems	
Purpose of the Study	
Need for the Study	
Definition of Terms	
Delimitations	
II. REVIEW OF RELATED LITERATURE . . . . .	15
Growth of Business Education Master's Programs	
Admission Requirements	
Master's Degree Titles	
Credit Hour Requirements	
Research Requirements	
Transfer of Credit and Extension Courses	
Curricular Requirements	
Terminal Examination Policies	
III. PROCEDURES . . . . .	31
Research Methods Employed	
Library Research	
Development of Research Instruments	
Selection of Respondents	
Administration of Research Instruments	
Classification and Interpretation of Data	
IV. FINDINGS OF A STUDY OF ADMINISTRATIVE AND CURRICULUM PRACTICES IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS. .	39

Chapter	Page
V. FINDINGS OF A CRITIQUE OF BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS BY RECENT GRADUATES . . . . .	183
VI. SUMMARY AND RECOMMENDATIONS . . . . .	231
Summary	
Recommendations	
Recommendations for Further Research	
APPENDIX. . . . .	258
Appendix A	
Appendix B	
BIBLIOGRAPHY. . . . .	293

LIST OF TABLES

Table		Page
1.	Responses of 91 department chairmen concerning policies of requiring baccalaureate degrees from accredited institutions as an admission requirement in business education master's degree programs . . . . .	41
2.	Responses of 91 department chairmen concerning policies of requiring prior teaching experience as an admission requirement in business education master's programs . .	42
3.	Responses of 91 department chairmen concerning use of Miller Analogies Tests as admission requirements in business education master's degree programs . . . . .	43
4.	Responses of 91 department chairmen concerning use of the Graduate Record Examination as an admission requirement in business education master's degree programs . .	46
5.	Responses of 91 department chairmen concerning use of aptitude or psychological tests as admission requirements in business education master's degree programs . .	48
6.	Responses of 91 department chairmen concerning undergraduate major preparation as a requirement in business education master's degree programs . . . . .	49
7.	Responses of 68 department chairmen concerning specific undergraduate hours in business education necessary in business education master's degree programs . . . . .	50
8.	Responses of 91 department chairmen concerning use of business education subject matter tests as admission requirements to business education master's degree programs . . . . .	52
9.	Responses of 91 department chairmen concerning the necessity of submitting letters of recommendation as an admission requirement in business education master's degree programs . . . . .	53
10.	Responses of 91 department chairmen concerning use of a probationary status for candidates not satisfying entrance requirements in business education master's degree programs . . . . .	54

LIST OF TABLES (Continued)

Table	Page
11. Responses of 91 department chairmen concerning use of undergraduate grade point averages for determining admission in business education master's degree programs . . . . .	56
12. Responses of 79 department chairmen concerning undergraduate grade point averages necessary for admittance to business education master's degree programs . . . . .	57
13. Responses of 91 department chairmen concerning the number of degree elections available to candidates in business education master's degree programs . . . . .	58
14. Responses of 91 department chairmen concerning number of schools offering thesis and non-thesis plans in business education master's degree programs . . . . .	60
15. Responses of 91 department chairmen concerning degree titles and thesis/non-thesis options in business education master's degree programs . . . . .	63
16. Responses of department chairmen concerning number of semester credits required in business education on thesis degrees in business education master's degree programs . . . . .	64
17. Responses of department chairmen concerning number of hours required for graduation on thesis degrees in business education master's degree programs . . . . .	66
18. Responses of department chairmen concerning number of credits required in business education on non-thesis degrees in business education master's degree programs . . . . .	68
19. Responses of department chairmen concerning number of hours required for graduation on non-thesis degrees in business education master's degree programs . . . . .	69
20. Responses of 78 department chairmen concerning number of credit hours assigned to theses in business education master's degree programs . . . . .	71
21. Responses of 78 department chairmen concerning use of grades in evaluating theses in business education master's degree programs . . . . .	72



LIST OF TABLES (Continued)

Table		Page
22.	Responses of 78 department chairmen concerning policies of requiring prerequisite courses before theses were written in business education master's degree programs .	73
23.	Responses of 49 department chairmen concerning types of prerequisite courses before theses were written in business education master's degree programs . . . . .	74
24.	Responses of 64 department chairmen concerning requirements in lieu of theses in business education master's degree programs . . . . .	76
25.	Responses of 64 department chairmen concerning factors determining whether students will pursue thesis or non-thesis degrees in business education master's degree programs . . . . .	77
26.	Responses of 91 department chairmen concerning appointment of advisory committees for master's degree candidates in graduate business education programs . . . . .	80
27.	Responses of 62 department chairmen concerning subject matter areas represented on advisory committees in business education master's degree programs . . . . .	81
28.	Responses of 68 department chairmen concerning appointment policies for advisory committee members in business education master's degree programs . . . . .	83
29.	Responses of 91 department chairmen concerning special qualifications necessary for advisory committee members in business education master's degree programs . . . . .	85
30.	Responses of 59 department chairmen concerning specific qualifications necessary for advisory committee members in business education master's degree programs . . . . .	86
31.	Responses of 91 department chairmen concerning special qualifications of chairmen of advisory committees in business education master's degree programs . . . . .	87
32.	Responses of 39 department chairmen concerning specific qualifications, beyond those of other committee members, necessary for thesis or advisory chairmen in business education master's degree programs . . . . .	88

LIST OF TABLES (Continued)

Table		Page
33.	Responses of 91 department chairmen concerning practices of accepting graduate transfer credits in business education master's degree programs . . . . .	90
34.	Responses of 86 department chairmen concerning number of transfer credits accepted in business education master's degree programs . . . . .	91
35.	Responses of 91 department chairmen concerning acceptance of transfer extension credits in business education master's degree programs . . . . .	93
36.	Responses of 40 department chairmen accepting transfer extension courses concerning number of credits accepted in business education master's degree programs . . . . .	93
37.	Responses of 91 department chairmen concerning acceptance of extension credits in business education master's degree programs . . . . .	95
38.	Responses of 55 department chairmen indicating acceptance of extension credits concerning maximum number of extension credits applicable in business education master's degree programs . . . . .	95
39.	Responses of 91 department chairmen concerning maximum transfer correspondence credits accepted for degrees in business education master's degree programs . . . . .	97
40.	Responses of 91 department chairmen concerning correspondence credits accepted for master's degree programs in business education . . . . .	98
41.	Responses of 91 department chairmen concerning provisions for electing undergraduate courses for graduate credit in business education master's degree programs . . . . .	99
42.	Responses of 62 department chairmen concerning specific number of undergraduate credits applicable to degrees in business education master's degree programs . . . . .	100
43.	Responses of 67 department chairmen concerning restrictions on undergraduate courses elected for graduate credit in business education master's degree programs . . . . .	101
44.	Responses of 91 department chairmen concerning policies of allowing undergraduate students to elect graduate courses for undergraduate credit in business education master's degree programs . . . . .	104

LIST OF TABLES (Continued)

Table		Page
45.	Responses of 91 department chairmen concerning time limits for completion of degrees in business education master's degree programs . . . . .	105
46.	Responses of 80 department chairmen concerning specific number of years allowed for completion of degrees in business education master's degree programs . . . . .	106
47.	Responses of 91 department chairmen concerning provisions for validating lapsed credits in business education master's degree programs . . . . .	108
48.	Responses of 91 department chairmen concerning the use of qualifying examinations in business education master's degree programs . . . . .	109
49.	Responses of 91 department chairmen concerning teaching experience requirements for graduation from business education master's degree programs . . . . .	111
50.	Responses of 91 department chairmen concerning use of the minimum grade point average scholarship standard in business education master's degree programs . . . . .	111
51.	Responses of 83 department chairmen using grade point averages as selective criteria in business education master's degree programs . . . . .	112
52.	Responses of 89 department chairmen concerning minimum grade point averages necessary for graduation from business education master's degree programs . . . . .	113
53.	Responses of 91 department chairmen concerning minimum residence requirements in business education master's degree programs . . . . .	115
54.	Responses of 91 department chairmen concerning offering undergraduate business education courses as a part of master's degree programs in business education . . . . .	116
55.	Responses of 55 department chairmen concerning percentage of undergraduate courses available in business education master's degree programs . . . . .	117
56.	Responses of 91 department chairmen concerning provisions made for independent study (other than thesis) in business education master's degree programs . . . . .	118

LIST OF TABLES (Continued)

Table		Page
57.	Responses of 91 department chairmen concerning subject matter competency and skill examinations required in methods courses in business education master's degree programs . . . . .	120
58.	Responses of 91 department chairmen concerning practices of offering professional distributive education courses in business education master's degree programs . . . . .	121
59.	Responses of 48 department chairmen concerning practices of applying distributive education credits on majors in business education master's degree programs . . . . .	123
60.	Responses of 91 department chairmen concerning practices of offering work experience programs in business education master's degree programs . . . . .	124
61.	Responses of 91 department chairmen concerning inclusion of business administration courses on the major in business education master's degree programs . . . . .	125
62.	Responses of 81 department chairmen concerning emphasis on business administration courses in business education master's degree programs . . . . .	127
63.	Responses of 91 department chairmen concerning required business administration subject matter courses in business education master's degree programs . . . . .	128
64.	Responses of 91 department chairmen concerning number of professional business education courses offered in business education master's degree programs . . . . .	129
65.	Responses of 91 department chairmen concerning types of professional business education courses in business education master's degree programs . . . . .	131
66.	Responses of 91 department chairmen concerning the number of required professional business education courses in business education master's degree programs . . . . .	135
67.	Responses of department chairmen concerning maximum credits offered for professional business education courses in business education master's degree programs . . . . .	136
68.	Responses of 75 department chairmen concerning types of required professional business education courses in business education master's degree programs . . . . .	138

LIST OF TABLES (Continued)

Table		Page
69.	Responses of 91 department chairmen concerning minor field requirements on thesis degrees in business education master's degree programs . . . . .	140
70.	Responses of 91 department chairmen concerning minor field requirements on non-thesis degrees in business education master's degree programs . . . . .	142
71.	Responses of 91 department chairmen concerning policies of offering related fields or composite minors in business education master's degree programs . . . . .	145
72.	Responses of 38 department chairmen concerning policies for selection of courses in the minor field in business education master's degree programs . . . . .	146
73.	Responses of 45 department chairmen concerning restrictions in selection of minor fields in business education master's degree programs . . . . .	148
74.	Responses of 65 department chairmen concerning practices of electing only business education courses for a degree in business education master's degree programs . . . . .	149
75.	Responses of 31 department chairmen concerning most frequently elected minor fields in business education master's degree programs . . . . .	150
76.	Responses of 91 department chairmen concerning the use of formal terminal examinations for thesis students in business education master's degree programs . . . . .	152
77.	Responses of 67 department chairmen concerning the types of terminal examinations administered on thesis degrees in business education master's degree programs . . . . .	153
78.	Responses of 91 department chairmen concerning the use of formal terminal examinations for non-thesis students in business education master's degree programs . . . . .	154
79.	Responses of 62 department chairmen concerning types of terminal examinations administered to non-thesis candidates in business education master's degree programs . . . . .	155
80.	Responses of 49 department chairmen concerning types of written terminal examinations administered to candidates in business education master's degree programs . . . . .	157

LIST OF TABLES (Continued)

Table		Page
81.	Responses of 49 department chairmen concerning responsibilities for preparation of written terminal examinations in business education master's degree programs . .	158
82.	Responses of 63 department chairmen concerning responsibilities for administering oral terminal examinations in business education master's degree programs . . . . .	159
83.	Responses of 65 department chairmen concerning provisions made for failure of terminal examinations in business education master's degree programs . . . . .	161
84.	Responses of 91 department chairmen concerning policies of awarding assistantships to business education master's degree candidates . . . . .	162
85.	Responses of 66 department chairmen concerning number of business education assistantships awarded during academic year 1963-64 in business education master's degree programs . . . . .	163
86.	Responses of 66 department chairmen concerning assistantship duties in business education master's degree programs. .	164
87.	Responses of 68 department chairmen concerning awarding assistantships or fellowships not involving duties in business education master's degree programs . . . . .	165
88.	Responses of 54 department chairmen concerning clock hour teaching maximums for assistants in business education master's degree programs . . . . .	166
89.	Responses of 67 department chairmen concerning maximum course credits carried by assistants in business education master's degree programs . . . . .	168
90.	Responses of 68 department chairmen concerning remuneration for assistantships and fellowships in business education master's degree programs . . . . .	169
91.	Responses of 91 department chairmen concerning administrative units responsible for administering business education master's degree programs . . . . .	171
92.	Responses of 91 department chairmen concerning number of full-time faculty teaching graduate courses in business education master's degree programs . . . . .	172

LIST OF TABLES (Continued)

Table		Page
93.	Responses of 91 department chairmen concerning number of part-time faculty teaching graduate courses in business education master's degree programs . . . . .	173
94.	Responses of 91 department chairmen concerning necessity of special qualifications for teaching graduate courses in business education master's degree programs . . . . .	173
95.	Responses of 73 department chairmen concerning special qualifications necessary for faculty teaching graduate courses in business education master's degree programs . . . . .	175
96.	Responses of 91 department chairmen concerning business education organizations available to candidates in business education master's degree programs . . . . .	176
97.	Responses of 91 department chairmen concerning availability of specialized facilities in business education master's degree programs . . . . .	177
98.	Responses of 81 department chairmen concerning program strengths in business education master's degree programs . . . . .	179
99.	Responses of 56 department chairmen concerning recommended changes in business education master's degree programs . . . . .	181
100.	Responses of 270 business education master's degree graduates concerning current occupational status . . . . .	185
101.	Responses of 267 business education master's degree graduates concerning years elapsed between receiving the bachelor's degree and beginning work toward the master's degree . . . . .	186
102.	Responses of 270 business education master's degree graduates concerning master's degree titles awarded . . . . .	188
103.	Responses of 270 business education master's degree graduates concerning completion of additional graduate courses since obtaining the master's degree . . . . .	189
104.	Responses of 74 business education master's degree graduates concerning completion of additional business education courses since obtaining the master's degree . . . . .	189

LIST OF TABLES (Continued)

Table		Page
105.	Responses of 74 business education master's degree graduates completing additional graduate work concerning whether courses were completed at the same institution as the master's degree . . . . .	190
106.	Responses of 196 business education master's degree graduates not completing additional graduate work concerning intention of electing additional graduate study . . . .	192
107.	Responses of 270 business education master's degree graduates concerning intention of studying for the doctorate in business education . . . . .	193
108.	Responses of 270 business education master's degree graduates concerning reasons for the selection of the graduate school where the master's degree was obtained. . . .	197
109.	Responses of 270 business education master's degree graduates concerning value of master's degree work in terms of increased teaching effectiveness . . . . .	199
110.	Responses of 270 business education master's degree graduates concerning opinions on curriculum emphasis in their master's degree programs . . . . .	201
111.	Responses of 270 business education master's degree graduates concerning opinions on freedom of course election on their master's degree programs . . . . .	203
112.	Responses of business education master's degree graduates concerning the election of a minor field of study. . . .	204
113.	Responses of 121 business education master's degree graduates concerning minor field of study elected . . . . .	205
114.	Responses of 121 business education master's degree graduates concerning the values of their minor field of study . . . . .	206
115.	Responses of 121 business education master's degree graduates concerning preferences for another minor rather than the one completed . . . . .	208
116.	Responses of 270 business education master's degree graduates concerning values of completing a thesis as a part of the master's degree program . . . . .	210



LIST OF TABLES (Continued)

Table		Page
117.	Responses of business education master's degree graduates concerning specific business education courses that proved to be of most value . . . . .	212
118.	Responses of business education master's degree graduates concerning specific business education courses that proved to be of least value . . . . .	214
119.	Responses of business education master's degree graduates concerning courses that would have proved valuable but were not offered at the institution where the master's degree was awarded . . . . .	216
120.	Responses of business education master's degree graduates concerning strengths of the programs where they obtained their master's degree . . . . .	220
121.	Responses of business education master's degree graduates concerning suggested improvements in programs where they were awarded their master's degrees . . . . .	226
122.	Responses of 270 business education master's degree graduates concerning the availability of specialized facilities and offerings in their master's degree programs . .	228
123.	Responses of business education master's degree graduates concerning the adequacy of specialized facilities on their master's degree programs . . . . .	230

CHAPTER I  
INTRODUCTION

The growth of graduate education in the United States has been phenomenal. Since the comparatively humble beginnings of graduate degree offerings at Johns Hopkins University in 1876, graduate education has risen to a position of prominence in American higher education. Carmichael summarizes this growth phenomenon by writing:

In 1959-60 the graduate school population reached 305,000. What will it be in 1975 or 1985? It rose from less than 10,000 in 1910 to more than 300,000 in 1960. The over-all college and university population in that period increased less than tenfold, while the number of graduate students increased more than thirtyfold.<sup>1</sup>

Today, graduate education is offered in a multiplicity of fields and subject matter and at almost six hundred institutions of higher learning. Berelson indicates the past and present impetus of the graduate school on American education by stating:

. . . it has become the major home of research and scholarship, and the training therefor; it has incorporated both foreign and domestic features in its organization and programs; it has affected and been affected by the undergraduate program; it has moved and sometimes been torn between scholarly and professional emphases; it has grown from a few disciplines in a few institutions to many in many; and it has always exercised its own influence at a pivotal point in the system of higher education.<sup>2</sup>

This rapid growth in influence and enrollment, within a comparatively short time, has been characterized by inconsistency in objectives,

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<sup>1</sup>Oliver C. Carmichael, Graduate Education: A Critique and a Program (New York: Harper & Brothers, 1961), 22.

<sup>2</sup>Bernard Berelson, Graduate Education in the United States (New York: McGraw-Hill Book Company, Inc., 1960), 1.

philosophies, and practices. The diversity of graduate programs has been a cause for concern in higher education. Yet, the desire for uniformity of standards and requirements has had little effect on actual practice.

Some of this diversity may be attributed to the needs of our society. The graduate school has kept pace with the trend toward increased specialization in the United States by expanding its offerings to meet the demands of many fields and subject matter areas. Consequently, graduate education now encompasses a variety of offerings. These specialized curriculums have been designed, in many cases, to fit the needs and objectives of students with special interests and ambitions. However, the expansion of offerings has compounded the confusion. Each of the new offerings has brought differences in objectives, philosophies, and practices to graduate education; and it is now almost impossible to define what is meant by graduate education.

The demand for increased education has also caused the number of schools offering graduate work to mushroom. Some colleges have been encouraged to offer graduate studies or to expand existing programs to meet this need. These relatively new programs are patterned after established graduate programs in prestige colleges and universities with little consideration given to the needs and objectives of the institution planning the program. Many of these hastily conceived programs have also served to increase the complexity of graduate practices. The inadequacy or lack of such important essentials to graduate education as library facilities, faculty members, and adequate funds has forced these schools to make adaptations in their programs. Unfortunately, the alterations have usually resulted in a lowering of standards.

The structure and administrative pattern of the graduate school may also be a contributing factor to the dilemma faced by those interested in the improvement of graduate education. Nichols comments on the organization of the graduate school and its accompanying problems by writing:

Graduate schools, it is true, have faculties, many of them large and elaborately organized, but seldom is graduate instruction the only, or even the principal, concern of their members. In most instances graduate-school faculties are paid from the budgets of other schools, are responsible to the deans who administer these budgets, and give a large, if not major, part of their teaching attention to the students of these other schools, who are usually undergraduates. In so many instances, the primary interest of graduate faculties must be undergraduate in character.

This situation places many a graduate dean in an anomalous position. In terms of the usual connotation of the word, he is not a dean at all. He has a faculty to be sure, but he does not recruit it, pay it, or promote it. He cannot effectively either reward or admonish it. He cannot deal effectively with department heads in any direct face-to-face relationship in any realistic atmosphere of academic negotiation.<sup>1</sup>

Another thesis concerning the lowering of standards in graduate education implies that teacher certification requirements have been partially responsible. McCutcheon believes the determination of salary increments and promotions on the amount of graduate work completed has a detrimental effect on graduate schools. The graduate schools have been confronted by an influx of secondary teachers seeking promotion and salary increases but who are, in many cases, not capable of completing graduate work. In order to accommodate these individuals, some graduate schools have lowered their standards. McCutcheon believes:

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<sup>1</sup>Roy F. Nichols, "The Ambiguous Position of the Graduate-School Dean," Journal of Higher Education, XXX, No. 3 (March, 1959), 124.

In many states, the possession of a master's degree has become a requirement for advance in a teacher's salary. The source of the degree is not a matter of great concern, nor is the content of the degree; the mere possession of the degree is sufficient to warrant a substantial salary increment. After such inducements were established, there came knocking at the doors of our graduate schools many worthy people in quest of the master's degree. There was nothing wrong with their motives, to be sure. . . . Their attainments, however, were sometimes slender. They had been out of college for some years; their college records had often been undistinguished. They found it well-nigh impossible to write a thesis or to pass a reading examination in a foreign language. . . .

The pressures mounted; the "social responsibility" of the graduate schools was challenged, and some schools made a few modifications in their regulations.<sup>1</sup>

Despite the variety of subject matter offerings and the sometimes dilution of the quality of graduate programs, many critics recognize the graduate school's contributions to our educational system. Berelson,<sup>2</sup> one of the most prolific critics of the graduate school tempers his criticisms by recognizing the uniqueness of graduate education's contributions to America. He lists twelve contributions that are peculiar to graduate education in the United States. Among those listed are: the growth into a large and impressive national system of advanced education; the training of public school teachers, especially on the administrative levels; the preparation of teachers for higher education; the training of personnel for key administrative and research posts in government and industry; the contribution to research; the leadership in curriculum revision on the secondary school level; the screening and finding of scholarly and scientific talent in our society; and probably most important, graduate education has brought American research and scholarship to a position of world leadership.

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<sup>1</sup>Roger P. McCutcheon, "The Master's Degree and Teacher Requirements," School and Society, LXXIV, No. 1918 (September, 1951), 178.

<sup>2</sup>Berelson, 258-59.

Bender also indicates the contribution of the graduate school from the perspective of the graduate student by writing:

Numerous studies have been made of the values of graduate study especially in the field of education. In no case has sufficient evidence been secured to discount the values received, provided the graduate student has wisely selected a recognized graduate school which offers a program of study sufficiently broad to round out his undergraduate program, and sufficiently technical to increase the specialization and efficiency necessary in the student's concentration area.<sup>1</sup>

Despite being critical of many aspects of graduate education, Carmichael recognizes the graduate school's distinct contribution to many areas of our society. He writes:

Though less than one hundred years old as an organized university activity, graduate education and research have in that period probably influenced the life of society more than any other one division of the university, because they have stimulated the professional schools, government, business, and industry to emphasize research as a means of progress.<sup>2</sup>

Most of the avid critics of graduate education recognize its necessity in the educational hierarchy and its endowment to the lives of the public. Their concern stems from the conflicting philosophies, practices, standards, and requirements currently existing in the graduate school.

Perhaps the most adamant criticisms have related to the master's degree programs. A study of the literature reveals that there are educators who believe the confusion existing around the master's degree has tended to make it almost worthless. Some feel that the degree has

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<sup>1</sup>Robert F. Bender, "Present Status of Graduate Degree Requirements in Business Administration and Business Education in Fifty-Eight Colleges and Universities in the United States" (unpublished Master of Business Administration thesis, North Texas State College, 1949), iii.

<sup>2</sup>Carmichael, 21-22.

degenerated to the place where its stature is irrevocably lost. Forbes insinuates this presumption by stating:

Ambiguity or lack of meaning and purpose might not in themselves be grounds for questioning the Master of Arts degree too rigorously but, when there is added the factor that pursuit of the degree can be an actual detriment to the course of education in this country, it is fairly evident that the time has come to abolish the degree entirely or make it so easy to get that no one will be under any illusions about it.<sup>1</sup>

The majority of the critics, however, evaluate the master's degree from a different point of view. They recognize the problems associated with the master's degree as it is currently being offered, but they foresee some hope in upgrading it. Buell illustrates the feeling of the majority by writing:

If one attempts to survey and classify the procedures in vogue, he is lost in a maze of varying requirements. There are no exceptions because there is no rule; a point midway between extremes is not an average; and a college at that point in one respect may be extreme in another. In the vernacular one might well ask, "How did it get that way, the master's degree?" and there is no good answer, nor does that matter much. The important things are it is this way and what are we going to do about it.<sup>2</sup>

#### Statement of the Problems

One of the prerequisites for improving the master's degree program is to ascertain current practices in those schools where this work is offered. It is with this very apparent need that this study will be attempted. The researcher believes the crux of many problems concerning master's degree education lies in the administrative and curriculum practices of a

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<sup>1</sup>John D. Forbes, "A Note on the Master of Arts Degree," Journal of Higher Education, XVIII, No. 8 (November, 1947), 434.

<sup>2</sup>Irwin A. Buell, "The Master's Degree," American Association of University Professors Bulletin, XXX, No. 3 (Autumn, 1944), 400.

graduate program. Therefore, this study will assess and contrast differences among master's degree programs in one particular subject matter field, business education. A comprehensive analysis will be made of the following administrative and curriculum practices in business education master's degree programs:

- a. Titles and requirements of degree offerings.
- b. Admission requirements.
- c. Program evaluation policies.
- d. Advisory committee policies.
- e. Scholarship policies.
- f. Major and minor field requirements and offerings.
- g. Availability and description of graduate assistantships and fellowships.
- h. Staff, facilities, and size of programs.
- i. Over-all evaluation of programs.

The business education master's program will also be evaluated by its product, the graduates, in an effort to determine the over-all effectiveness in meeting the objectives of graduate study in business education.

#### Purpose of the Study

The purpose of undertaking a research study of this type is to provide assistance (by providing data) to business education administrators in establishing master's degree programs and to aid in the possible revision of existing programs. It is also hoped that any valid criticisms of master's degree offerings will be brought to the attention of administrators so that they may correct deficiencies and areas of weakness in their programs. Lastly, this research could conceivably serve as a guide to teachers



entertaining the pursuit of a master's degree in business education. Through a study of this research project, prospective master's candidates would become aware of the variation in program offerings and philosophies and, therefore, choose a program that would fit their particular needs and desires.

#### Need for the Study

The increasing emphasis on teaching excellence and upgrading the profession has made the master's degree an important goal for most teachers. Business education teachers also have found it desirable, if not necessary, to further their education. Martin recognizes this trend by writing:

The desirability of formal training beyond the bachelor's degree for teachers in the public schools is now generally recognized throughout the United States. State certification requirements are being upgraded, state-mandated minimum salaries recognize graduate study, and local salary schedules provide additional compensation for the teacher with advanced training.

Stimulated by these factors, more and more in-service and prospective teachers are embarking on graduate study programs leading to the master's degree. The resulting demand has caused a marked expansion in established graduate teacher-education programs as well as the inauguration of new programs in colleges that previously provided only undergraduate instruction.<sup>1</sup>

The addition of new business education master's programs and the expansion of established programs has not been accomplished without problems. In discussing the advanced graduate program in business education, Eyster summarizes the "picture" of all graduate programs, including business education, by declaring:

Currently there is a diversity of practice in the administration, objectives, philosophy, and standards among schools of higher learning offering advanced graduate study in business education. Although some variety in objectives and

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<sup>1</sup>Thomas B. Martin, "What Constitutes the Best Master's Degree Program?" Business Education World, XLI, No. 4 (December, 1960), 14.

philosophies is probably desirable, there are certain elements that are requisite to an effective advanced graduate program in business education. These elements must be clarified and resolved if we, in business education, are to obtain that type of professional field of study.<sup>1</sup>

Throughout the history of graduate business education offerings, there has been considerable upgrading of program requirements; but little has been accomplished in solving the ever-increasing distinctions in philosophy, administration, and program requirements among the various institutions. Loman indicates the dilemma of graduate business education administrators by writing:

What degree or degrees should be offered to provide the necessary background to enable the graduate business education student to become a master teacher and a specialist in the field? What requirements and standards should be established for completion of the degree? These are a few of the many issues faced by an administrator of a graduate program in business education.<sup>2</sup>

Sister LeBeau comments on the advisability of studying the program requirements for the master's degree in business education by stating:

Observance of the lack of uniformity which exists in graduate programs at the Master's level has led to the decision that information concerning requirements at this level tabulated and commented upon may result in the establishment of more definite and uniform standards by institutions offering such degrees.<sup>3</sup>

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<sup>1</sup>Elvin S. Eyster, "Recommendations for an Advanced Graduate Program in Business Education," National Association for Business Teacher Education, Bulletin No. 78, (1963), 33.

<sup>2</sup>Jane Anne Loman, "A Compilation of Graduate Degree Offerings in Business Education With Special Emphasis on the Requirements for Doctor of Education and Doctor of Philosophy Degrees in Selected Universities" (unpublished Master of Science thesis, University of North Dakota, 1959), 4.

<sup>3</sup>Sister Annetta LeBeau, F.S.M., "Requirements for Graduate Work in Business Education in Selected Teachers Colleges" (unpublished Master of Arts thesis, Catholic University of America, 1954), 1.

Martin reiterates, in an even more positive manner, the values of a critical study of graduate business education practices:

Since many of the programs of graduate education leading to the master's degree are in the developmental stage, an awareness of the problems which exist should stimulate revision and improvement of graduate education. These problems might be determined by studying critically graduate programs of all institutions with reference to achievement standards, admission practices, curriculum, faculty, finance, institutional facilities, instruction, and general administrative policies and practices. Undoubtedly, a comprehensive study of this type would be a formidable undertaking . . .<sup>1</sup>

Iles and Haynes summarize the need for additional research in the area of graduate business education by writing:

The future educational program leading to the master's degree requires careful planning, augmented by sound research studies which are of value in planning educational policies. . . . Perhaps no "ideal" program can be established since the aims or objectives that determine the requirements are considered from different viewpoints. It is hoped, however, 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.<sup>2</sup>

An investigation of the literature reveals that a few research studies have been undertaken on the topic or on segments of the topic, but the researcher discerned that they were either completed a number of years ago or there was little similarity to the writer's study in terms of purpose, research methodology, or scope.

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<sup>1</sup>Thomas B. Martin, "Major Issues in the Administration of Graduate Programs Leading to the Master's Degree" (unpublished Ed.D. dissertation, Indiana University, 1953), 4.

<sup>2</sup>Thelma H. Iles and Benjamin R. Haynes, "An Analysis of the Requirements for the Master's Degrees in the State Universities," National Association of Business Teacher-Training Institutions, Bulletin No. 36, (May, 1945), 26.

## Definition of Terms

The following terms have been defined by the writer as they apply to this study:

- Accredited institution:** A collegiate institution that has fulfilled the requirements and met the standards of a recognized accrediting agency.
- Advisory committee:** A committee appointed within the framework of the graduate school to guide and counsel the candidate for a graduate degree and to evaluate his competencies.
- Business administration:** That phase of education designed primarily to prepare college students for managerial and professional positions in the world of business.
- Business education:** That phase of education designed to provide all secondary school students with an understanding of the functions and organization of business, and to provide students with vocational job training in the office occupations; or that phase of education on the college level designed primarily to prepare teachers of business on the secondary level.
- Distributive education:** That phase of education concerned with preparing persons to enter the marketing occupations in the business world; or that phase of education on the college level designed to prepare distributive education coordinators for the secondary schools.
- Fellowship:** An award, usually in the form of a stipend and/or exemption from fees, given to graduate students to assist them in continuing their study; not commonly associated with the performance of duties.
- Graduate assistantship:** An award, usually in the form of a stipend and/or exemption from fees, given to graduate students for performing duties on a part-time basis in the department granting the assistantship.

Graduate Record Examination	A test to evaluate the prospective graduate degree candidate on his general education background; used primarily as a screening device.
Major field of study:	A principal subject of study in one area of learning, in which a student is required, or elects, to take a specified number of courses.
Master's degree:	An academic degree ranked between the baccalaureate degree and the doctor's degree; the first graduate degree beyond the undergraduate degree.
Miller Analogies Test:	A graduate entrance test designed to measure the ability to perceive similarities and differences, or relationships; used primarily as a screening device.
Minor field of study:	An area of study in which the student is required, or elects, to take a specified number of courses but that is less than the major field; implies less concentration than major field.
Probationary or provisional status:	A trial period where the graduate student is allowed to pursue graduate studies but is not officially considered working toward a degree until he has demonstrated certain competencies or has fulfilled certain requirements.
Professional business education courses:	Any business education course offered by a teacher education unit of an institution, the content of which deals with educational problems; usually refers to methods courses or courses dealing with an aspect of education.
Qualifying test:	A test designed to indicate whether a student is qualified to continue working toward the master's degree.
Related field or composite minor:	A minor that crosses subject matter lines and which consists of related courses in two or more subject matter areas.

- Subject matter courses: Courses that do not involve the study of educational principles and problems; courses that deal with a specific body of subject matter that must be mastered in order to be adjudged competent.
- Terminal examination: A written or oral examination, or both, administered at the conclusion of the satisfaction of all requirements for the master's degree; used to assess the candidate's adequacy in the subjects he has pursued.
- Thesis: A systematic written presentation of the results of investigation to satisfy the requirements for some master's degrees.

#### Delimitations

This study is primarily concerned with master's degree programs that include a major in business education, and no attempt will be made to include prevailing practices and philosophies in institutions or departments that do not offer sufficient courses to comprise a major area of concentration in this field.

This study does not survey those institutions offering only a master's degree in business administration. Although some business education teachers elect a business administration master's degree, it is deemed necessary to restrict this research to business education practices and policies.

Only selected questions and issues of major importance are elicited from business education administrators in colleges and universities. Although there may be other areas of controversy that could be added, it is considered essential to prepare a research instrument that is not of excessive length or complexity.

The questionnaire sent to master's degree graduates in business education includes only graduates during the last three years. It is believed that graduates who completed their education prior to this

period would not be sufficiently acquainted with the current program and thus, would not be in a position to evaluate accurately the current program offerings. The questionnaire sent to graduates is general in nature. It is assumed that respondents would be able to answer more accurately and objectively if the information requested is stated in broad, general terms. There is, however, always the danger that individual respondents will disguise their true feelings and fail to answer some of the questions objectively.

The large number of master's degrees granted in business education during the past three years also has made it necessary to survey only a sampling of the graduates from each institution surveyed.

The lack of terminology standardization in the graduate programs of the United States may create possibilities for misinterpretation by individual respondents. The researcher also realizes that the lack of consistency in graduate definitions offers some opportunity for misinterpretation in categorizing and presenting the findings.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The myriad of issues and practices in graduate education has encouraged the publication of volumes of material relating to all aspects of graduate programs. To review all the literature in graduate education is not within the scope of this chapter. This chapter will review only publications pertaining to selected practices in business education master's degree programs. Also, the major portion of this chapter will be devoted to prior research surveying graduate business education practices and to the recommendations of these investigations.

#### Growth of Business Education Master's Programs

The growth of the comprehensive high school has been a significant factor responsible for emphasis on professional training for business teachers. As business education subjects were introduced into the high school curriculum, business teachers were encouraged, and in many cases required, to match the qualifications of colleagues in other academic areas. Thus, between 1900 and 1930, the undergraduate preparation of business teachers shifted from private business schools to colleges and universities. The acceptance of business education as an academically "respectable" collegiate field provided further impetus to expansion of course work beyond the baccalaureate degree for business education teachers.



The expansion of graduate work in business education after 1930 is illustrated by the rapid increase in institutions offering graduate work in business education. In 1937, Fisk<sup>1</sup> reported 11 institutions offering graduate work in business education. Six years later, Garret<sup>2</sup> specified that 38 colleges and universities were offering graduate work in business education. Selby<sup>3</sup> reported in a comprehensive study conducted in 1946 that 58 institutions were offering graduate business education programs. In another research study conducted in 1950, Lucas<sup>4</sup> found that the number of institutions offering a major in business education at the graduate level had increased to 71; and in 1959, Loman<sup>5</sup> listed 162 institutions as offering graduate work in business education. In comparing Loman's findings with those of Fisk, it will be noted that in the relatively short period of 22 years, 151 additional institutions have inaugurated graduate courses or complete programs in business education. It is important to note that there may be some inconsistencies in the findings of these studies because of the

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<sup>1</sup>McKee Fisk, "Graduate Work in Commercial Education in Oklahoma," Journal of Business Education, XIII, No. 2 (October, 1937), 11.

<sup>2</sup>Robert N. Garret, "An Evaluation of the Graduate Courses in Business Education Offered in the Colleges and Universities of the United States in 1943," The National Association of Business Teacher-Training Institutions, Bulletin No. 35 (March, 1945), 37-38.

<sup>3</sup>Paul O. Selby, "A List of Business Teacher-Training Institutions in the U. S.," The National Association of Business Teacher-Training Institutions, Bulletin No. 39 (June, 1946), 41-53.

<sup>4</sup>Keith E. Lucas, "Criteria for the Evaluation of Programs of Study Leading to the Master's Degree that Prepare Teachers of Business Subjects for the Secondary Schools," (unpublished Ph.D. dissertation, The Ohio State University, 1953), 5-6.

<sup>5</sup>Loman, 64-71.

differing bases used for defining business education. A composite view of these studies indicates, however, the rapid increase of business education on the graduate level and the importance of these offerings in the hierarchy of graduate education.

Although there has been considerable upgrading in program requirements and standards since the inauguration of the first graduate business education programs, little has been accomplished in solving the ever-increasing distinctions in philosophy, administration, and program requirements among the various colleges and universities.

Martin illustrates the conflicting aims of graduate business education by declaring:

Business educators generally agree that the principal objective of the master's degree program for the business teacher is to improve his effectiveness in the classroom, but they do not agree on the nature of the curricular experiences that will achieve this primary objective most effectively.<sup>1</sup>

Adams recognizes the prevailing practices in graduate programs for business education in 1951 by writing:

A survey of a sampling of college catalogues shows that at the present time there are a wide variety of curricula which lead to variously designated master's degrees. . . . Some colleges have closely prescribed curricula covering five years of work; others foster a cooperative development of the fifth year program with the student and faculty together charting a course best fitted for the candidate in terms of his experience and objectives. Strong points in the master's program of one college are likely to be considered weaknesses by another. Emphasis on research, for example, is considered by some heads of business education departments to be a strong point in the program. In another college, emphasis on research constitutes a weakness in the program, according to the head of the department.<sup>2</sup>

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<sup>1</sup>Martin, Business Education World, XLI, No. 4, 14.

<sup>2</sup>Willard Adams, "Suggestions for Improving Present Master's Degree Programs in Business Education (unpublished Ed.D. dissertation, Teachers College, Columbia University, 1951), 1-2.

## Admission Requirements

Garret conducted a catalogue study of the 38 institutions offering graduate work in business education in 1943 and found the most prevalent admission policies to be:

It was discovered that twenty-nine, or 72 per cent of the schools offering graduate work in business education have no admission requirement to be met by the students who plan to complete a program of work leading to a Master's degree other than a bachelor's degree from an accredited or recognized institution of higher education.

Only five or 12½ per cent of the colleges and universities offering graduate work in business education require, in addition to a bachelor's degree, an acceptable scholastic average and a program of business subject-matter content in the undergraduate work of the student before granting him permission to pursue a program of studies leading to a Master's degree in business education.<sup>1</sup>

Ten years later, Lucas found the general pattern of admission requirements in institutions offering business education master's degree programs to be somewhat more restrictive. He writes:

There are two requirements that almost all of the students who wish to enter a graduate program must fulfill: (1) they must furnish proof of having obtained a Bachelor's degree from an accredited institution and (2) they must furnish some evidence of adequate undergraduate preparation to enable them to take advanced work in their chosen field. In general, this means that the student must have had an undergraduate major in business education. The only other requirement listed with any frequency was some evidence of satisfactory scholarship.<sup>2</sup>

A comparison of the findings of the two studies indicates that colleges were attempting to strengthen their programs by requiring adequate undergraduate preparation in business education as a requisite

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<sup>1</sup>Garret, Bulletin No. 35, 42-43.

<sup>2</sup>Lucas, 91.

to graduate study. However, little was being accomplished in utilizing other criteria for selecting capable applicants to graduate business education programs. Sister LeBeau illustrates the lack of, and inconsistencies in, the use of entrance examinations by writing:

Nine or one-half of the colleges specify no entrance examinations. Nine or one-half of the colleges require examinations of one type or other. Little uniformity exists in the type of examinations given in these nine institutions.<sup>1</sup>

The findings of these studies differ somewhat from opinions of graduate directors. Martin surveyed the opinions of graduate directors concerning admission policies and reports:

There is very little sentiment for either point of view that a bachelor's degree is sufficient to warrant admission to graduate study or the point of view that admission should be confined to a very few superior individuals. Almost four fifths of the directors believe selective processes should be designed primarily to eliminate persons obviously unable to achieve minimum graduate standards.<sup>2</sup>

The North Central Association of Colleges and Secondary Schools is even more positive in their recommendations for admission standards to graduate study. They recommend:

Since any program of instruction tends to adapt itself to the level of the students enrolled, it is important that the students in a graduate program for teachers be high in general ability. The institutions should devise means of selecting students with the requisite competence. . . . If the institution intends to offer a program that is genuinely of graduate caliber, it must resist the temptation to accept inadequate standards of preparation in the desire to "serve the needs" of every person within its geographical area.<sup>3</sup>

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<sup>1</sup>LeBeau, 116.

<sup>2</sup>Martin, "Major Issues . . . ," 153-54.

<sup>3</sup>North Central Association of Colleges and Secondary Schools, Guide for the Evaluation of Institutions of Higher Education, A guide prepared by the Commission on Colleges and Universities, (1963), 48.

### Master's Degree Titles

The titles assigned to master's degrees in business education are by no means uniform as Sister Carini found in a catalogue study of selected colleges and universities. She declares:

. . . seven different master's degrees are given by the eleven universities who offer graduate business education. The Master of Arts, the most frequently designated degree, is conferred by four universities. The Master of Arts in Business Education is offered in two, while five of the institutions offer the master's degree under five different designations.<sup>1</sup>

Winters and McGill substantiate the multiplicity of degree titles in summarizing practices in 47 schools offering business education master's programs in 1949:

The Master of Arts Degree is the most frequently offered with thirty schools granting it. The Master of Science Degree followed with twenty-two schools, the Doctor of Education with fourteen schools, the Doctor of Philosophy with thirteen. Certain other degrees which were offered infrequently are as follows: M.E.--(3), M.B.D.--(2), M.Ed.--(1), Dc.S.--(1), Mc.E.--(1). A total of nine different graduate degrees were reported.<sup>2</sup>

Lucas found the same type of variation in business education master's degree titles in a catalogue study of 57 graduate bulletins. He describes his findings by stating: "The Master's degree leading to preparation to teach business subjects in the secondary schools is called by 16 different names. There seems to be no pattern."<sup>3</sup>

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<sup>1</sup>Sister M. Lydia Carini, "Graduate Requirements in Business Education and Business Administration by Member Institutions of the Association of American Universities," (unpublished Master of Arts thesis, Catholic University of America, 1954), 107.

<sup>2</sup>Melvin Winters and E. C. McGill, "A Study of Thesis Requirements for the Master's Degree in Business Education," The National Association of Business Teacher-Training Institutions, Bulletin No. 48 (June, 1949), 78.

<sup>3</sup>Lucas, 82.

The writer was unable to discern any recommendations in the literature concerning appropriate degree titles for master's degrees in business education. There were, however, a number of references concerning multiplicity of degree titles and the attendant confusion resulting from diversity of practice.

#### Credit Hour Requirements

Past research concerning number of credits necessary for a master's degree in business education reveals a marked variation of requirements. It cannot be assumed that individuals holding the master's degree have completed an equal amount of graduate credits.

Sister LeBeau reveals the practices in teachers colleges in 1954 by writing concerning this diversity:

Thirteen of the eighteen colleges demand thirty-two semester hours and one college demands thirty-six semester hours for the completion of work toward the Master's degree not including thesis. Only four of the eighteen colleges require thirty semester hours credit including thesis. In two institutions where a thesis, non-thesis option is provided, the non-thesis option plan demands thirty-two semester hours and the thesis plan, thirty semester hours.<sup>1</sup>

Sister Carini found approximately the same irregularities in an investigation of university practices during the same year. She concludes:

. . . the credit requirements specified in the bulletins range from twenty-two to thirty-five semester hours. It is to be noted that the three universities whose total semester hour requirements are below thirty semester hours, fail to specify the number of credits assigned to research work.<sup>2</sup>

Past research indicates that the majority of graduate business education programs are fairly consistent in the credit hours required for

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<sup>1</sup>LeBeau, 118.

<sup>2</sup>Carnini, 115.

graduation. However, there were a number of institutions requiring credits above or below the commonly accepted standard of 30 to 32 semester hours.

#### Research Requirements

Winters and McGill summarize the practices of graduate business education programs with respect to the thesis requirement. Based on an investigation of 47 schools in 1949 they report:

A total of sixteen of the forty-seven schools reporting require a master's thesis while twenty-eight have an optional plan and three do not provide for a thesis. A majority of the schools offering graduate work in business education do not require a thesis of its candidates.<sup>1</sup>

Garret, in an earlier study, pictured the prevailing requirements somewhat differently. He declares:

The candidate for a Master's degree in business education is required to do a research project by twenty-eight institutions or 70 per cent of all those offering graduate work in this field. They require that a thesis be written by the candidate and state that it is in partial fulfillment of the requirements for that degree. There does not seem to be any uniform requirement concerning the nature of the thesis the candidate is required to write. . . .

The writing of a thesis is made optional in only eight or 20 per cent of the institutions reporting.<sup>2</sup>

Martin illustrates the reasons for the inconsistencies in practices among institutions offering the master's degree in business education by stating:

There apparently exists some sentiment that graduate programs in business education, even on the master's level, should have as one of their major objectives the development of the ability of the student to produce research. This objective would be accomplished by emphasizing training in research methods and techniques and by requiring the

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<sup>1</sup>Winters and McGill, Bulletin No. 48, 78.

<sup>2</sup>Garret, Bulletin No. 35, 44-45.

completion of a project involving extensive original research. The results of this research project would then be reported in the form of a thesis. . . . Some business educators find it difficult to justify the time and effort often expended by graduate students in completing research projects when these studies are evaluated for their contribution to business education.<sup>1</sup>

The North Central Association of Colleges and Secondary Schools insinuates in their recommendations concerning the research requirement that the thesis should not have a major emphasis on the master's degree. They state: "The time which a student in a graduate program for teachers at the Master's level can actively devote to research will be relatively restricted."<sup>2</sup>

#### Transfer of Credit and Extension Courses

Sister Carini's catalogue research of 27 institutions offering the master's degree in business education evidenced a lack of consistency concerning the acceptance of transfer and extension credits. She asserts:

Uniformity again loses ground in both transfer of credit permitted and in credit allowed for off-campus courses. . . . no two institutions follow the same practice. Sixteen semester hours of transfer credits are accepted in two cases. No transfer credits can be applied toward the master's degree in three institutions. . . . It is interesting to note that only three universities specify the number of semester credit hours accepted for extension courses, and two mention credit given but fail to specify the amount accepted.<sup>3</sup>

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<sup>1</sup>Thomas B. Martin, "Issues in Graduate Business Education," The Delta Pi Epsilon Journal, I, No. 1 (September, 1957), 13.

<sup>2</sup>North Central Association for Colleges and Secondary Schools, 56.

<sup>3</sup>Carini, 115.



Martin surveyed the beliefs of graduate directors concerning the acceptance of extension courses for graduate credit. He reports:

The quality of graduate work offered by extension is seriously questioned by the directors. A policy requiring all graduate work to be earned in residence is advocated by slightly more than one third of the directors. A little more than one half of the directors believe it is sound practice for colleges and universities to accept some graduate credit earned by extension but that the amount of such credit should be very limited.<sup>1</sup>

The North Central Association of Colleges and Secondary Schools is in agreement with the graduate directors. They contend:

The amount of extension and off-campus study which may properly be considered a part of the graduate program should be limited. With few exceptions the graduate work should be on the campus under the regular graduate faculty where the library and other facilities of the institutions are readily available.<sup>2</sup>

Conant is even more positive in his beliefs concerning the practice of accepting extension credits. He maintains:

No credit toward the degree should be given for extension courses or courses taken on campus while the teacher is engaged on a full-time teaching job.<sup>3</sup>

#### Curricular Requirements

Prior research shows disagreement among business educators concerning the content of curricula for business education teachers. Most of the conflict seems to stem from whether emphasis should be on professional education courses or on subject matter content courses.

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<sup>1</sup>Martin, "Major Issues . . . ," 160.

<sup>2</sup>North Central Association for Colleges and Secondary Schools, 59.

<sup>3</sup>James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), 197.

Martin surveys the thinking of directors of graduate programs on this issue by observing:

The majority of educators directing and administering programs of graduate education for teachers apparently hold points of view falling somewhere between these extreme positions, as evidenced by the findings of the study referred to earlier. This study revealed that both professional education courses and content courses in the student's teaching field (s) were considered essential in master's degree programs designed to train teachers. Considerably more sentiment existed, however, for emphasizing content courses than for emphasizing courses in methods and techniques of teaching.<sup>1</sup>

Lucas concludes that the beliefs of administrators of business education graduate programs are somewhat different. He summarizes their feelings as follows:

. . . in the opinion of the three groups surveyed, business education at the Master's level should be composed of areas of work in business education, general professional education, and the student's subject-matter teaching fields. The areas of business education and general professional education seem to be considered more important.<sup>2</sup>

Although there is considerable controversy over what type of courses should be offered in the curriculum, there is little issue concerning the formulation of the individual student's program. Nearly all publications recommend that the student have a great deal of freedom in planning his program. Nanassy typifies this trend of thought by contending:

Graduate courses should be characterized by freedom on the part of the students to select the kind of studies they wish to pursue; to exercise more initiative and independence; and to rely upon the instructor for guidance and supervision, rather than for direction and regulation, as is usually the case in undergraduate courses.<sup>3</sup>

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<sup>1</sup>Martin, The Delta Pi Epsilon Journal, I, No. 1, 1957, 13.

<sup>2</sup>Lucas, 148.

<sup>3</sup>Louis C. Nanassy, "Business Teacher Training," Journal of Business Education, XXI, No. 7 (March, 1946), 15.

The practice of allowing the student freedom of election is substantiated in a description by Lucas:

The respondents indicated a preference for the unstructured type of curriculum in which the graduate program is "tailor-made" to the need of each student. . . . From the evidence presented, institutions planning graduate programs in business education should not organize a program of graduate study that consists of a very rigid selection of required courses.<sup>1</sup>

In general, research studies corroborate that business education graduate curriculums are comparatively unstructured and include only a minimum of required courses. However, there is little agreement as to what courses should be required of all business education master's degree candidates. The dissimilarity of required courses in colleges and universities is evidenced in a statement by Sister Carini.

An attempt to summarize the courses specified as required for master's degree programs in the institutional bulletins presented difficulties and limitations. As in other aspects of graduate requirements, bulletins are vague and confusing. Course names vary with practically every institution. Some programs set forth long lists of courses specified as required, from which the students are allowed to select.<sup>2</sup>

On the basis of her catalogue study, Sister Carini lists required business education courses in various institutions throughout the country. They include courses dealing with objectives, principles, problems, administration, supervision, and special studies in business education. Courses in education, economics, business law, accounting, and business administration are also reported as required at some institutions.

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<sup>1</sup>Lucas, 150.

<sup>2</sup>Carini, 121.

The trend toward a minimum of required courses is evidenced in a statement by Conant. He recommends:

Courses should be allowed for credit toward the thirty semester hours whether or not the courses are of an elementary nature, provided they are clearly courses needed to increase the competence of the teacher.<sup>1</sup>

A rather common practice in business education graduate programs is revealed in the findings by Garret as he cites:

Of the thirty institutions replying to the question concerning the differences between graduate and undergraduate work, twenty-seven or 90 per cent admit graduates and undergraduates to the same classes. There are three or 10 per cent of the institutions that do not permit undergraduate and graduate students to take the same courses.<sup>2</sup>

The prevalence of allowing graduate and undergraduate students to pursue the same courses is supported by Lucas as he notes:

. . . shows the mode to be one-half of the graduate program required to be in courses open to graduate students only. It also shows that there are just about the same number of institutions that permit less than one-half of the work to be in strictly graduate courses as there are that require more than one-half to be in courses open to graduate students only.

While it cannot be proved, it appears that the amount of credit required to be in courses open to graduate students only decreases in ratio to the number of offerings available. In other words, the small institutions require fewer strictly graduate courses than the larger institutions.<sup>3</sup>

In institutions that allow graduate and undergraduate students to pursue the same courses, there is a considerable difference in standards

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<sup>1</sup>Conant, 197.

<sup>2</sup>Garret, Bulletin No. 35, 43.

<sup>3</sup>Lucas, 80, 82.

as is evidenced by Garret's findings:

Of the institutions which permit graduate and undergraduate students to enroll in the same classes, there are eleven or 36 per cent that make no actual difference in the amount or quality of work required of the two groups of students. . . .

Fifteen schools, or 50 per cent of the institutions reporting, do make a difference in the work required of the graduate students and that required of the undergraduate.<sup>1</sup>

Thus, it is possible for one graduate program to be no more than a thirty hour extension of the undergraduate curriculum, whereas another program could consist exclusively of graduate caliber courses.

The North Central Association of Colleges and Secondary Schools makes a very positive stand on these practices by recommending:

Graduate study should be of an advanced nature with the emphasis on original and mature thinking rather than on filling gaps in one's undergraduate training. While some allowance can be made for undergraduate courses, the amount of graduate credit permitted for this work should be kept to a minimum. The Commission would seriously question the graduate caliber of a program in which much of the work appeared to be elementary.<sup>2</sup>

#### Terminal Examination Policies

Bender, in his 1949 study, portrays the terminal examination policies of the majority of colleges and universities offering a graduate major in business education by writing:

In addition to meeting the examination requirements in courses, in most institutions candidates for the master's and doctor's degree must submit to an examination of a more general character. The examinations, a final and/or a comprehensive (preliminary and general are synonymous terms), may be either written, oral, or both. Members of

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<sup>1</sup>Garret, Bulletin No. 35, 43.

<sup>2</sup>North Central Association for Colleges and Secondary Schools, 53.

the teaching staff, usually representatives of the candidates major and minor fields of study and one or more representatives of the graduate school at large, serve as the candidate's examining committee. This committee is responsible for administering the examination and for certifying that the candidate has sufficiently demonstrated a knowledge of the areas over which he is examined.<sup>1</sup>

The practice of administering a terminal examination is by no means universal in that the findings of a study conducted by Lucas show: "Sixty-six per cent of the institutions offering the Master's degree (47 out of 71) in business education required some form of final examination of candidates for the Master's degree other than the regular examination given in connection with individual courses."<sup>2</sup>

Garret's findings approximate those of Lucas when he states that not all institutions offering a master's degree in business education require a terminal examination. He writes:

The candidate for a Master's degree must pass a final examination in twenty-eight or 70 per cent of the institutions taking part in this study. There are only four or 10 per cent of the institutions that may or may not require the candidate to pass a final examination. Thus it is noted that thirty-two or 80 per cent of the institutions offering graduate work in business education may require the candidate to take a final examination. It was stated by the institutions of the latter group, which may or may not require the candidate to take a final examination, that the individual candidate's work and general ability help the faculty in determining whether or not an examination is necessary to determine the candidate's fitness to qualify for the Master's degree.<sup>3</sup>

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<sup>1</sup>Bender, 333.

<sup>2</sup>Lucas, 84-85.

<sup>3</sup>Garret, Bulletin No. 35, 45.

Lucas questions the value of administering some types of terminal examinations after surveying the opinions of administrators of business education graduate programs. He identifies his reasons in the following manner:

The practice of giving a final examination over the entire field of business education seems questionable unless allowance is made for the inequalities of the student's undergraduate background.<sup>1</sup>

Conant, however, includes the use of a final comprehensive examination for master's degree candidates among his recommendations. He specifies: "Passing of a comprehensive examination should be required for the master's degree, as is now the case in some institutions."<sup>2</sup>

A summary of past research studies reveals that business education master's degree programs have been fraught with differences in organization, procedures, standards, and requirements. It shall be the purpose of this research to identify these differences in present business education master's programs.

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<sup>1</sup>Lucas, 178.

<sup>2</sup>Conant, 197.

## CHAPTER III

### PROCEDURES

This chapter contains a description in summary form of the procedures and methods utilized to conduct this study. It describes the research methods employed, the procedures used to obtain the raw data, and the treatment used to classify and interpret the data.

#### Research Methods Employed

This study had two central objectives. The first objective was to identify basic differences and similarities of business education master's degree programs in all institutions in the United States offering such programs. The second major aim of this research was to secure the opinions of selected business education master's degree graduates from the institutions offering a major in business education on the master's degree level. On the basis of the data obtained from these sources, and the writer's library research, the master's degree in business education was presented in its totality in terms of administrative policies and curriculum practices. Thus, this study may be termed a combination descriptive survey or status study and a follow-up study.

This study will not solve basic problems and issues in graduate business education programs. It will offer, however, some insights and guidelines to the organization of new programs and the expansion or revision of existing graduate business education programs.



### Library Research

All pertinent magazine articles, yearbooks, quarterlies, textbooks, and research publications appearing in issues of the Business Education Index<sup>1</sup> from 1940 to 1963 were listed in bibliographic form. Related publications appearing in issues of the Education Index<sup>2</sup> from 1955 to 1963 were also incorporated in the bibliography.

The University of North Dakota library and personal libraries of faculty members at the University of North Dakota were utilized in an attempt to read and study the publications appearing in the bibliography. Research studies, available through interlibrary loan, were also studied. On the basis of the researcher's reading, it was possible to assess the totality of the problem and to select the pertinent issues and problems that appear in this study.

### Development of the Research Instruments

The questionnaire was chosen as the most feasible instrument for securing the information needed to conduct this study. The large number of respondents living in a wide geographical area eliminated the possibility of other methods of securing data. It was believed that the questionnaire method would enable the researcher to obtain a larger and more representative sampling of current practices and opinions than would be possible by other methods.

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<sup>1</sup>Business Education Index, (New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1940-1963).

<sup>2</sup>Education Index, (New York: H. W. Wilson Company, 1955-1963).

The study of the literature in graduate education served as a basis for formulating a master list of questions concerning graduate programs in business education. Two separate questionnaires were prepared from the questions appearing on the master list. One questionnaire was directed to chairmen of graduate business education departments and was designed to obtain data on existing practices in their master's degree programs. The questionnaire incorporated ten major areas of the master's degree program. They were: admission policies and requirements; degree offerings; student advisory committee practices; credit evaluation and scholarship policies; major field offerings; minor field offerings; terminal examination policies; graduate assistantships and fellowships available; staff, facilities, and current status of programs; and an evaluation of the over-all business education master's degree programs. This questionnaire was originally conceived as a combination catalogue study-questionnaire tool in which the researcher would study the catalogues of institutions and record the desired information on the questionnaires; then the partially completed questionnaires would be directed to department heads for verification and completion. However, a sampling of twenty graduate catalogues revealed that most of the information was not given or the wording was too vague for correct interpretation. Therefore, it was decided to send the questionnaires directly to departmental chairmen for completion.

The other questionnaire was directed to recent graduates with master's degrees in business education, and it afforded an opportunity to assess and evaluate the program completed in terms of individual needs and objectives.

These tentative questionnaires were duplicated and submitted to a doctoral seminar group conducted by the writer's major advisor. On the basis of the suggestions and recommendations of the writer's major advisor, the doctoral seminar group, and the researcher's doctoral committee, final revisions of the questionnaire were accomplished.

The questionnaires, incorporating the revisions and suggestions were printed in final form by the University of North Dakota Press.

(See Appendix A)

#### Selection of Respondents

A comprehensive survey of all institutions offering the master's degree with a major in business education was desired. However, it was not possible to locate a complete and up-to-date listing of institutions offering these degrees. In order to ascertain the institutions offering degrees of this nature, three basic sources of information were utilized. They were as follows: Loman's<sup>1</sup> 1959 listing entitled A List of Institutions in the United States Offering Graduate Curriculums for the Preparation of Business Teachers; a survey conducted by the Division of Vocational and Technical Education of the Department of Health, Education, and Welfare titled Institutions Awarding Degrees in Business Education - 1959-60;<sup>2</sup> and the Roster of Member Colleges and Universities--1963-64<sup>3</sup> published by the National Association for Business Teacher Education. If a college or

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<sup>1</sup>Loman, 64-71.

<sup>2</sup>Institutions Awarding Degrees in Business Education - 1959-60, (Washington: Division of Vocational and Technical Education, U.S. Department of Health, Education, and Welfare, December, 1962).

<sup>3</sup>Roster of Member Colleges and Universities--1963-64, (Chicago: National Association for Business Teacher Education, 1964).

university appeared on any one of the lists, a double postal card was prepared and mailed to the graduate dean of that institution. (An example of the double postal card appears as Appendix A.)

One side of the double postal card gave directions for completing the other half of the card. It also defined business education as: that phase of education that is designed primarily to prepare teachers of business subjects on the secondary school or college level and which emphasizes educational problems, methods, and philosophies. It was considered desirable to use a rather restrictive definition of business education so that graduate deans would not confuse business administration and business education programs.

On the basis of the definitions of business education, graduate deans were requested to indicate whether or not such a major was offered at their institution. If majors were offered, the graduate deans were requested to provide names and addresses of three business education master's graduates of the last three years and also to supply the name of the chairman of the graduate business education department. A total of 402 double postal cards were mailed to graduate deans throughout the United States on March 9.

#### Administration of Research Instruments

On April 1, a tabulation of returns indicated that 271 or 67.4 per cent of the total 402 double postal cards had been received. An identical postal card was sent to the registrar of those institutions not replying to the original inquiry. It was believed that a second mailing to the registrars of those institutions not replying to the first inquiry would insure a larger percentage of return. This follow-up procedure

resulted in a total return of 365, or 90.8 per cent of the total 402 postal cards mailed. A final follow-up postal card was sent to graduate deans on April 17 in an effort to render the listing of institutions offering the master's degree in business education as comprehensive as possible. The final mailing resulted in a total return of 387, or 96.2 per cent of the original 402 cards that were mailed.

A preliminary categorization of the double postal cards received showed that 132 institutions in the United States offered a master's degree with a major in business education. It was assumed, however, that some of the 15 institutions that did not respond to the postal card inquiry offered such programs. Therefore, the listing of colleges and universities offering a major in business education was considered comprehensive, but not necessarily complete. Also, this listing included only names of institutions offering an equivalent of a major concentration in business education as defined by the writer. It was assumed that other colleges and universities offered minors or selected courses in business education to master's degree candidates.

On April 22, questionnaires and accompanying letters of explanation were mailed to department chairmen in the 132 institutions offering majors in business education on the master's degree. (See covering letter in Appendix A.) On May 15, a tabulation of returns indicated that 68, or 51.5 per cent of the questionnaires had been returned. Follow-up questionnaires accompanied by transmittal letters were mailed to department chairmen not responding to the first mailing. (See covering letter in Appendix A.) The follow-up activity resulted in a total return of 91 usable questionnaires, or 68.9 per cent of the original 132 institutions indicated as having

business education master's programs. Seven questionnaires were not considered usable because the department chairmen stated that no major was offered in business education. This percentage of return was gratifying in that the questionnaire was lengthy and most of the questions required considerable time and thought to complete. A large percentage of the questionnaires were carefully completed; and many of the respondents supplied catalogues, department publications, or letters explaining their programs in greater detail. (See Appendix B for a listing of department chairmen participating in this study.)

The postal cards sent to graduate deans and registrars requested the names and addresses of three graduates from their business education master's program. These college officials were asked to submit only names of individuals who had graduated from the program in the last three years. Not all of the administrators were able to supply names and addresses of graduates; and in some cases, only one or two names and addresses were listed on the postal card. A total of 352 names and addresses were submitted by graduate deans and registrars.

Questionnaires and accompanying letters (See covering letter in Appendix A) were mailed to the 352 business education master's degree graduates on April 18. A tabulation of returns on May 15 indicated a return of 195, or 55.4 per cent of the total questionnaires. Identical questionnaires and new letters of explanation were mailed to all people who had not responded by May 15. (See covering letter in Appendix A.) A final compilation of returns evidenced a total usable return of 270, or 76.7 per cent of the questionnaires. The number of returns was considered rewarding, particularly in that 14 questionnaires were returned

by the post office department because the graduates had moved and left no forwarding address. Six additional questionnaires were considered unusable because respondents indicated their master's degree was earned in fields other than business education. (See Appendix B for a listing of all participating respondents.)

#### Classification and Interpretation of Data

Questions were completely answered on the majority of questionnaires. In limited instances respondents returned partially completed or uncompleted questionnaires stating they had not received a master's degree with a major in business education. Data appearing on any of these questionnaires were not included in this investigation. Also, a few replies by individual respondents were ambiguously stated and therefore could not be utilized.

In presenting the tabulated material and the related discourse, each question was summarized individually. Thus, the total number of responses for each question varied because some of the respondents did not reply to particular questions or their comments could not be interpreted accurately. Unless otherwise indicated, the total tabular percentage of 100 represents the number of responses to an individual question and does not include items that were not completed or ambiguously stated. All of the returned questionnaires not previously discarded were thus utilized, irrespective of the number of questions completed.

## CHAPTER IV

### FINDINGS OF A STUDY OF ADMINISTRATIVE AND CURRICULUM PRACTICES IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

This chapter of findings was devoted to a survey of existing administrative and curriculum practices in business education master's degree programs. Ninety-one chairmen of business education graduate programs answered specific questions concerning selected areas of their graduate programs. These areas included: admission requirements, degree offerings, advisory committees, credit evaluation and scholarship policies, major field offerings, minor field offerings, terminal examinations, graduate assistantships, staff and facilities, and general assessments of programs.

Many of the questions encouraged the respondents to make comments to further clarify their answers. Representative comments were included in this chapter to clarify existing practices of individual colleges or universities. Minor editorial changes were made in some of the comments that appeared in this study; however, no changes were made that caused deviation from the original meaning of any explanation.

Credit hours were listed in unit, quarter, and semester hours. In order to achieve consistency among responses, all credits were converted to semester hours and credit fractions were converted to the nearest whole number.



Determining Admission to Business Education Master's  
Programs by Baccalaureate Degrees

A baccalaureate degree from an accredited college or university was almost universally required for business education candidates in master's degree programs. This requirement was substantiated by department chairmen as 88, or 96.7%, specified this admission policy. However, 2 of these administrators stated there were exceptions to the requirement that candidates must be graduates of accredited institutions.

These exceptions were defined as follows:

1. We take graduates of our state colleges that are not accredited. Those from out of the state must be accredited.
2. They may enter on a trial program if not from an accredited institution, but only part of the trial program can count on the degree.

Only 2, or 2.2%, of the department heads stated that the baccalaureate degree from an accredited institution was not a requirement for entrance in their programs. One of these department heads implied that only undergraduates from his institution were accepted by stating: "Exceptionally well-qualified students within eight quarter hours of meeting bachelor's degree requirements are admitted." Table 1, page 41, indicated the prevalence of the baccalaureate degree from an accredited institution as an admission requirement to master's degree programs.

Determining Admission to Business Education Master's  
Programs by Prior Teaching Experience

Prior teaching experience was not a requirement for entrance into most business education master's degree programs in that 85, or 93.4%, of

TABLE 1

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING POLICIES  
OF REQUIRING BACCALAUREATE DEGREES FROM ACCREDITED  
INSTITUTIONS AS AN ADMISSION REQUIREMENT IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Baccalaureate degree from accredited institution required	88	96.7
Baccalaureate degree from accredited institution not required	2	2.2
No response	1	1.1
TOTAL	91	100.0

the respondents stated there were no such program requirements in their institutions. Only 5, or 5.5%, department heads declared that teaching experience was required for entrance. Most of the respondents merely specified that no prior teaching experience was necessary and did not comment. Of the few comments accompanying this question, the following were included:

1. We require teaching experience for the M.S., but not for the M.A.
2. It is not required, but they must get it before completion of the degree.
3. They are admitted to candidacy without experience, but must have experience to start actual work.
4. It is desirable.
5. They must have student teaching or intern teaching experience.

TABLE 2

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING POLICIES OF  
REQUIRING PRIOR TEACHING EXPERIENCE AS AN ADMISSION  
REQUIREMENT IN BUSINESS EDUCATION MASTER'S PROGRAMS

Classification of Response	Frequency	Per cent
Prior teaching experience not required for entrance to master's programs	85	93.4
Prior teaching experience required for entrance to master's programs	5	5.5
No response	1	1.1
TOTAL	91	100.0

Determining Admission to Business Education Master's  
Programs by Miller Analogies Tests

More than half, or 57.1%, of the institutions offering the master's degree in business education did not require the Miller Analogies Test for candidates entering the program. Thirty-six, or 39.6%, of the department chairmen specified that the Miller Analogies Test was a requirement for entrance at their institutions. However, the majority of the individuals indicating this requirement stated that no specific percentile score was required for entrance. In fact, 25, or 27.5%, of the total respondents noted that although the Miller Analogies Test was required, no specific critical score was used to screen candidates. The following comments illustrated the use of Miller Analogies Tests where no cut-off score was used:

1. We use the Miller test but the cutting score is not yet set.
2. No cut-off point is used; it is based on advisement.
3. A graduate test battery is administered but no critical score is used yet.
4. The Miller score is one bit of evidence used in selection.

Eleven respondents, or 12.1%, indicated that critical scores were used to determine whether or not the candidate would pursue study at their institutions. Their responses indicated a variance of standards as the following percentile scores were used as critical scores: 20th percentile at one institution, 25th percentile at two institutions, 30th percentile at three institutions, 35th percentile at one institution, between the 30th and 40th percentile at one institution, and one institution required that candidates rank above the 15th percentile on three of four tests, in which the Miller Analogies Test was included.

TABLE 3

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING USE OF  
MILLER ANALOGIES TESTS AS ADMISSION REQUIREMENTS  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Miller Analogies Test not required for entrance into program	52	57.1
Miller Analogies Test required for entrance into program but no critical score established	25	27.5
Miller Analogies Test required for entrance into program and critical score established	11	12.1
No response	3	3.3
TOTAL	91	100.0

Determining Admission to Business Education Master's  
Programs by Graduate Record Examinations

Entering candidates were expected to complete the Graduate Record Examination in 54, or 59.4%, of the institutions included in this study. Only one-half, or 27, of the institutions that required the Graduate Record Examination specified a definite score or rank for selection of candidates. The other 27 schools used the Graduate Record Examination as an indicator of academic success, but not necessarily as a screening device.

Many of the programs in business education did not require the candidate to complete the Graduate Record Examination in that 34, or 37.3%, department chairmen stated that no such examinations were required.

Graduate Record Examination not required. Thirty-four of the respondents stated that this examination was not required. Three individuals revealed that the test might be administered in exceptional cases. Their comments were as follows:

1. It is used only in case of lower point-hour ratios than required.
2. It is not required unless the candidate has a doubtful record.
3. He must accumulate 1,000 points on the examination if he is not otherwise eligible for the program.

Graduate Record Examination required but no critical score established. The department heads that indicated this examination as a requirement stated that it was not used as a sole criteria for entrance into their graduate programs. The following comments indicated the practices of institutions responding in this category:

1. The cut-off score is not yet determined definitely.
2. There is no definite cut-off point; it is based on advisement.

3. It varies. We make the student take work in the area if he is weak on tests. Their scores are weighed with other evidence.
4. The score is merged with prior academic records and personal and professional recommendations.
5. The test is required; however, it is taken just for information.

Graduate Record Examination required with critical score established.

There was little consensus in the standards that were considered as satisfactory for entering graduate work. Responses were reported in terms of percentiles and raw scores. There was evidence that the Graduate Record Examination was not administered in its entirety in some colleges because administrators specified minimum raw scores for only one section, although they did not indicate the section. Individual respondents noted minimum percentile requirements as 20, 25, and 40. There were also two individuals that stated that candidates must rank above the 50th percentile before being accepted on their graduate programs.

Most of the department chairmen stated the minimum standards of performance for the Graduate Record Examination in terms of a total raw score. Five individuals specified a passing score as 900; and individual respondents indicated minimum scores as 720, 950, and 1,000. One department head also related a total score range of 900 or above as unconditional acceptance, 600 to 900 as conditional acceptance, and under 600 as failure. Another person defined a satisfactory score as 360 on the verbal section, and 380 on the quantitative section.

A few respondents specified minimum scores as 400, 500, and 500 to 600. The researcher assumed that these scores were not total scores but were critical scores based on one section of the Graduate Record Examination.

TABLE 4

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING USE OF THE  
GRADUATE RECORD EXAMINATION AS AN ADMISSION REQUIREMENT  
IN BUSINESS EDUCATION MASTER'S  
DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Graduate Record Examination not required	34	37.3
Graduate Record Examination required with no critical score	27	29.7
Graduate Record Examination required with critical score	27	29.7
No response	3	3.3
TOTAL	91	100.0

Determining Admission to Business Education Master's  
Programs by Aptitude and Psychological Tests

Department chairmen were asked if aptitude or psychological tests, other than the Miller Analogies and Graduate Record examinations, were required before candidates were accepted on business education master's degree programs. Almost fifty per cent of the chairmen stated no such tests were required. A total of 43 department chairmen, or 47.3%, specified that additional tests were given, although 26, or 28.6%, insinuated that no definite score was required for admittance to the program. They specified that there was not necessarily an established score considered as passing or failing. Not all of the department heads listed the types of examinations that were administered; and in a few cases, respondents indicated that no tests were administered unless there was some doubt

concerning candidates' potential for graduate study. Eighteen administrators indicated one or more tests were used in their graduate departments.

The Ohio Psychological Examination was used in three departments, and an admissions test for graduate study in business was used in two schools. Individual respondents listed the following tests or combinations of them: business education departmental writing tests; T.E.E.P.\*; Q.E.D.\* and Cooperative English Tests; National Teachers Examinations including the Business Education Option and the Georgia State Institutional Tests; National Teachers Examinations, including the Business Education Option; education foundations tests developed by the college of education within a particular college; Nelson-Denny Reading Tests, School and College Ability Tests, Purdue English Tests, and Minnesota Multiphasic Tests; graduate examinations in professional education; University of Southern Mississippi English Proficiency Tests; National Teachers Examinations; general cultural tests; English composition tests; and English usage tests. Table 5, page 48, summarized the colleges and universities utilizing such tests.

#### Undergraduate Business Education Credits Necessary for Admission to Business Education Master's Programs

Most business education administrators reported that undergraduate work in business education was necessary before candidates were allowed to enroll in business education master's programs. Sixty-eight, or 74.7%, of the chairmen noted this admittance requirement. Only 20, or 22.0%, of

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\*The researcher was unable to determine the meaning of the initials or the type of test that was administered.



TABLE 5

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING USE OF  
 APTITUDE OR PSYCHOLOGICAL TESTS AS ADMISSION RE-  
 QUIREMENTS IN BUSINESS EDUCATION MASTER'S  
 DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Aptitude or psychological tests not required for admission	44	48.3
Aptitude or psychological tests required but no critical score used for admission	26	28.6
Aptitude or psychological tests required with critical score determining admission	17	18.7
No response	4	4.4
TOTAL	91	100.0

the respondents indicated that a required number of undergraduate business education credits were unnecessary for admission at their institutions. Three, or 3.3%, of the individuals did not answer the question. Table 6, page 49, illustrated the use of undergraduate credits for determining admission to business education programs.

There was little agreement in the number of undergraduate business education hours necessary for admittance to graduate programs. One institution required as little as 6 undergraduate hours, while another college required a total of 52 undergraduate hours in business and economics for admittance to their program. The most frequent responses indicated that 24 to 30 semester hours of undergraduate business courses were necessary for admittance. There were also a number of individuals who did not list

TABLE 6

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING UNDERGRADUATE  
 MAJOR PREPARATION AS A REQUIREMENT IN BUSINESS EDUCATION  
 MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Required number of undergraduate business education credits neces- sary for admittance	68	74.7
Required number of undergraduate business education credits unnecessary for admittance	20	22.0
No response	3	3.3
TOTAL	91	100.0

specific hours but stated that an undergraduate major or minor was necessary for admittance. Other respondents defined the necessary undergraduate background in different ways; for example, the student was required to have sufficient undergraduate hours for a teaching certificate, or he must have had an appreciable number of hours in business education. Table 7, page 50, verified the minimum number of undergraduate business education credits listed as necessary by department chairmen.

TABLE 7

RESPONSES OF 68 DEPARTMENT CHAIRMEN CONCERNING SPECIFIC  
 UNDERGRADUATE HOURS IN BUSINESS EDUCATION NECESSARY  
 IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Required Semester Credits in Undergraduate Business Education Courses	Frequency	Per cent
24 semester hours	9	13.2
30 semester hours	8	11.7
12 semester hours	6	8.8
15 semester hours	3	4.4
16 semester hours	3	4.4
26 semester hours	2	2.9
40 semester hours	2	2.9
6 semester hours	1	1.5
8 semester hours	1	1.5
10 semester hours	1	1.5
14 semester hours	1	1.5
21 semester hours	1	1.5
32 semester hours	1	1.5
33 semester hours	1	1.5
35 semester hours	1	1.5
50 semester hours	1	1.5
52 semester hours	1	1.5
No specific hours listed	5	7.3
Undergraduate major	3	4.4
Undergraduate minor	2	2.9
Sufficient for teaching certificate	2	2.9
Sufficient for degree requirement	2	2.9
Varies with the individual	1	1.5
Varies with degree sought	1	1.5
Appreciable number	1	1.5
No response	8	11.7
<b>TOTAL</b>	<b>68</b>	<b>100.0</b>

Subject Matter Tests Necessary for Admission to  
Business Education Master's Programs

Business education subject matter tests were not commonly used to determine admission to graduate business education programs. Fifty-nine department heads, or 64.8%, did not require subject matter tests in their programs. Only 4, or 4.4%, required that subject matter tests be passed by students before they were accepted on the master's program. The types of tests mentioned by these respondents revealed that the question may have been misinterpreted by some of them and that subject matter tests were utilized to an even lesser extent than revealed by the data. The four respondents stated that the following tests were used:

1. Written analysis of problem situations in business education.
2. Business education departmental writing test.
3. Business division essay test of which one part includes business education.
4. Business Education Option of National Teachers Examination.

Twenty-five chairmen, or 27.5%, implied that some types of subject matter tests were administered but that passing these tests was not necessarily the sole criteria for admission to graduate study. Table 8, page 52, enumerated the number of business education departments using subject matter tests as part of their admission procedures.

Letters of Recommendation Necessary for Admission  
to Business Education Master's Programs

Students were not commonly required to submit letters of recommendation to the graduate office or the business education department as an admission requirement. The majority of department chairmen, 61, or 67.0%, stated that letters of recommendation were not used as criteria

TABLE 8

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING USE OF  
BUSINESS EDUCATION SUBJECT MATTER TESTS AS ADMISSION  
REQUIREMENTS TO BUSINESS EDUCATION MASTER'S  
DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Business education subject matter tests not required for admission	59	64.8
Business education subject matter tests required with no critical score necessary for admission	25	27.5
Business education subject matter tests required with critical score necessary for admission	4	4.4
No response	3	3.3
TOTAL	91	100.0

for admission to graduate business education programs. One of these respondents qualified his statement by indicating that there might be occasion when recommendation letters would be required; for example, when an individual applied for an assistantship. There were 29, or 31.9%, of the department heads that stated recommendation letters were required for admission to their graduate programs. Table 9, page 53, indicated the use of letters of recommendation in business education master's programs as stated by department chairmen.

TABLE 9

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING THE NECESSITY OF  
SUBMITTING LETTERS OF RECOMMENDATION AS AN ADMISSION REQUIRE-  
MENT IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Letters of recommendation not required for admission	61	67.0
Letters of recommendation required for admission	29	31.9
No response	1	1.1
TOTAL	91	100.0

Probationary or Provisional Status in Business  
Education Master's Programs

Business education master's degree candidates not satisfying the admission requirements of institutions offering master's degrees were usually admitted to programs on provisional or probationary status. Seventy-nine, or 86.8%, of the department heads affirmed that students were allowed to enroll on a probationary status in their programs. Only 12, or 13.2%, chairmen specified that students were not allowed to enroll in their programs on a probationary basis. Table 10, page 54, showed the number of business education departments allowing for a provisional or probationary status in their programs.

If a probationary or provisional status was utilized for individuals not meeting entrance requirements, administrators of business education departments were asked to express the conditions under which

TABLE 10

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING USE OF A  
 PROBATIONARY STATUS FOR CANDIDATES NOT SATISFYING  
 ENTRANCE REQUIREMENTS IN BUSINESS EDUCATION  
 MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Candidates allowed to enter program on probationary status	79	86.8
Candidates not allowed to enter program on probationary status	12	13.2
TOTAL	91	100.0

candidates could achieve admittance. Thirty-seven of the respondents explained that candidates had to satisfy one condition before they were accepted on the master's program, and 24 individuals stated that two conditions had to be satisfied. Only one department head reported that three conditions had to be satisfied before admittance.

A variety of methods were utilized to satisfy deficiencies and gain admittance to programs. Thirty department chairmen stated that probationary students had to complete from eight to fifteen semester hours with a satisfactory grade point average before they were accepted for candidacy. No other condition was mentioned by more than six department chairmen. The following factors were used to gain admittance to graduate programs in the schools participating in this study:

1. An applicant who has less than a 2.5 average ((4 point system) on his undergraduate work may be admitted on a probational status. He must earn a "B" average on his first 12 hours of graduate work with not more than one "C" grade and no grade less than a "C."

2. If the student fails in a section of the Business Division Test, he may be asked to take additional course work in this area.
3. The student is admitted after he completes 9 semesters of graduate work satisfactorily and is recommended by his advisor and receives the approval of the graduate dean.
4. He may have to complete from six to twelve hours of graduate work without graduate credit.
5. He must complete the first 15 hours of graduate work with a "B" average and pass a qualifying examination.
6. He can be admitted and make up deficiencies through examinations.
7. The student must petition the graduate council.
8. They must complete a certain number of undergraduate courses with a respectable grade point average.
9. He must be successful in the work completed during the first quarter and make a required score on the next sitting.
10. His candidacy must be approved by the business education department and the graduate council.

Undergraduate Grade Point Averages Determining Admission  
to Business Education Master's Programs

Seventy-nine of the department chairmen, or 86.8%, asserted that undergraduate grade point averages were used to determine whether candidates were admitted to their programs. Only 9 respondents, or 9.9%, declared that undergraduate academic records were not considered in determining the admission of candidates.



TABLE 11

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING USE OF  
 UNDERGRADUATE GRADE POINT AVERAGES FOR DETERMINING  
 ADMISSION IN BUSINESS EDUCATION MASTER'S  
 DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Undergraduate academic record used to determine admission	79	86.8
Undergraduate academic record not used to determine admission	9	9.9
No response	3	3.3
TOTAL	91	100.0

The most commonly designated grade point average was a 2.5 or "C+" average as 33, or 41.8%, of the respondents indicated this standard. Approximately twenty-five per cent of the chairmen specified that a 3.0 or "B" average was necessary for admittance to their programs. Eight individuals indicated that a 2.0 or "C" average was a required undergraduate standard, and 8 other chairmen reported entering graduate students needed a 2.7 or 2.75 undergraduate grade point average.

A few of the department chairmen reporting the use of an undergraduate grade point average admission requirement qualified their statements by indicating exceptions to their responses. The following were qualifications as listed by participants in this study:

1. Three schools used the grade point average standard for undergraduate courses in business, and the standard did not pertain to other academic courses.
2. Four schools applied the grade point average standard only to the last two years of the undergraduate school.

3. Four schools required a higher grade point average than that appearing in Table 12 in business education. However, they did not specify the grade point average.
4. One school required a higher grade point average for out-of-state graduates.

TABLE 12

RESPONSES OF 79 DEPARTMENT CHAIRMEN CONCERNING UNDER-GRADUATE GRADE POINT AVERAGES NECESSARY FOR ADMITTANCE TO BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Required Undergraduate Grade Point Averages <sup>1</sup>	Frequency	Per cent
2.5 grade point average	33	41.8
3.0 grade point average	20	25.3
2.7 or 2.75 grade point average	8	10.1
2.0 grade point average	8	10.1
2.2 or 2.25 grade point average	3	3.8
2.6 grade point average	2	2.5
2.4 grade point average	1	1.3
Varies according to undergraduate college	2	2.5
No response	2	2.5
TOTAL	79	100.0

<sup>1</sup>The grade point average is based on 4-point system of: A-4, B-3, C-2.

## Degrees Available in Business Education Master's Programs

Business education administrators indicated the number of degree choices available to business education master's degree candidates at their colleges. Their responses revealed that most colleges and universities did not allow a degree choice. Sixty-three, or 69.2%, of the respondents stated that only one degree was available for a business education master's degree. Twenty-two institutions, or 24.2%, offered 2 degrees, and 5 colleges indicated that 3 degrees were offered. Another school offered master's degree candidates a choice of 4 degrees.

TABLE 13

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING THE  
NUMBER OF DEGREE ELECTIONS AVAILABLE TO CANDIDATES  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
One degree offered to business education master's degree candidates	63	69.2
Two degrees offered to business education master's degree candidates	22	24.2
Three degrees offered to business education master's degree candidates	5	5.5
Four degrees offered to business education master's degree candidates	1	1.1
TOTAL	91	100.0

#### Thesis and Non-Thesis Plans Available on Business Education Master's Programs

The thesis requirement was not a part of many business education master's degree programs. Most of the schools offering a master's degree in business education maintained a dual program by providing for both thesis and non-thesis degrees. A total of 64, or 70.3%, of the department heads reported that their institutions provided a thesis or non-thesis plan for business education master's degree students. Of the 64 colleges providing options, 7 did not offer the choice of a thesis or non-thesis program for the same degree; and 7 of the institutions offering more than one degree did not have an option for all the degrees that were offered. These respondents indicated that a thesis option was available for only one or two of the degrees. There were 14 schools, or 15.4%, which required that a thesis be written on all degree programs; and 13, or 14.3%, indicated that their institutions maintained only non-thesis programs, with no opportunity for writing a thesis. Table 14, page 60, indicated the institutions offering thesis and non-thesis programs.

#### Degree Titles and Research Options Offered in Business Education Master's Programs

Fifteen degree titles were reported as being offered by colleges awarding the master's degree with a major in business education. The most commonly designated degrees were the master of arts, master of science, and the master of education degrees. There was no specific degree title that could be considered as primarily a research oriented degree because institutions differed markedly in thesis requirements even though they conferred the same degree.

TABLE 14

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING NUMBER  
OF SCHOOLS OFFERING THESIS AND NON-THESIS PLANS IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Both thesis and non-thesis programs offered for business education master's degree candidates	64	70.3
Only thesis programs offered for business education master's degree candidates	14	15.4
Only non-thesis programs offered for business education master's degree candidates	13	14.3
TOTAL	91	100.0

The responses from colleges and universities that allowed a thesis and non-thesis option revealed that 24 offered the master of arts as a thesis degree but that only 21 of them allowed master's candidates to pursue a non-thesis plan on master of arts degrees. There were also 7 schools offering the master of arts degree that did not provide for thesis and non-thesis options. Three of these schools required a thesis, and 4 institutions specified that no thesis could be written for the master of arts degree.

The master of science was awarded as a thesis degree in 18 colleges that provided for a thesis/non-thesis option, and 14 of these same institutions also offered it as a non-thesis degree. Five respondents in colleges that did not offer an option for any degree specified that the completion of a thesis was necessary for graduation with a master of

science degree.

A thesis could be completed for graduation with the master of education degree in 13 schools that provided a thesis and non-thesis option; however, responses revealed that a thesis was unnecessary for the master of education degree in 19 schools offering dual programs. In schools not offering dual programs, a thesis was required for the master of education degree in 3 institutions, and 2 chairmen specified that no thesis could be written for the master of education degree at their institutions.

The master of business education degree was awarded as a non-thesis degree in 9 colleges offering both thesis and non-thesis plans; however, responses from 8 of these schools indicated the master of business education degree candidates could also complete a thesis. Two colleges that offered the master of business education degree made no provision for a thesis and non-thesis option. In one of these schools, a thesis was required while the other college indicated that no thesis could be completed for the master of business education degree.

The master of business administration degree was awarded at only 4 schools offering a thesis and non-thesis option. Students were able to complete degree requirements by electing to pursue either a non-thesis or thesis plan at these schools.

The other degree titles listed by department chairmen showed a similar variation of research requirements. Table 15, page 63, also revealed that the majority of schools offered a choice of a thesis or non-thesis plan to business education master's degree candidates.

Respondents from these schools checked a total of 84 thesis programs; however, these same respondents reported that non-thesis plans could be elected in a total of 82 programs. Total responses also indicated that 16 schools required a thesis for all master's degree titles, and 14 colleges made no provision for the completion of a thesis on any of their degree offerings.

Required Business Education Credits on  
Business Education Thesis Programs

Chairmen were asked to report the number of semester hours required in business education on each of the thesis degrees that they listed as being awarded at their institutions. The credit hours required in the business education major varied from almost no hours to as many as 24 semester hours. Approximately one-third of the administrators cited that from 13 to 18 hours were required for thesis degrees in business education. Twenty-six responses, or 26.0%, showed that from 7 to 12 semester credits were required in business education.

None of the degree titles listed showed an established pattern of hours required in business education. However, the master of science, master of arts, and master of business education degrees showed a greater proportion of required business education credits than the other degree titles indicated. Table 16, page 64, gave the required business education distribution for each of the degrees listed as being offered.

TABLE 15

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING DEGREE TITLES AND THESIS/  
NON-THESIS OPTIONS IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Degree Titles	Schools Offering Option <sup>1</sup>		Schools Offering No Option		Total Schools		Total Programs
	Thesis	Non-thesis	Thesis	Non-thesis	Thesis	Non-thesis	
Master of Arts	24	21	3	4	27	25	52
Master of Science	18	14	5	0	23	14	37
Master of Education	13	19	3	2	16	21	37
Master of Bus. Educ.	8	9	1	1	9	10	19
Master of Sci. in B.Ed.	4	4	2	0	6	4	10
Master of Arts in B.Ed.	5	3	1	1	6	4	10
Master of Bus. Admin.	4	4	0	0	4	4	8
Master of Sci. in Educ.	2	2	1	1	3	3	6
Master of Teaching Arts	1	1	0	2	1	3	4
Degrees mentioned only once	5	5	0	3	5	8	13
TOTAL	84	82	16	14	100	96	196

<sup>1</sup>The columns did not equal because some schools did not offer thesis and non-thesis plans for the same degree.



TABLE 16

RESPONSES OF DEPARTMENT CHAIRMEN CONCERNING NUMBER OF  
SEMESTER CREDITS REQUIRED IN BUSINESS EDUCATION  
ON THESIS DEGREES IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

	Semester Hours in Business Education						Not Given	Total
	0-6	7-12	13-18	19-20	21-24	Varies		
Master of Arts	3	5	10	4	2	0	3	27
Master of Science	3	6	6	5	2	0	1	23
Master of Education	2	6	3	2	2	0	1	16
Master of Business Education	1	2	6	0	0	0	0	9
Master of Science in Business Education	2	3	0	0	0	1	0	6
Master of Arts in Business Education	0	2	1	1	0	1	1	6
Master of Business Administration	1	1	1	0	0	0	1	4
Master of Science in Education	0	0	3	0	0	0	0	3
Degrees mentioned only once	0	1	3	0	1	1	0	6
<b>TOTAL</b>	<b>12</b>	<b>26</b>	<b>33</b>	<b>12</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>100</b>

Required Credits for Graduation on Business  
Education Thesis Programs

A consistency in the semester hours required for graduation on business education thesis programs was revealed in this study. Sixty-six, or 66.6%, of the responses verified that 30 semester hours were required

for graduation on thesis programs. The only other semester hour requirements mentioned with any degree of frequency were 24 and 32 semester hours.

Specific degree titles had no bearing on the number of credits required for graduation in that all degrees mentioned more than once indicated some variation among institutions. The master of science degree showed the least variation among the most frequently mentioned degrees as 19, or 82.6%, of the 23 responses indicated that 30 semester hours were required for graduation with a master of science degree.

A comparison of Tables 16 and 17, pages 64 and 66, revealed that business education students pursuing thesis degrees were usually required to elect from seven to eighteen semester credits in business education courses, and it was necessary for these individuals to complete a total of 30 semester credits to satisfy graduation requirements.

#### Required Business Education Credits on Business Education Non-thesis Programs

The non-thesis degree was a common characteristic of business education master's degree programs in that these degrees accounted for 96 responses under a variety of degree titles. The degree titles did not identify whether programs included a thesis requirement because nearly all of the degrees listed were offered as both thesis and non-thesis degrees at various colleges and universities.

There was little similarity in the number of business education semester credits required among the 91 institutions surveyed in this study. Required business education credit hours ranged from almost no credit to more than 25 semester hours. However, approximately sixty per cent of the

TABLE 17

RESPONSES OF DEPARTMENT CHAIRMEN CONCERNING NUMBER OF  
HOURS REQUIRED FOR GRADUATION ON THESIS DEGREES  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Degree Titles	Semester Hours Required for Graduation					Total
	24	30	32	33+	Not Given	
Master of Arts	4	16	4	1	2	27
Master of Science	2	19	2	0	0	23
Master of Education	2	11	2	1	0	16
Master of Business Education	1	4	3	1	0	9
Master of Arts in Business Education	1	5	0	0	0	6
Master of Science in Business Education	3	2	0	0	1	6
Master of Business Administration	0	3	1	0	0	4
Master of Science in Education	0	2	1	0	0	3
Degrees mentioned only once	0	4	1	1	0	6
<b>TOTAL</b>	<b>13</b>	<b>66</b>	<b>14</b>	<b>4</b>	<b>3</b>	<b>100</b>

degrees offered included from 7 to 18 hours of business education courses.

Tables 16 and 18, pages 64 and 68, indicated little difference in the number of required business education hours for thesis and non-thesis degrees.

No established pattern of required business education hours could be attributed to specific degree titles because all of the titles appearing in Table 18 showed a variation in the number of semester hours required. The master of arts and master of education degrees usually included from 13 to 18 semester hours in business education courses, while the master of science degree most frequently incorporated from 7 to 18 credit hours of business education graduate study. Table 18, page 68, indicated the required number of business education hours for each non-thesis degree.

Required Credits for Graduation in Business  
Education Non-thesis Programs

Nearly eighty-five per cent of the responses indicated that candidates pursuing non-thesis business education degrees were required to complete 30 to 32 semester hours for graduation. Fifteen other responses specified requirements of 34, 36, and 40 or more semester hours as necessary for graduation with a master's degree in business education.

There were no specific degree titles listed that showed a consistency of hours required for graduation. Every degree title designated by more than one respondent showed some variation in the number of semester hours required for graduation.

A comparison of Tables 17 and 19, pages 66 and 69, indicated that there was little difference between thesis and non-thesis programs in terms of semester hours required for graduation.

TABLE 18

RESPONSES OF DEPARTMENT CHAIRMEN CONCERNING NUMBER OF CREDITS  
REQUIRED IN BUSINESS EDUCATION ON NON-THESIS DEGREES  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Degree Titles	Semester Hours in Business Education							Not Given	Total
	0-6	7-12	13-18	19-20	21-24	25+	Varies		
Master of Arts	2	4	10	3	3	1	1	1	25
Master of Education	1	4	10	3	1	2	0	0	21
Master of Science	2	5	4	2	0	1	0	0	14
Master of Business Education	1	3	6	0	0	0	0	0	10
Master of Business Administration	2	1	0	0	0	0	0	1	4
Master of Science in Business Education	1	2	1	0	0	0	0	0	4
Master of Arts in Business Education	0	0	2	1	0	0	0	1	4
Master of Teaching Arts	0	2	1	0	0	0	0	0	3
Master of Science in Education	0	0	2	0	1	0	0	0	3
Degrees mentioned only once	1	1	3	0	1	0	2	0	8
<b>TOTAL</b>	<b>10</b>	<b>22</b>	<b>39</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>96</b>

TABLE 19

RESPONSES OF DEPARTMENT CHAIRMEN CONCERNING NUMBER OF HOURS  
REQUIRED FOR GRADUATION ON NON-THESIS DEGREES IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Degree Titles	Semester Hours Required for Graduation							Total
	30	32	33	34	36	38	40+	
Master of Arts	11	9	0	1	3	1	0	25
Master of Education	12	6	1	0	2	0	0	21
Master of Science	4	9	0	0	1	0	0	14
Master of Business Education	3	5	0	0	1	0	1	10
Master of Business Administration	1	1	0	2	0	0	0	4
Master of Science in Business Education	3	1	0	0	0	0	0	4
Master of Arts in Business Education	3	0	0	0	0	1	0	4
Master of Teaching Arts	0	3	0	0	0	0	0	3
Master of Science in Education	1	2	0	0	0	0	0	3
Degrees mentioned only once	5	2	0	0	1	0	0	8
<b>TOTAL</b>	<b>43</b>	<b>38</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>96</b>

### Credit Hours Allocated to Theses in Business Education Master's Programs

The thesis usually carried credit for graduation in business education master's degree programs. Only 5, or 6.4%, of the business educators indicating that theses were written in their departments stated that such research was not assigned credit toward graduation. Fifty-seven, or 73.2%, reported that credit hours were allowed for the completion of research studies.

Approximately forty-five per cent of the individuals indicated that a specific number of hours were assigned to all theses completed in their programs. The most frequent designation of credits, as reported by respondents, was 6 semester hours. However, the credit hours assigned ranged from 2 semester hours to as many as 10 semester credits.

Some department heads followed a policy of assigning variable credits to theses depending upon the scope of the research. There was no standardization of practice as the range of credits allowed by individual departments varied from as little as 0 to 4 semester hours to as many as from 6 to 10 semester credits. Table 20, page 71, illustrated the number of credit hours assigned to business education theses.

### Evaluation of Theses in Business Education Master's Programs

There was little uniformity of practice in evaluating completed theses in business education master's degree programs. Thirty-four, or 43.6% of the 78 respondents that indicated a thesis was required in some of their programs, reported that a grade was assigned upon evaluation of the completed research. Almost as many respondents, 26, or 33.3%,

TABLE 20

RESPONSES OF 78 DEPARTMENT CHAIRMEN CONCERNING NUMBER  
OF CREDIT HOURS ASSIGNED TO THESES IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Credit Hours Assigned to Theses	Frequency	Per cent
6 semester hours	22	28.2
4 semester hours	6	7.7
3 semester hours	6	7.7
2 semester hours	1	1.3
10 semester hours	1	1.3
2-6 semester hours	4	5.1
1-4 semester hours	3	3.8
2-4 semester hours	3	3.8
3-6 semester hours	3	3.8
1-6 semester hours	2	2.5
0-4 semester hours	1	1.3
0-6 semester hours	1	1.3
1-3 semester hours	1	1.3
4-6 semester hours	1	1.3
6-10 semester hours	1	1.3
3 or 6 semester hours	1	1.3
No credits assigned	5	6.4
No response	16	20.5
<b>TOTAL</b>	<b>78</b>	<b>100.0</b>

specified that final grades were not assigned to theses when they were evaluated by the advisory committee or the major advisor. Table 21, page 72, summarized the practices of using grades for evaluating theses.



TABLE 21

RESPONSES OF 78 DEPARTMENT CHAIRMEN CONCERNING USE OF  
GRADES IN EVALUATING THESES IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Grade assigned to completed theses for evaluation purposes	34	43.6
Grade not assigned to completed theses for evaluation purposes	26	33.3
No response	18	23.1
TOTAL	78	100.0

Prerequisite Courses Required Before Theses Were  
Written in Business Education Master's Programs

The 78 department chairmen who commented that a thesis could be completed in their business education master's degree programs were asked to indicate specifically required research or statistics courses necessary before the initiation of theses. A majority of 48, or 61.5%, reported the inclusion of such prerequisite courses in their programs. Twenty-one, or 26.9%, of the respondents specified that no required research or statistics courses were necessary before the writing of theses. One individual explained that prerequisite courses were sometimes used, but he did not specify the circumstances when prerequisite courses would be required.

TABLE 22

RESPONSES OF 78 DEPARTMENT CHAIRMEN CONCERNING POLICIES OF  
REQUIRING PREREQUISITE COURSES BEFORE THESES WERE WRITTEN  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Prerequisite courses required before thesis is written	48	61.5
Prerequisite courses not required before thesis is written	21	26.9
Prerequisite courses sometimes required before a thesis is written	1	1.3
No response	8	10.3
TOTAL	78	100.0

The most frequently designated thesis prerequisite was a research course. Seventeen department chairmen reported that thesis candidates were required to complete a research class. Most of the responses of these individuals did not indicate whether the research class was a general research course or one that was business education oriented. There was a great deal of variety among the other courses, or combinations of courses, required before theses could be written. Among the other courses mentioned were: statistics, seminars, writing courses, tests and measurements, and orientation courses. Table 23, page 74, specified the types of required courses necessary before the initiation of theses.

TABLE 23

RESPONSES OF 49 DEPARTMENT CHAIRMEN CONCERNING TYPES OF  
PREREQUISITE COURSES BEFORE THESE WERE WRITTEN  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Types of Required Courses	Frequency	Per cent
Research course only	17	34.7
Statistics course and research course	5	10.2
Statistics course only	3	6.1
Seminar course only	3	6.1
Business research course and writing course	2	4.1
Graduate orientation course and a research course	1	2.0
Research course and a seminar course	1	2.0
Statistics course and a seminar course	1	2.0
Statistics course, tests and measure- ments course, and technical report and writing course	1	2.0
Marketing course and economics course	1	2.0
Elementary research course and an advanced research course	1	2.0
Graduate orientation course only	1	2.0
Research techniques and research problems course	1	2.0
Graduate orientation course and research problems course	1	2.0
Graduate orientation course and seminar course	1	2.0
Research project, in form of paper	1	2.0
No response	8	18.4
<b>TOTAL</b>	<b>49</b>	<b>100.0</b>

Requirements in Lieu of Theses in Business  
Education Master's Programs

The 64 business educators who declared both thesis and non-thesis master's degrees were offered at their colleges or universities, were asked to indicate requirements in lieu of the thesis. A total of 89 requirements were listed by respondents as necessary for completion of non-thesis degrees. The number of requirements listed by individual respondents varied from no distinction made between thesis and non-thesis degrees to three specific requirements that had to be met in lieu of the thesis.

Twenty-six, or 29.2%, of the business education administrators noted that non-thesis students were required to elect additional course work. A research paper was required at 18, or 20.2%, of the institutions offering non-thesis degrees; and a few schools reported that from two to three research papers were required on non-thesis degrees. Another 11, or 12.3%, of the department chairmen revealed that specific courses were required for non-thesis students. Other requirements listed by respondents were as follows: more rigid programs with more required courses, written comprehensive examinations, oral examinations, and the substitution of the hours required for theses for an equal number of credits of course work.

The following responses indicated typical statements of department heads:

1. The student must take additional hours and submit a non-credit project paper.
2. The student must complete a research paper to show his ability to write such a report.
3. A professional paper is required of all candidates. This paper is a basis of an oral examination by a graduate committee which includes the major advisor.

4. He must take 6 additional quarter hours of electives in business administration or education.
5. They must take a course in research techniques.
6. Students under the non-thesis plan must pass a comprehensive examination on business education plus a research paper.
7. Non-thesis students must complete 6 additional hours in education, economics, English, or psychology.
8. They must complete a statistics course, educational measurements course, and 3 additional quarter hours.

TABLE 24

RESPONSES OF 64 DEPARTMENT CHAIRMEN CONCERNING REQUIREMENTS IN LIEU OF THESES IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Non-thesis Requirements <sup>1</sup>	Frequency	Per cent
Additional credit hours	26	29.2
Research paper	18	20.2
Substitution of thesis credits for course credits	13	14.6
Specific course or courses	11	12.4
Written comprehensive examination	10	11.2
Two research papers	5	5.6
Three research papers	3	3.4
More rigid program with more required courses	1	1.1
Research paper required in each class	1	1.1
Oral examination	1	1.1
TOTAL	89	100.0

<sup>1</sup>The total of 89 responses will not equal the number of non-thesis programs because respondents indicated more than one requirement.

Factors Determining Election of Thesis Programs  
in Business Education Master's Programs

Sixty-four of the colleges and universities in this study maintained a dual program of non-thesis and thesis programs. Department chairmen in these institutions were asked to indicate the factor or factors determining whether students wrote theses. A total of 69 responses were reported, or 5 more responses than the number of schools maintaining dual programs. The discrepancy was accountable to the fact that 5 department chairmen listed 2 separate conditions for writing a thesis, depending upon the degrees candidates were completing.

Most of the responses, 28, or 40.6%, verified that the decision to complete a thesis was based entirely on student option. One other condition was mentioned frequently as 21, or 30.4%, of the responses indicated that students deciding to write theses had to secure the consent of the major advisor. Other factors determining the inclusion of a thesis in the business education master's degree program were mentioned with less frequency.

TABLE 25

RESPONSES OF 64 DEPARTMENT CHAIRMEN CONCERNING FACTORS DETERMINING  
WHETHER STUDENTS WILL PURSUE THESIS OR NON-THESIS DEGREES  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Thesis written at student's option only	28	40.6
Thesis written at student's option and consent of major advisor	21	30.4

TABLE 25 (continued)

Classification of Response	Frequency	Per cent
Thesis written with consent of major advisor only	5	7.2
Thesis written with student's option with consent of advisory committee	5	7.2
Thesis written with consent of advisory committee only	2	2.9
Thesis written at student's option but grade point average must meet set standard and consent of major advisor is necessary	2	2.9
Thesis written at student's option but grade point average must meet established standard	2	2.9
Thesis written at student's option with consent of major advisor and graduate dean	1	1.4
Thesis written at student's option with consent of major advisor, advisory committee, and graduate dean	1	1.4
Thesis written at student's option and at request of major advisor	1	1.4
Thesis written at student's option after successful completion of English examination and writing in research course	1	1.4
TOTAL	69	100.0

Utilization of Advisory Committees in Business  
Education Master's Programs

Advisory committees were usually appointed to guide and assist business education master's degree candidates with their programs. Fifty-nine, or 64.8%, of the respondents noted that such committees were utilized to assist in the planning of programs and in evaluating candidates' performances. Some schools did not use the committee system in that 26, or 28.6%, of the department chairmen, specified that one advisor, usually the department chairman, was appointed to guide and assist students. Three of the respondents stated the appointment of committees depended upon the type of degree being pursued. They stated that a committee was appointed for thesis degrees, but that the department chairman usually served as the sole advisor on non-thesis programs.

Forty-six of the 62 chairmen indicating the use of committees specified the size of the committees. Approximately seventy per cent of the respondents reported that three member committees were used, and approximately twenty per cent of the department chairmen stated two committee members were appointed. Six additional variations of committee size were noted and included the following: 4 member committees, at least 3 member committees, 3 or 4 member committees, 2 or 3 member committees, between 1 and 3 member committees, and 2 or 3 member committees. Table 26, page 80, verified the number of schools in which the committee system of advisement was used.



TABLE 26

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING APPOINTMENT OF  
ADVISORY COMMITTEES FOR MASTER'S DEGREE CANDIDATES IN  
GRADUATE BUSINESS EDUCATION PROGRAMS

Classification of Response	Frequency	Per cent
Advisory committees appointed to guide and assist candidates	59	64.8
Advisory committees not appointed; responsibility rests with one member of faculty	26	28.6
Advisory committees sometimes appointed depending upon the type of degree pursued	3	3.3
No response	3	3.3
TOTAL	91	100.0

Subject Matter Areas Represented on Advisory Committees  
in Business Education Master's Programs

Respondents who indicated that advisory committees were appointed were asked to indicate the subject matter fields represented on the committees. Fifty-six of the 62 chairmen indicating the use of advisory committees specified the field representation of their committees. The composition of committees varied and there was little consensus, although 17 chairmen, or 27.4%, revealed that committees were composed of two business education faculty members and one member from the minor area.

Other common patterns were: one business education member, one member from the minor areas, and one member from outside the major and minor areas; three business education members only; one business education

member and one member from the minor area; and two business education members and one member from outside the major and minor areas.

TABLE 27

RESPONSES OF 62 DEPARTMENT CHAIRMEN CONCERNING SUBJECT  
MATTER AREAS REPRESENTED ON ADVISORY COMMITTEES  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Fields Represented on Advisory Committees	Frequency	Per cent
Two business education members and one member from minor areas	17	27.4
One business education member, one member from minor areas, and one member from outside major and minor areas	7	11.3
Three business education members only	6	9.7
One business education member and one member from minor areas	6	9.7
Two business education members and one member from outside major and minor areas	6	9.7
One business education member and one member from outside major and minor areas	2	3.2
Two business education members only	1	1.6
Four business education members only	1	1.6
Two business education members and two members from minor areas	1	1.6
One business education member and three members from minor areas	1	1.6
One business education member and two members from minor areas	1	1.6

TABLE 27 (continued)

Fields Represented on Advisory Committees	Frequency	Per cent
One business education member and two members from outside major and minor areas	1	1.6
One business education member and four members from outside major and minor areas	1	1.6
Number of fields represented varies	5	8.1
No response	6	9.7
TOTAL	62	100.0

#### Appointment Policies for Advisory Committees in Business Education Master's Programs

The individuals or administrative units appointing advisory or thesis committees varied in many colleges and universities. Committees were appointed by chairmen of business education departments, deans of graduate studies, and by chairmen of business education departments with the approval of directors or deans of graduate studies. These three appointment practices accounted for 59, or 86.8%, of the 68 appointment policies listed in Table 28. Ten other appointment practices were listed, and they ranged from student selection of the committee to a split selection with the chairman of the business education department, dean of the minor area, and the dean or director of graduate studies each responsible for selecting one committee member.

An inconsistency in the total schools using an advisory committee system was noted in Tables 27 and 28. The researcher assumed that the

additional responses appearing in Table 28 were caused by 6 department chairmen indicating the administrative unit or individual responsible for selecting the major advisor under the single advisor system.

TABLE 28

RESPONSES OF 68 DEPARTMENT CHAIRMEN CONCERNING APPOINTMENT  
POLICIES FOR ADVISORY COMMITTEE MEMBERS IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Appointment Agency or Official	Frequency	Per cent
Chairman of business education department appoints committee with approval of graduate dean	21	30.9
Dean or director of graduate school appoints committee	20	29.4
Chairman of business education department appoints committee	18	26.5
Students select committee or advisor	2	2.9
Faculty of business education department appoints committee with approval of graduate dean	1	1.5
Graduate Council appoints committee	1	1.5
Dean of college of education appoints committee upon recommendation of chairman of business education department	1	1.5
Dean of minor area, chairman of business education department, and graduate dean each appoint one representative	1	1.5
Dean of college of business appoints committee	1	1.5

TABLE 28 (continued)

Appointment Agency or Official	Frequency	Per cent
Student's advisor appoints committee	1	1.5
Student's advisor appoints com- mittee with approval of dean of college of education	1	1.5
TOTAL	68	100.0

Special Qualifications Necessary for Advisory  
Committee Members in Business Education  
Master's Programs

Members of students' advisory or thesis committees were usually required to possess special qualifications beyond those of the regular undergraduate faculty. Fifty-nine, or 64.8%, of the respondents stated that specific qualifications were necessary. Only 13, or 14.3%, indicated that no special qualifications were necessary for committee membership. Nineteen, or 20.8%, of the respondents did not answer this question. Some of the respondents who indicated that their institutions used one advisor also answered this question by stating the qualifications necessary for the advisor. See Table 29, page 85, for the number of institutions requiring special qualifications of advisory committee members.

TABLE 29

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING SPECIAL QUALIFICATIONS NECESSARY FOR ADVISORY COMMITTEE MEMBERS IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Special qualifications necessary for committee membership	59	64.8
Special qualifications not necessary for committee membership	13	14.3
No response	19	20.8
TOTAL	91	100.0

Fifty-seven qualifications beyond those of the undergraduate faculty were defined as necessary by department chairmen. The most frequently occurring requirement was that individuals be members of the graduate committee or faculty. This requirement was indicated by 24, or 40.7%, of the 59 department chairmen specifying requirements. An earned doctorate was also a necessary qualification in many colleges and universities in that 15, or 25.4%, of the responding chairmen listed this qualification. Eleven other qualifications were listed as necessary for committee membership by other department heads. Table 30, page 86, listed the specific qualifications required for committee membership.

TABLE 30

RESPONSES OF 59 DEPARTMENT CHAIRMEN CONCERNING  
 SPECIFIC QUALIFICATIONS NECESSARY FOR ADVISORY  
 COMMITTEE MEMBERS IN BUSINESS EDUCATION  
 MASTER'S DEGREE PROGRAMS

Minimum Qualifications	Frequency	Per cent
Member of graduate faculty	24	40.7
Earned doctor's degree	15	25.4
Sixty hours of graduate credit earned	3	5.1
Earned doctor's degree or near completion	3	5.1
Master's degree	2	3.4
Earned doctorate or professor	2	3.4
Approved by graduate school	2	3.4
Teaching graduate courses	1	1.7
Associate professor	1	1.7
Doctor's degree and chairman of a department	1	1.7
Approved by graduate faculty	1	1.7
One or more members belonging to graduate faculty	1	1.7
Unusable responses	2	3.4
TOTAL	59	100.0

Special Qualifications Necessary for Directors of Advisory  
Committees in Business Education Master's Programs

Directors of advisory or thesis committees were sometimes required to possess special qualifications beyond those of other committee members. This requirement was substantiated by 42, or 46.1%, of the department chairmen. However, a large number of department heads, 28, or 30.8%, specified that committee chairmen need not possess any special qualifications beyond those of other committee members. Twenty-one, or 23.1%, of the respondents did not answer this question.

TABLE 31

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING SPECIAL  
QUALIFICATIONS OF CHAIRMEN OF ADVISORY COMMITTEES IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Special qualifications beyond other committee members necessary	42	46.1
Special qualifications beyond other committee members not necessary	28	30.8
No response	21	23.1
TOTAL	91	100.0

The most frequent requirements for serving as chairmen on advisory or thesis committees were that directors be members of a graduate faculty or council, or that they possess an earned doctor's degree. Nine, or 23.1%, of the 39 chairmen answering this question commented that directors had to be members of the graduate faculty. Ten, or 25.6%, noted that chairmen had to hold an earned doctorate. Seventeen other qualifications, or com-



binations of qualifications were listed by the respondents, ranging from the requirement that the director have a master's degree to the requirement that the director be approved by the graduate council and have a doctor's degree with training and experience in research.

A comparison of Tables 30 and 32, pages 86 and 88, revealed very little difference between the qualifications needed to serve on the advisory committee and the qualifications necessary for service as a director of the thesis or advisory committee. On the basis of these findings, little distinction in terms of qualifications was made between the advisory committee chairman and the members of the committee. It is possible that some of the department chairmen misinterpreted this question, however, and that a number of schools made a more definite distinction.

TABLE 32

RESPONSES OF 39 DEPARTMENT CHAIRMEN CONCERNING SPECIFIC QUALIFICATIONS, BEYOND THOSE OF OTHER COMMITTEE MEMBERS, NECESSARY FOR THESIS OR ADVISORY CHAIRMEN IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Minimum Necessary Qualifications	Frequency	Per cent
Earned doctor's degree	10	25.6
Graduate faculty or council	9	23.1
Member of business education department	2	5.1
Approved by graduate school to direct theses	2	5.1
Must know most about the topic	2	5.1

TABLE 32 (Continued)

Minimum Necessary Qualifications	Frequency	Per cent
Chairman of business education department	1	2.6
Doctor's degree or professor	1	2.6
Advanced training in business education	1	2.6
Qualified in areas of research	1	2.6
Master's degree	1	2.6
Specialty in research	1	2.6
Teaching graduate courses	1	2.6
Director of Curriculum	1	2.6
Doctor's degree and department chairman	1	2.6
Full professor, doctor's degree, and approved by graduate school	1	2.6
Doctor's degree or near completion	1	2.6
Usually selected by student preference	1	2.6
Doctor's degree, approved by graduate council, and special training and experience in research	1	2.6
Professor	1	2.6
TOTAL	39	100.0

Acceptance of Transfer Credits in Business  
Education Master's Programs

A limited amount of transfer graduate credit was usually accepted in business education master's degree programs. Eighty-six, or 94.5%, of the schools in this study allowed transfer credits to apply toward the master's degree. A few schools, 3, or 3.3%, did not allow the transfer of any credits to their business education master's degree programs.

TABLE 33

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING PRACTICES  
OF ACCEPTING GRADUATE TRANSFER CREDITS IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Limited amount of transfer credits applicable on business education master's program	86	94.5
No transfer credits applicable on business education master's program	3	3.3
No response	2	2.2
TOTAL	91	100.0

The number of semester hours transferable was not standardized among the colleges and universities accepting graduate transfer credits. However, the majority of schools allowed the transfer of from 6 to 8 semester hours. Forty-five, or 52.3%, of the institutions in this study applied 6 hours toward the master's degree; and 22, or 25.6%, of the colleges specified that 8 semester hours were transferable. The lack

of standardization in the acceptance of transfer credits was illustrated by the range of practices. One institution allowed the transfer of 4 semester credits while other institutions allowed up to one-half of the master's degree to be composed of transfer credits. Four colleges and universities also stated that they would accept more than the amount specified if the credits transferred were from specific or affiliated colleges. Many of the respondents also qualified their answers by stating that no transfer credits were allowed without the express approval of the business education department or the major advisor.

TABLE 34

RESPONSES OF 86 DEPARTMENT CHAIRMEN CONCERNING NUMBER  
OF TRANSFER CREDITS ACCEPTED IN BUSINESS EDUCA-  
TION MASTER'S DEGREE PROGRAMS

Semester Hours Transferable	Frequency	Percent
6 semester credits	45	52.3
8 semester credits	22	25.6
10 semester credits	6	6.9
9 semester credits	4	4.6
12 semester credits	2	2.3
4 semester credits	1	1.2
15 semester credits	1	1.2
Up to one-half of program with approval of department	2	2.3
No response	3	3.5
TOTAL	86	100.0

Transfer Graduate Extension Credits Accepted  
in Business Education Master's Programs

Extension graduate credits from other institutions were not commonly accepted as credit toward the master's degree in business education. Forty-eight, or 52.7%, of the respondents stated that no transfer of extension credits was allowed to apply toward the master's degree in business education at their institutions.

Six department chairmen stated extension transfer credits were sometimes accepted, although none of them stated the exact amount of transfer credits accepted. These participants indicated the following situations where transfer extension credits would be accepted for graduate credit:

1. We will accept some credits from universities within the state.
2. It depends on the individual case.
3. Some will be accepted if approved by the advisor.
4. We will accept such credits from West Virginia University.
5. We will accept them if they were acceptable toward the master's degree at the institution from which they were transferred.

Thirty-four, or 37.4%, of the chairmen specified that a limited amount of graduate extension credits were acceptable on the master's degree. However, the majority of them stipulated that these hours were included in the maximum number of regular transfer credits allowed and that extension credits could not be transferred in addition to the credit hours stipulated in Table 34, page 91.

TABLE 35

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING  
ACCEPTANCE OF TRANSFER EXTENSION CREDITS IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Transfer extension credits not acceptable toward master's degree	48	52.7
Transfer extension credits accepted toward master's degree	34	37.4
Transfer extension credits sometimes accepted toward master's degree	6	6.6
No response	3	3.3
TOTAL	91	100.0

TABLE 36

RESPONSES OF 40 DEPARTMENT CHAIRMEN ACCEPTING TRANSFER EXTENSION  
COURSES CONCERNING NUMBER OF CREDITS ACCEPTED IN BUSI-  
NESS EDUCATION MASTER'S DEGREE PROGRAMS

Maximum Semester Hours Accepted	Frequency	Per cent
6 semester hours	16	40.0
8 semester hours	9	22.5
10 semester hours	3	7.5
5 semester hours	1	2.5
7 semester hours	1	2.5
11 semester hours	1	2.5
No response	9	22.5
TOTAL	40	100.0

Graduate Extension Courses Accepted in Business  
Education Master's Programs

A majority of the participants reported that a limited amount of graduate credit was allowed for extension courses offered by their own institutions. Fifty-five, or 60.4%, asserted that this practice was followed in their schools. The amount of credit allowed for extension courses varied considerably. Two institutions allowed only 4 semester credits, while one respondent indicated there was no limit on the amount of extension credit applied to the master's degree. However, the majority of respondents reported that from 6 to 8 semester hours were acceptable on the master's degree in business education. Five individuals also listed restrictions that were slightly different from a maximum credit hour allowance. Typical restrictions were:

1. They are acceptable if considered "extended day" classes.
2. They will apply in special cases only.
3. Not more than 10 semester hours, including any transfer credits allowed.

Thirty-one respondents, or 34.1%, specified that no credit was allowed for extension courses. Most of these individuals indicated that no credit was granted for extension courses because no such courses were offered at their colleges. Five department heads did not answer this question. See Tables 37 and 38, page 95, for the number of schools allowing extension credits and the number of semester hours that were accepted on master's degree programs.

TABLE 37

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING ACCEPTANCE  
OF EXTENSION CREDITS IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Extension credits acceptable toward master's degree	55	60.4
Extension credits not acceptable toward master's degree	31	34.1
No response	5	5.5
TOTAL	91	100.0

TABLE 38

RESPONSES OF 55 DEPARTMENT CHAIRMEN INDICATING ACCEPTANCE  
OF EXTENSION CREDITS CONCERNING MAXIMUM NUMBER OF  
EXTENSION CREDITS APPLICABLE IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Maximum Semester Hours Accepted	Frequency	Per cent
6 semester hours	17	30.9
8 semester hours	7	12.7
5 semester hours	4	7.3
16 semester hours	3	5.5
12 semester hours	2	3.6
4 semester hours	2	3.6
9 semester hours	1	1.8
10 semester hours	1	1.8
11 semester hours	1	1.8
18 semester hours	1	1.8
One-half program	2	3.6
No limit	1	1.8
Varies with degree	1	1.8
Unusable comment	1	1.8
No response	11	20.0
TOTAL	55	100.0



Transfer Correspondence Credits Accepted in Business  
Education Master's Programs

Acceptance of graduate correspondence course credits from other institutions was not a common practice in that 80, or 87.9%, department chairmen observed that such credits were not accepted on their business education master's degree programs. A small minority of 7, or 7.7%, of the department chairmen specified that a limited amount of graduate correspondence courses transferred and applied on their master's degree programs. Two respondents indicated a maximum of 4 semester hours would be allowed to apply on the master's degree, and individual respondents specified maximum semester hours of 6, 8, 10, and 11. Another individual stated transfer correspondence courses would apply on the master's degree if they were approved by the major advisor. Most of the respondents indicating that transfer correspondence courses were accepted stated that they had to be included in the maximum transfer credits accepted and could not be accepted in addition to regular transfer credits. Table 39, page 97, summarized the practices of accepting transfer correspondence courses.

Correspondence Courses Accepted in Business  
Education Master's Programs

Correspondence course offerings were not commonly included in business education master's degree programs. Eighty-one, or 89.0%, of the department heads explained that correspondence courses did not apply on the master's program at their institutions. Nearly all of them explained that business education graduate courses were not offered through correspondence study at their institutions. Only 4 individuals

TABLE 39

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING MAXIMUM  
TRANSFER CORRESPONDENCE CREDITS ACCEPTED FOR DEGREES  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Transfer correspondence credits not acceptable toward master's degree	80	87.9
Transfer of limited correspondence credits acceptable toward master's degree	7	7.7
No response	4	4.4
TOTAL	91	100.0

or 4.4%, reported that such courses were offered by their institutions and would apply on the master's degree in business education. Two of them reported that 6 semester credits would be applied toward the master's degree, and other statements indicated 4 to 6 semester hours and 10 semester hours would be accepted. Table 40, page 98, showed the institutional practices pertaining to the acceptance of correspondence credits on business education master's degree programs.

TABLE 40

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING CORRESPONDENCE  
CREDITS ACCEPTED FOR MASTER'S DEGREE PROGRAMS  
IN BUSINESS EDUCATION

Classification of Response	Frequency	Per cent
Correspondence courses not accepted on master's degree	81	89.0
Correspondence courses accepted on master's degree	4	4.4
No response	6	6.6
TOTAL	91	100.0

Policies of Allowing Graduate Credit for Undergraduate  
Courses in Business Education Master's Programs

Master's degree candidates were usually allowed to elect a limited number of undergraduate courses and to apply them on their master's degree programs. A majority of 62, or 68.1%, of the chairmen reported that undergraduate courses could be elected by their graduate students. Twenty-six, or 28.5%, of the respondents asserted undergraduate courses could not be taken for graduate credit at their colleges. Only 3 individuals, or 3.3%, did not answer this question.

TABLE 41

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING PROVISIONS FOR  
ELECTING UNDERGRADUATE COURSES FOR GRADUATE CREDIT IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Undergraduate courses granted graduate credit and applied to master's degree	62	68.1
Undergraduate courses not granted credit and applied to master's degree	26	28.5
No response	3	3.3
TOTAL	91	100.0

The number of undergraduate course credits allowed on business education master's degree programs showed a marked lack of consistency in institutional practices. Respondents verified a range of 3 semester hours to total of 20 undergraduate semester hours acceptable as graduate credit. There was little consensus within the range of specified maximum credit hours. Eleven individuals, or 17.7%, of the total 62 respondents indicating the use of undergraduate courses stated that 6 semester credits were acceptable toward their master's degree programs. Eight individuals, or 12.8%, also stated that the number of undergraduate hours accepted toward the master's degree varied with the individual student, the degree title, or whether a thesis or non-thesis program was being completed.

TABLE 42

RESPONSES OF 62 DEPARTMENT CHAIRMEN CONCERNING SPECIFIC  
NUMBER OF UNDERGRADUATE CREDITS APPLICABLE TO DEGREES  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Maximum Semester Credits Allowed	Frequency	Per cent
6 semester hours	11	17.7
15 semester hours	6	9.7
16 semester hours	5	8.0
12 semester hours	4	6.4
4 semester hours	2	3.2
9 semester hours	2	3.2
10 semester hours	2	3.2
18 semester hours	2	3.2
3 semester hours	1	1.6
8 semester hours	1	1.6
14 semester hours	1	1.6
17 semester hours	1	1.6
20 semester hours	1	1.6
Up to 3 courses	1	1.6
Half of the program	2	3.2
Varies with individual student	6	9.7
Varies with degree title	1	1.6
Varies with thesis research option	1	1.6
No response	12	19.4
TOTAL	62	100.0

Restrictions on Undergraduate Electives in  
Business Education Master's Programs

Restrictions were placed on the undergraduate courses that could be elected for graduate credit by business education master's degree candidates. No college or university allowed complete freedom of election for undergraduate courses completed as a part of the master's program. The most frequent restriction, as specified by 32, or 47.8%, of the department chairmen, indicated that only senior division courses

could be elected. Twelve individuals, or 17.9%, stated that senior courses could be elected but that permission of the major advisor was necessary before graduate credit could be allowed. Other institutions listed selected senior division courses carrying graduate credit in their bulletins or other publications. A few institutions also placed no restriction on upper or lower division courses but indicated that permission for graduate credit had to be obtained from certain college officials such as the advisor, dean of the graduate school, or the chairman of the business education department.

Sixty-seven department chairmen specified the restrictions placed on the election of undergraduate courses in their programs; however, only 62 respondents reported that master's candidates were allowed to elect undergraduate courses for graduate credit. It was possible that 5 respondents misinterpreted question on provisions for electing undergraduate courses on their programs, and that the number of institutions allowing graduate students to elect undergraduate courses would be even greater.

TABLE 43

RESPONSES OF 67 DEPARTMENT CHAIRMEN CONCERNING RESTRICTIONS  
ON UNDERGRADUATE COURSES ELECTED FOR GRADUATE CREDIT  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Undergraduate Course Restrictions	Frequency	Per cent
Senior division courses only	32	47.8
Senior division courses with permission of major advisor	12	17.9

TABLE 43 (Continued)

Undergraduate Course Restrictions	Frequency	Per cent
Selected senior division courses designated as carrying graduate credit	8	11.9
Any undergraduate course with permission of graduate dean	3	4.5
Any undergraduate course with permission of major advisor	3	4.5
Senior division courses with permission of major advisor and graduate dean	3	4.5
Any undergraduate course desig- nated as carrying graduate credit	2	3.0
Senior division courses with permission of graduate dean	1	1.5
Senior division courses outside college of education with permission of graduate dean	1	1.5
Any course designated as carrying graduate credit	1	1.5
Any course approved by major advisor and graduate dean	1	1.5
TOTAL	67	100.0

Restrictions on Undergraduate Students Enrolling in  
Courses in Business Education Master's Programs

A majority of 57, or 62.6%, of the department heads indicated that undergraduate students were not allowed to pursue graduate courses for undergraduate credit. There were 32, or 35.2%, of the respondents that reported undergraduates were allowed to enroll in graduate courses at their institutions, although most of them indicated that there were restrictions to the number and types of courses elected. The procedures and practices utilized in determining whether undergraduate students would be allowed to elect graduate courses were so varied that it was impossible to group them into categories. The most commonly mentioned practice, by only 7 respondents, allowed only seniors to enter graduate courses. Five other individuals reported that certain courses were open to undergraduates, and two individuals mentioned that it was possible for undergraduates to take graduate courses to satisfy undergraduate requirements in case of schedule conflicts. The following were selected practices as verified by respondents:

1. Double numbered courses are open to graduate and undergraduate students.
2. This is seldom done and then only by the most capable students.
3. This is done only by special petition when required undergraduate course is not available during the last trimester of work.
4. It is done with the written recommendation of the department chairman and the undergraduate dean.
5. The undergraduate must be recommended by the department head and approved by the dean; he must also have a minimum of a "B" average.



6. If the student is within three hours of graduation, he may elect three hours of graduate courses.
7. There are no restrictions on undergraduate students in electing graduate courses.

TABLE 44

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING POLICIES OF  
ALLOWING UNDERGRADUATE STUDENTS TO ELECT GRADUATE  
COURSES FOR UNDERGRADUATE CREDIT IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Undergraduate students not allowed to enroll in graduate courses	57	62.6
Undergraduate students allowed to enroll in graduate courses	32	35.2
No response	2	2.2
TOTAL	91	100.0

Time Limits for Completion of Degrees on  
Business Education Master's Programs

Most colleges and universities limited the number of years business education students could work for master's degrees without losing all or part of their credits. Eighty-three, or 91.2%, of the department chairmen specified that there was a definite limit on the number of years allowed for completion of the master's degree. Only 5, or 5.5%, of the department heads reported that no definite time limit was established at their institutions. However, one of these respondents indicated that an advisory committee decided upon excessive lengths of

study rather than establishing a definite time limit. Three respondents, or 3.3%, did not answer the question.

TABLE 45

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING TIME  
LIMITS FOR COMPLETION OF DEGREES IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Limit on number of years for completing master's degree	83	91.2
No limit on number of years for completing master's degree	5	5.5
No response	3	3.3
TOTAL	91	100.0

All department heads indicating a specific time limit on the number of years allowed for completion of the master's degree in business education were asked to describe time limits at their institutions. Their responses indicated a wide range of practices ranging from 4 to 10 years. The most frequently occurring restrictions were 5, 6, or 7 years. These practices accounted for 87.5% of the 80 responses pertaining to the number of years allowed for the completion of master's degrees in business education.

TABLE 46

RESPONSES OF 80 DEPARTMENT CHAIRMEN CONCERNING SPECIFIC  
NUMBER OF YEARS ALLOWED FOR COMPLETION OF DEGREES  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Established Time Limits	Frequency	Per cent
6 years	37	46.3
7 years	18	22.5
5 years	15	18.7
8 years	4	5.0
6 years or 7 summers	2	2.5
4 years	1	1.3
9 years	1	1.3
10 years	1	1.3
No more than 5 years between periods of study	1	1.3
TOTAL	80	100.0

Validation Provisions for Lapsed Credits in  
Business Education Master's Programs

Provisions were usually made for the validation of course credits that exceeded the time lapse restrictions appearing in Table 46. Fifty-five respondents, or 60.4%, stipulated that provisions were made to validate credits completed beyond a specified time limit. Other department chairmen, 27, or 29.7%, reported that no provisions were made for the validation of "old" credits and that credits taken beyond the specified time limits did not count toward the master's degree. Nine individuals did not respond to this question.

A variety of procedures were utilized for validating credits. The most frequent procedure required students to obtain approval of college officials or administrative agencies. Students were usually

required to petition graduate councils, graduate committees, graduate deans, or major advisors. In many cases, decisions were rendered on the basis of extenuating circumstances. Illness and involuntary military service were often considered valid reasons for an excessive length of time necessary for the completion of the degree.

Another very important method of validating credits allowed students to complete examinations of the courses that were taken prior to the time limit. A satisfactory test score enabled students to include these credit hours on their master's degrees. The following statements typified methods for evaluating "old" credits as mentioned by respondents:

1. Credits may be reinstated by re-examination of outdated courses if they are still offered.
2. Courses completed 7 years or more prior to the date of graduation are void, unless specifically approved by the graduate council.
3. A student may validate 6 semester hours if his committee and the graduate council approve.
4. The department involved makes the decisions as to whether such credits are acceptable.
5. He must take more work to the extent that the last 32 hours be completed within 6 years.
6. He receives half-credit for work completed more than 6 years before graduation.
7. Credits are allowed for involuntary military service, an extension not to exceed five years.

TABLE 47

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING PROVISIONS  
FOR VALIDATING LAPSED CREDITS IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Provisions made for validating lapsed credit hours	55	60.4
Provisions not made for vali- dating lapsed credit hours	27	29.7
No response	9	9.9
TOTAL	91	100.0

Qualifying Examinations in Business Education  
Master's Programs

Candidates gaining admittance to business education master's degree programs were not usually required to pass qualifying tests, other than course examinations and the final oral or written examination. Seventy-two, or 79.1%, of the department chairmen specified that qualifying examinations were not administered. A minority of 16, or 17.6%, of the colleges and universities required a qualifying examination in order to determine whether candidates were capable of continuing the business education master's degree program.

The descriptions of the types of tests administered by the 16 institutions revealed the possibility of misinterpretation by some of the department chairmen. A few of them indicated that the Graduate Record Examination or the Miller Analogies Tests were used to determine whether

candidates were qualified to continue working for degrees. The prevalence of using these tests for determining admission to graduate study indicated the possibility that these respondents misinterpreted the question.

The following were typical qualifying tests administered in business education departments:

1. A "candidacy" test is administered after from 8 to 10 hours of satisfactory work and the completion of entrance examinations.
2. An essay test is prepared by the department.
3. An oral admission to candidacy examination is given after 9 to 15 hours of course work.
4. An oral test is administered by the candidate's committee.
5. The candidate is given the National Teachers Examination, Business Education Option.

TABLE 48

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING THE USE OF  
QUALIFYING EXAMINATIONS IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Qualifying examinations not used to determine capability of continuing program	72	79.1
Qualifying examinations used to determine capability of continuing program	16	17.6
No response	3	3.3
TOTAL	91	100.0

Teaching Experience Required for Graduation From  
Business Education Master's Programs

Prior teaching experience in business education was not considered a prerequisite for graduation with a master's degree in most colleges and universities. Most respondents, 72, or 79.1%, indicated their students did not have to gain teaching experience before they were awarded the master's degree. However, a few of these chairmen revealed that master's degree students were encouraged to gain teaching experience before graduation. Fifteen business educators indicated that prior teaching experience was a definite requirement before the master's degree could be awarded. Two individuals also stated that teaching experience was required for graduation with specific degrees. One of these department chairmen stated that teaching experience was required on the master of education degree but not for the master of arts degree. The other respondent indicated that teaching experience was required for the master of science degree, but not for the other degrees offered at his institution. Table 49, page 111, indicated the use of the teaching requirement in business education master's programs.

Grade Point Averages Necessary for Continuance in  
Business Education Master's Programs

Business education graduate students were required to maintain a high scholastic standard while working toward the master's degree. Eighty-three, or 91.2%, of the department chairmen indicated that a minimum grade point average had to be maintained in order to remain in the program. Only a few, 5, or 5.5%, chairmen specified that there was no specific grade point average necessary for continuance of study on the

TABLE 49

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING TEACHING  
EXPERIENCE REQUIREMENTS FOR GRADUATION FROM BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Teaching experience not a requirement for graduation	72	79.1
Teaching experience a requirement for graduation	15	16.5
Teaching experience sometimes a requirement for graduation	2	2.2
No response	2	2.2
TOTAL	91	100.0

master's degree. Two of these respondents indicated that some type of scholarship standard was required at their institutions, although not necessarily a minimum grade point average, when they stated that candidates could not have over 6 hours of "C" work.

TABLE 50

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING USE OF  
THE MINIMUM GRADE POINT AVERAGE SCHOLARSHIP STANDARD  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Minimum grade point average standard necessary to continue in program	83	91.2
Minimum grade point average standard does not determine continuance in program	5	5.5
No response	3	3.3
TOTAL	91	100.0



Most of the colleges and universities offering business education master's degree programs used the same scholarship requirement in that 74, or 89.2%, of the respondents specified a scholarship standard of "B." Six other institutions required a somewhat lower grade point average. These minimum requirements ranged from a "C" average to a "B-" standard.

TABLE 51

RESPONSES OF 83 DEPARTMENT CHAIRMEN USING GRADE POINT AVERAGES AS SELECTIVE CRITERIA IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Minimum Grade Point Average Necessary for Continuance <sup>1</sup>	Frequency	Per cent
3.00	74	89.2
2.75	2	2.4
2.50	2	2.4
2.80	1	1.2
2.00	1	1.2
No response	3	3.6
TOTAL	83	100.0

<sup>1</sup>The grade point averages were based on a 4-point system where A-4, B-3, C-2.

Grade Point Averages Necessary for Graduation from  
Business Education Master's Programs

A required minimum grade point standard was considered a necessity for graduation with a master's degree in business education by almost all of the respondents. There were no department chairmen that indicated such standards were not used at their institutions, although 2 respondents

did not answer the question. Eighty-nine, or 97.8%, of the department heads specified that a specific grade point average was a necessity for graduation at their colleges.

Eighty-two, or 92.1%, of the participants in this study reported that a "B" average was a necessary requirement for graduation. Five other academic standards were listed by individual respondents. These requirements ranged from a "C" average to a "B+" average.

TABLE 52

RESPONSES OF 89 DEPARTMENT CHAIRMEN CONCERNING MINIMUM  
GRADE POINT AVERAGES NECESSARY FOR GRADUATION FROM  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Minimum Grade Point Average Necessary for Graduation <sup>1</sup>	Frequency	Per cent
3.00	82	92.1
3.50	1	1.1
2.80	1	1.1
2.50	1	1.1
2.00	1	1.1
3.00 with no more than 6 semester hours of "C" work	1	1.1
No response	2	2.2
TOTAL	89	100.0

<sup>1</sup>The grade point averages were based on a 4-point system where A-4, B-3, and C-2.

Minimum Residency Requirements in Business  
Education Master's Programs

Most business education master's degree programs were designed to provide in-service training for individuals engaged in full-time teaching. This was substantiated by 72, or 79.1%, of the respondents as they reported that residency requirements could be satisfied by attending summer sessions only. This practice enabled classroom teachers to acquire their master's degrees by attending graduate school during their summer vacations. Most of the respondents who indicated a completion of residency requirements by summer attendance indicated that residency could also be fulfilled by attendance during the academic year.

Only 5, or 5.5%, of the responses indicated attendance was necessary for a full academic year in order to fulfill the residency requirements at their institutions, and 2 respondents reported residency requirements could be completed if candidates attended for one semester. Individual chairmen also noted the following minimum residency requirements: 25 weeks of on-campus enrollment; 1 quarter; 2 trimesters; and 2 quarters, although they did not need to be consecutive.

Five individuals, or 5.5%, specified that no residency requirements needed to be satisfied in their business education master's degree programs.

TABLE 53

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING MINIMUM  
RESIDENCE REQUIREMENTS IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Minimum Residence Requirements	Frequency	Per cent
Summer session only	72	79.1
Full academic year	5	5.5
One semester	2	2.2
Summer session and semester	1	1.1
Twenty-five weeks of on-campus enrollment	1	1.1
Two quarters, not necessarily in succession	1	1.1
Two trimesters	1	1.1
One quarter	1	1.1
No definite requirements	5	5.5
No response	2	2.2
TOTAL	91	100.0

Undergraduate Business Education Courses Allowed  
in Business Education Master's Programs

Respondents indicated that graduate students were permitted to elect a limited number of undergraduate business education courses for graduate credit in the majority of colleges and universities. Fifty-five, or 60.4%, of the business education administrators noted that graduate students could enroll in undergraduate business education courses for graduate credit at their institutions. However, many department chairmen, 34, or 37.3%, reported that undergraduate business education courses could not be applied as graduate credit at their institutions. Two respondents did not answer the question.

TABLE 54

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING OFFERING  
UNDERGRADUATE BUSINESS EDUCATION COURSES AS A PART OF  
MASTER'S DEGREE PROGRAMS IN BUSINESS EDUCATION

Classification of Response	Frequency	Per cent
Undergraduate business education courses offered as part of master's degree program	55	60.4
Undergraduate business education courses not offered as part of master's degree program	34	37.3
No response	2	2.2
TOTAL	91	100.0

Most of the administrators who noted that master's degree candidates could elect undergraduate business education courses at their institutions

specified a limit on the credits that could be applied toward master's degrees. Sixteen, or 29.1%, of the 55 chairmen affirming the use of undergraduate business education courses on the master's degree program, stated that from 10 to 20 per cent of the master's degree credits could be composed of undergraduate business education courses. Forty-two of the responses, or 76.5%, specified a limit range of 5 to 50 per cent as the maximum undergraduate business education courses permitted on their master's degrees. Only 4, or 7.2%, of the department heads indicated that more than 50 per cent of the master's degree could be composed of undergraduate business education courses.

TABLE 55

RESPONSES OF 55 DEPARTMENT CHAIRMEN CONCERNING PERCENTAGE OF  
UNDERGRADUATE COURSES AVAILABLE IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Per cent of Undergraduate B.E. Courses Permitted	Frequency	Per cent
Under 10 per cent	4	7.3
10-20 per cent	16	29.1
21-30 per cent	8	14.6
41-50 per cent	8	14.6
31-40 per cent	6	10.9
61-70 per cent	1	1.8
81-90 per cent	1	1.8
91-100 per cent	1	1.8
No limit	2	3.6
No response	8	14.5
TOTAL	55	100.0

Provisions for Independent Study in Business  
Education Master's Programs

Administrators of business education master's degree programs were asked to indicate if provisions for independent study, other than the thesis, were included in their programs. A majority of 62 chairmen, or 68.1%, reported that independent study offerings were provided in their master's degree programs. However, independent study offerings were not included in many programs in that 26, or 28.5%, of the department heads indicated that such provisions were not included in their programs.

TABLE 56

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING PROVISIONS  
MADE FOR INDEPENDENT STUDY (OTHER THAN THESIS) IN BUSI-  
NESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Provisions made for independent study in master's degree programs	62	68.1
Provisions not made for independent study in master's degree programs	26	28.5
No response	3	3.3
TOTAL	91	100.0

The 62 administrators, who specified the use of independent study offerings in their programs, mentioned a total of 67 provisions. The 5 additional provisions were accountable to the fact that some institutions allowed for more than one independent study sequence. Although most of the respondents described the independent study provisions available at

their institutions, the provisions were not categorized in tabular form. The researcher found that descriptions were not sufficiently detailed to make accurate differentiations between the types of offerings provided in these colleges and universities. On the basis of the responses, several generalizations were made. Independent study was usually offered through independent readings courses, independent research courses, or independent problems courses. Most schools also restricted the number of credits that could be earned through independent study type courses; and, in many cases, students electing independent study courses had to secure the permission of their major advisor or advisory committees. The following descriptions were indicative of some of the more common course offerings involving independent study:

1. A student may arrange to do independent study by securing permission of his committee. This study can be a library investigation or other research.
2. A student may select an individual problem which his committee considers of particular value to the student in his teaching assignment.
3. The student may elect a special problems course and earn one to three quarter hours of credit.
4. If business education courses are not available, the student may enroll in an individual problems course.
5. Regular courses are offered on an individual conference basis, if there is a schedule conflict.
6. The student may enroll in a special problems course and reports back to campus a minimum of four times before the problem is completed.
7. Research, individual readings, and problems courses are provided on an independent study basis.
8. The student may take an independent readings course as an elective.



9. The individual may conduct research dealing with his job.
10. Credit in a problems course which is mostly independent study is possible with the consent of the advisor.

Subject Matter Competency and Skill Examinations  
Required in Methods Courses on Business  
Education Master's Programs

Master's degree candidates were generally not required to pass subject matter or skill examinations as part of their methods course requirements. The department chairmen were almost unanimous as 86, or 94.5%, reported that no such requirements existed in their business education master's degree programs. A very small minority of department chairmen, 5, or 5.5%, specified that subject matter mastery and skill competency examinations were required for completion of methods courses. The following statements accompanied responses indicating the use of such tests in business education master's degree programs:

1. A test is administered if the student's background seems inadequate.
2. A test is prepared by the department in the content of each subject.
3. Such tests are required for master of business administration candidates.

TABLE 57

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING SUBJECT MATTER  
COMPETENCY AND SKILL EXAMINATIONS REQUIRED IN METHODS  
COURSES IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Subject matter and skill examinations not required in methods courses	86	94.5
Subject matter and skill examinations required in methods courses	5	5.5
TOTAL	91	100.0

Professional Distributive Education Courses Offered  
in Business Education Master's Programs

Professional distributive education courses were not usually offered through the business education department in most master's degree programs. Sixty-two department heads, or 68.2%, specified that the distributive education courses were offered under another administrative unit or were not included in the curriculums of their institutions. None of these administrators commented concerning the availability of these courses at their colleges or universities.

Respondents noted that graduate distributive education courses were offered through the business education department at 29, or 31.7%, of the colleges and universities in this study.

TABLE 58

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING PRACTICES OF  
OFFERING PROFESSIONAL DISTRIBUTIVE EDUCATION COURSES IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Professional distributive education courses not offered through business education department	62	68.2
Professional distributive education courses offered through business education department	29	31.7
TOTAL	91	100.0

Acceptance of Professional Distributive Education  
Courses Toward the Major in Business  
Education Master's Programs

If professional distributive education courses were included in the curriculums of their institutions, department chairmen were asked to indicate if these offerings applied toward the major on business education master's degrees. A total of 43, or 47.2%, of the respondents did not answer the question, and the researcher assumed that professional distributive education course offerings were not offered at their colleges or universities.

Thirty, or 62.5%, of the 48 respondents indicating such offerings noted that distributive education courses were accepted as credit to be applied toward the business education master's degree. Only one individual commented and he stated that distributive education was offered as a separate program, but business education students were permitted to take the courses. Eighteen respondents, or 37.5%, specified that although such courses were offered at their colleges, they could not be applied to a business education major on the master's degree level. A comparison of Tables 58 and 59, pages 121 and 123, revealed that distributive education courses sponsored by the business education department were acceptable as credit toward the business education major; however, if these courses were offered under another administrative unit, they were generally not applicable on the business education master's degree.

TABLE 59

RESPONSES OF 48 DEPARTMENT CHAIRMEN CONCERNING PRACTICES  
OF APPLYING DISTRIBUTIVE EDUCATION CREDITS ON MAJORS  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Professional distributive education courses accepted toward major in business education	30	62.5
Professional distributive education courses not acceptable toward major in business education	18	37.5
TOTAL	48	100.0

Availability of Cooperative Work Experience Programs  
in Business Education Master's Programs

Work experience programs were not commonly available to business education master's degree candidates. The respondents indicated that 71, or 78.0%, colleges and universities did not offer work experience programs in their business education master's degree programs. Twenty, or 22.0%, of the department chairmen noted that such programs were available to their business education master's degree students. However, a few of these respondents commented that their work experience programs were offered during summer sessions only or that their programs were rather inactive. There was little consistency in the type and organization of work experiences offered in the 20 schools. The following descriptions typified some of the more common descriptions of work experience programs in business education:

1. Our students may take a course called Cooperative Business Education for graduate credit. They are expected to work a minimum of four hours per week.
2. Students may obtain credit for supervised store or office experience. In practice, however, we rarely approve this arrangement.
3. We offer an internship program in the accounting or secretarial field for 4 to 6 credits.
4. We offer a field study in business for 5 credit hours in which the student spends 10 weeks in full-time employment.
5. Two semester hours of credit may be offered for work experience in the sales or office occupations.
6. Such a program is offered infrequently during the summer.
7. We offer such a program but no one has ever taken it. It is an eight-weeks summer session program.
8. We offer a summer program of work for six weeks. It is open only to special students.
9. A program of supervised teaching is offered to graduate students.

TABLE 60

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING PRACTICES  
OF OFFERING WORK EXPERIENCE PROGRAMS IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Cooperative work experience programs not offered on master's degree programs	71	78.0
Cooperative work experience programs offered on master's degree programs	20	22.0
TOTAL	91	100.0

Business Administration Courses in Business  
Education Master's Programs

Business administration courses such as accounting, business law, management, and marketing were generally included in business education master's degree programs and could be applied toward the major in business education. This practice was verified by 81, or 89.0%, of the department heads. Only 8, or 8.8%, of the administrators specified that their business education degree offerings consisted entirely of professional business education courses, with no opportunity for election of business administration offerings in the major area. Several of these individuals, however, indicated students were allowed to elect a minor in the areas of business administration.

TABLE 61

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING INCLUSION  
OF BUSINESS ADMINISTRATION COURSES ON THE MAJOR IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Business administration courses included in business education major	81	89.0
Business administration courses not included in business education major	8	8.8
No response	2	2.2
TOTAL	91	100.0

The respondents who indicated the inclusion of business administration courses in their programs were also asked to indicate the percentage of business administration offerings in their master's degree programs. Their responses revealed a difference in philosophy as the replies ranged from as little as 5 per cent to no restrictions on the number of business administration courses that could be included on the business education master's program. However, most of the respondents, 39, or 48.1%, indicated that their programs consisted of 21 to 50 per cent of business administration offerings. Nine individuals listed no specific percentage but indicated that at least some business administration courses were offered at their colleges or universities. These were listed as "unusable" in Table 62, page 127.

#### Required Business Administration Courses in Business Education Master's Programs

Business education administrators were asked to indicate if specific business administration courses were required of all students working for the master's degree in business education. Seventy-two, or almost eighty per cent, of the chairmen asserted that there were no specific business administration courses required for all business education master's degree candidates. The responses of these individuals indicated that business administration courses were selected according to the student's prior background and future needs; or students were required to elect a specific number of courses from a prescribed listing of courses.

Only 19 respondents, or 20.9%, reported that specific business administration courses were required for all business education students. A total of 26 required business administration courses were listed by the

TABLE 62

RESPONSES OF 81 DEPARTMENT CHAIRMEN CONCERNING EMPHASIS  
ON BUSINESS ADMINISTRATION COURSES IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Percentage of Business Administration Courses	Frequency	Per cent
41-50 per cent	16	19.7
21-30 per cent	11	13.6
31-40 per cent	8	9.9
51-60 per cent	6	7.4
71-80 per cent	5	6.2
10-20 per cent	4	4.9
61-70 per cent	4	4.9
81-90 per cent	2	2.5
Under 10 per cent	1	1.2
33-50 per cent	1	1.2
20-40 per cent	1	1.2
50-66 per cent	1	1.2
20-60 per cent	1	1.2
No limit	2	2.5
Unusable comments	9	11.1
No comment	9	11.1
TOTAL	81	100.0



19 individuals. There was, however, little consistency in the types of courses required as 13 different courses were listed by the respondents. One or more of the following courses were indicated as required for all business education students: economic problems, principles of management, marketing, business finance, business law, money and banking, accounting, statistics, personnel management, introduction to business, seminar in business, business reports and letter writing, and business history.

TABLE 63

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING REQUIRED  
BUSINESS ADMINISTRATION SUBJECT MATTER COURSES IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Specific business administration courses not required for business education students	72	79.1
Specific business administration courses required for business education students	19	20.9
TOTAL	91	100.0

Number of Professional Business Education Courses  
Offered in Business Education Master's Programs

The number of professional business education course offerings available to business education master's degree candidates varied considerably among the institutions in this study. Three schools specified that only one course in professional business education was offered, and two schools indicated that 19 professional business education courses

were available. Six courses were offered by 11 schools, or 12.1%; and 5, 7, and 9 professional business education offerings were each mentioned by 10 administrators. However, there was no consensus as to the number of professional business education courses offered as most of the responses constituted a wide range of individual subjects.

TABLE 64

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING NUMBER OF  
PROFESSIONAL BUSINESS EDUCATION COURSES OFFERED IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Number of Courses Offered	Frequency	Per cent
6 courses	11	12.1
7 courses	10	11.0
9 courses	10	11.0
5 courses	10	11.0
2 courses	6	6.6
8 courses	6	6.6
10 courses	6	6.6
11 courses	5	5.5
12 courses	5	5.5
14 courses	5	5.5
4 courses	4	4.4
13 courses	4	4.4
1 course	3	3.3
16 courses	2	2.2
19 courses	2	2.2
3 courses	1	1.1
17 courses	1	1.1
TOTAL	91	100.0

Types of Professional Business Education Courses  
Offered in Business Education Master's Programs

Administrators of graduate business education programs were also asked to list the professional business education courses offered on their master's degree programs. The respondents listed a total of 45 different

offerings in business and distributive education. Most of the offerings related to methods in specific subject matter areas, principles, seminars, tests and measurements, research, and curriculum.

Nine individuals specified that workshops were offered at their colleges or universities. These workshops included various subject matter areas, although they were grouped into one category in Table 65, page 131. The following subjects were listed as being offered through workshops: typewriting, shorthand and secretarial practice, bookkeeping, economic education, family finance education, and business and distributive education.

Seminars and advanced research courses also dealt with specific bodies of subject matter at some of the institutions. Respondents indicated the subject matter of these courses consisted of typewriting and shorthand methods, thesis writing, business education problems, psychology, or economic education.

The following courses were offered by more than 50 per cent of the institutions participating in this study:

1. Principles or problems courses in business education, or general courses dealing with the philosophy and over-all trends in business education.
2. Methods courses in the teaching of social business subjects.
3. Seminar courses emphasizing various aspects of business education.
4. Methods courses in the teaching of bookkeeping.
5. Methods courses in the teaching of shorthand and transcription.

Seven offerings were included in the curriculum by more than 30 per cent but less than 50 per cent of the colleges and universities.

1. Methods courses in the teaching of typewriting.
2. Curriculum courses involving curriculum design, study, and formulation on all levels of business education.

3. Supervision of business education courses.
4. Advanced research courses emphasizing group and individual research projects.
5. Methods courses in the teaching of secretarial subjects or combined teaching methods courses in typewriting, shorthand, and office practice.
6. Tests and measurements courses in business education.
7. Methods of teaching secretarial, clerical, and office practice courses or methods of teaching "practice" courses.

TABLE 65

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING TYPES OF  
PROFESSIONAL BUSINESS EDUCATION COURSES IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Course Offerings	Frequency	Per cent
Principles or problems courses in business education	76	83.5
Improvement of instruction in social business subjects (methods course)	57	62.6
Seminars in business education	57	62.6
Improvement of instruction in bookkeeping courses (methods course)	51	56.0
Improvement of instruction in shorthand and transcription (methods course)	48	52.7
Improvement of instruction in typewriting courses (methods course)	43	47.2
Curriculum study in business education courses	41	45.1
Supervision of business education courses	38	41.8
Advanced research courses in business education	38	41.8

TABLE 65 (Continued)

Course Offerings	Frequency	Per cent
Improvement of instruction in secretarial subjects courses (methods course)	35	38.5
Tests and measurements courses in business education	29	31.9
Improvement of instruction in clerical, secretarial, and office practice courses (methods course)	28	30.8
Improvement of instruction in business education (combined methods course concerned with all areas of business education)	16	17.6
Introduction to graduate study or introductory research course	16	17.6
Field study in business education or work experience courses	15	16.5
Improvement of instruction in bookkeeping and social business (methods course)	15	16.5
Improvement of instruction in office machines (methods course)	14	15.4
Workshops in business education and/or distributive education	9	9.9
Organization and administration of distributive education	7	7.7
Business education in the post-secondary schools	6	6.6
Coordination techniques in distributive education	6	6.6
Audio-visual aids in business education	5	5.5
Business education guidance	5	5.5
Methods and materials in distributive education	5	5.5

TABLE 65 (Continued)

Course Offerings	Frequency	Per cent
Readings in business education	4	4.4
Improvement of instruction in distributive education (methods course)	3	3.3
Foundations of business education	3	3.3
Observation of business education or demonstration classes	2	2.2
Instructional methods in business and industry	1	1.1
Independent Study in Business and Distributive Education	1	1.1
Theory of Learning in Business and Distributive Education	1	1.1
Psychology of Skill Building	1	1.1
Economic and Consumer Education	1	1.1
Materials and Methods in Economic and Consumer Education	1	1.1
Cooperative Education Methods	1	1.1
Cooperative Education Work Experience Programs	1	1.1
Principles and Philosophies of Vocational Education	1	1.1
Accounting for Teachers	1	1.1
Office Management	1	1.1
Office Procedures	1	1.1
Adult Programs in Business Education	1	1.1
Administration of Training Programs in Industry	1	1.1

TABLE 65 (Continued)

Course Offerings	Frequency	Per cent
Training Store and Office Supervisors	1	1.1
Business and Distributive Education for Adults	1	1.1
Methods course including all areas of business education except shorthand and bookkeeping	1	1.1

Administrators were asked to indicate the maximum number of credit hours assigned to the professional business education courses that were offered in their programs. However, the majority of chairmen merely checked that certain courses were offered and did not indicate the maximum semester hours assigned. The lack of response to this part of the questionnaire caused the researcher to indicate the credit hour distribution of only the 12 most commonly offered courses in Table 65, page 131. The researcher believed that no pattern or consensus of practice could be obtained by including credit hour distributions of less frequently offered courses.

Most of the business education departments granted 3 semester credits in each of the 12 most commonly offered titles. It was possible, however, that more than one course was offered under these course titles and that, in some instances, single courses did not carry 3 semester hours of credit. Two semester hours of credit was also a frequently designated standard for these 12 most frequently offered courses.

There were a few responses that indicated that 4 or more credits were assigned to courses. In most cases, the respondents indicated that more than one course was available in a subject matter area, and master's degree candidates had to complete two or more courses to obtain the full amount of credit that was indicated as being offered. Table 67, pages 136 and 137, specified the amount of credits assigned to the 12 most frequently offered professional business education courses.

Required Professional Business Education Courses  
in Business Education Master's Programs

There was little consistency in practices of requiring professional business education courses for all business education master's degree candidates. Some schools did not require professional business education courses and allowed complete freedom of election. However, one institution provided little opportunity for electives as 9 courses were indicated as required for all business education master's degree candidates. Most of the schools required 1, 2, 3, 4, or no professional business education courses for all their candidates.

TABLE 66

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING THE NUMBER  
OF REQUIRED PROFESSIONAL BUSINESS EDUCATION COURSES IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Number of Required Courses	Frequency	Per cent
1 course required	20	22.0
3 courses required	16	17.6
2 courses required	15	16.5
4 courses required	12	13.2
5 courses required	9	9.9
7 courses required	2	2.2
9 courses required	1	1.1
No courses required	16	17.6
TOTAL	91	100.0



TABLE 67

RESPONSES OF DEPARTMENT CHAIRMEN CONCERNING MAXIMUM CREDITS OFFERED  
FOR PROFESSIONAL BUSINESS EDUCATION COURSES IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Course Offerings	Semester Credits Allowed for Business Education Courses								
	1 Credit		2 Credits		3 Credits		4+ Credits		Total
	f <sup>1</sup>	%	f	%	f	%	f	%	
Principles or problems in business education courses	0	0.0	16	38.1	26	61.9	0	0.0	42
Social business methods courses	3	8.3	14	38.9	18	50.0	1	2.7	36
Bookkeeping methods courses	3	9.7	12	38.7	16	51.6	0	0.0	31
Seminars in business education	2	6.4	9	29.0	13	41.9	7	22.6	31
Shorthand and transcription methods courses	2	6.9	14	48.2	13	44.9	0	0.0	29
Curriculum study courses	1	3.6	8	28.5	18	64.2	1	3.6	28
Typewriting methods courses	2	7.7	11	42.3	13	50.0	0	0.0	26
Supervision of business education courses	0	0.0	11	44.0	14	56.0	0	0.0	25
Advanced business education research courses	0	0.0	7	33.3	10	47.6	4	19.0	21

TABLE 67 (Continued)

Course Offerings	Semester Credits Allowed for Business Education Courses									
	1 Credit		2 Credits		3 Credits		4+ Credits		Total	
	f	%	f	%	f	%	f	%		
Tests and measurements in business education	2	9.5	7	33.3	12	57.1	0	0.0		21
Methods of teaching secretarial subjects	1	5.8	5	29.4	11	64.7	0	0.0		17
Methods of teaching clerical, secretarial, and office practice courses	1	5.8	8	47.1	8	47.1	0	0.0		17

<sup>1</sup>f denotes frequency and % indicates per cent.

The responses from institutions requiring professional courses of all master's degree students majoring in business education revealed no consensus in the types of courses required for all students. Only 6 courses were mentioned as required of all business education master's degree students by 10 or more respondents. Principles of business education courses were the most frequently required as 38, or 50.7%, of the 75 department chairmen affirmed this requirement at their institutions. Curriculum courses, seminars, introduction to research courses, advanced research courses, and a choice of required methods courses were the most frequently required courses in the 91 institutions in this study.

TABLE 68

RESPONSES OF 75 DEPARTMENT CHAIRMEN CONCERNING TYPES OF  
REQUIRED PROFESSIONAL BUSINESS EDUCATION COURSES IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Types of Courses	Frequency	Per cent
Principles or problems in business education courses	38	50.7
Seminar courses in business education	25	33.3
Advanced research courses in business education	18	24.0
Choice of methods courses from prescribed or required list of methods courses	15	20.0
Curriculum courses in business education	14	18.6
Introduction to research in business education courses	12	16.0
Bookkeeping methods courses	8	10.6

TABLE 68 (Continued)

Types of Courses	Frequency	Per cent
Tests and measurements courses in business education	8	10.6
Methods of teaching secretarial subjects courses	7	9.3
Supervision of business education courses	7	9.3
Shorthand methods courses	5	6.6
Typewriting methods courses	4	5.3
Social business methods courses	4	5.3
Business education methods courses or methods of all aspects of business education	4	5.3
Choice of required business education foundations courses	4	5.3
Bookkeeping and social business methods courses	3	4.0
Foundations of business education	3	4.0
Methods of teaching secretarial, clerical, and office practice courses	2	2.6
Field work in business education	2	2.6
Choice of research activities or advanced studies	2	2.6
Courses not specified	19	25.3
Courses mentioned only once	9	12.0

Minor Requirements on Thesis Degrees in Business  
Education Master's Programs

Minor fields of study were not usually required on thesis programs for master's degrees in business education. Fifty-eight, or more than 60 per cent, of the department chairmen indicated that no minor field of study was necessary for the completion of business education master's degrees. Twenty-eight, or approximately one-third, of the colleges and universities required that business education master's degree candidates complete a minor field of study. Five respondents did not answer the question.

TABLE 69

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING MINOR  
FIELD REQUIREMENTS ON THESIS DEGREES IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Minor field of study not required on business education thesis programs	58	63.7
Minor field of study required on business education thesis programs	28	30.7
No response	5	5.5
TOTAL	91	100.0

Department heads were also asked to indicate the hours required for the minor field of study on each of their thesis degree programs. A total of 7 different degree titles were reported as incorporating a minor field requirement.

Thirteen respondents indicated that a minor was required on the master of science thesis degree. There was considerable variation in the number of semester credits required for minor fields of study among the colleges and universities. The following required hours were designated by the respondents: 6 semester credits by 4 administrators; 9, 10, or 12 semester credits were each specified by 2 administrators; and individual respondents indicated a range of 6 to 14 semester hours and 12 to 24 semester credits. One department chairman did not specify the number of credit hours required for the minor on the master of science thesis degree.

Nine individuals specified that minors were necessary for master of arts thesis degrees. Three administrators specified 6 semester credits as necessary for completion of minor fields; and 10 and 12 semester hours were each listed by 2 individuals. One chairman specified 9 semester credits, and another individual did not indicate the number of semester credits required for the master of arts thesis degree.

Master of education thesis degrees included the minor requirement in 6 colleges and universities. Two of the programs required that a total of 12 semester credits be completed in the minor field; and individual colleges specified 10, 6 to 8, 6 to 9, and 9 to 12 semester credits as necessary for completion of the minor field requirement on master of education thesis degrees.

A minor was required at only one institution that offered the master of business education thesis degree. A minor field requirement of 14 to 18 semester credits was necessary at this institution. Three colleges or universities specified that a minor was required on master of business administration thesis degrees. Individual respondents asserted

that 6, 6 to 8, and 12 semester credits were required to complete the minor for master of business administration thesis degrees. The master of teaching arts thesis degree was reported as including a minor requirement by only one administrator. Fourteen semester credits were necessary for completion of the minor requirement on this degree. One other individual stated that 12 semester credits were required in a minor field of study, but he did not specify the degree title.

Minor Requirements on Non-Thesis Degrees in  
Business Education Master's Programs

Non-thesis programs in business education did not generally include a minor field requirement. Fifty-six, or 61.5%, of the department chairmen specified that no minor field requirements were included in their non-thesis master's degree programs. Twenty-four, or approximately 25 per cent, of the administrators of graduate business education programs asserted that a minor was required for non-thesis degrees at their colleges or universities.

TABLE 70

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING MINOR  
FIELD REQUIREMENTS ON NON-THESIS DEGREES IN BUSI-  
NESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Minor field of study not required on business education non-thesis programs	56	61.5
Minor field of study required on busi- ness education non-thesis programs	24	26.4
No response	11	12.1
TOTAL	91	100.0

Eight degree titles were noted by respondents as including minor field requirements. The degree titles and the number of hours required for completion of minor requirements showed approximately the same pattern of response as for the thesis degrees.

The master of science non-thesis degree included a minor field requirement at eight colleges. Four respondents reported that 12 semester credits were required for completion of the minor; and individual chairmen noted minor requirements of 6, 9, 10, and 10 to 12 semester hours on master of science non-thesis degrees.

Seven schools specified a minor requirement for master of arts non-thesis degrees. Two respondents asserted a requirement of 10 semester credits, and 2 department heads also mentioned that 12 semester hours were necessary for completion of the minor requirement. Individual business education administrators indicated 9, 8 to 16, and 10 to 12 semester credits as required for completion of minor requirements on the master of arts non-thesis degree.

Nine institutions stipulated minor requirements on master of education non-thesis degrees. Two department chairmen specified that 12 semester credits were required in a minor area; and individual respondents noted minor requirements of 8, 10, 18, 6 to 8, 6 to 9, 9 to 12, and 8 to 16 semester hours.

The master of business administration non-thesis degree included a minor requirement at 3 colleges or universities. Two respondents reported a minor requirement of 12 semester credits, and one administrator indicated that from 6 to 8 semester credits were required for master of business administration non-thesis degrees.



Two institutions reported that master of business education non-thesis degrees included minor requirements. Eight semester hours and 14 to 18 semester credits were indicated as requirements for completion of minors at these schools.

The master of teaching arts non-thesis degree included a minor requirement at two institutions. These institutions required 14 and from 6 to 16 semester credits for satisfaction of the minor requirement. One administrator reported that the master of teaching non-thesis program at his college specified a minor requirement from 4 to 6 semester credits; and another individual reported that 12 semester credits were required for the minor, but he did not indicate under which degree title the minor was required.

#### Related Fields Minors in Business Education Master's Programs

Business education master's degree candidates were generally allowed to cross subject matter lines and elect courses related to business education instead of pursuing a minor in one subject matter area. It was evident from Tables 69 and 70, pages 140 and 142, that most of the administrators did not consider the practice of electing courses in several fields as a minor field of study. A majority of 53, or 58.2%, of the department chairmen indicated that their students were allowed to take related courses in more than one field. Other administrators, 29, or 31.9%, indicated that this practice was not allowed in their business education master's degree programs. The researcher assumed that the majority of the individuals specifying that no minor was required in Tables 69 and 70 allowed the practice of selecting courses from a number of

subject matter areas, and that the department heads that specified the minor requirement generally did not allow the practice of selecting related fields courses.

TABLE 71

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING POLICIES OF  
OFFERING RELATED FIELDS OR COMPOSITE MINORS IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Related fields offerings acceptable on master's degree programs	53	58.2
Related fields offerings not acceptable on master's degree programs	29	31.9
No response	9	9.9
TOTAL	91	100.0

Policies for Selecting Courses in Minor Fields  
in Business Education Master's Programs

Department chairmen were asked to indicate how courses in the minor field of study were selected by business education master's degree candidates. Only 38 department chairmen specified the minor field election procedures at their institutions; however, the low percentage of response was probably due to the fact that many of the schools did not require a minor on master's degrees in business education.

The largest group of respondents, 11, or 28.9%, reported that the student's advisory committee selected courses in the minor field of study. Their decisions were usually based on the candidate's previous background

and future aspirations. Other administrators, 8, or 21.0%, indicated that the department offering the minor field specified the requirements for completion of a minor. Complete freedom in selection of minor field graduate courses was allowed in 7, or 18.4%, of the colleges and universities. Other methods of determining the minor field course of study involved the selection or approval of courses by the major advisor, approval of advisors in both the major and minor areas, and advisement by the chairman of the business education department.

TABLE 72

RESPONSES OF 38 DEPARTMENT CHAIRMEN CONCERNING POLICIES FOR  
SELECTION OF COURSES IN THE MINOR FIELD IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Policies for Electing Courses in Minor Field	Frequency	Per cent
Minor field courses selected by student's advisory committee	11	28.9
Minor field courses depend on require- ments of departments in which minors are offered	8	21.0
Minor field courses may consist of any sequence of graduate courses that are selected by the candidate	7	18.4
Minor field courses selected by student with approval of major advisor	3	7.9
Minor field courses selected from a prescribed listing of courses in minor field	3	7.9
Minor field courses selected by the major advisor	2	5.3
Minor field courses selected by advisory committee and depend upon requirements on minor department	2	5.3

TABLE 72 (Continued)

Policies for Electing Courses in Minor Field	Frequency	Per cent
Minor field courses determined by advise- ment of chairman of business education department	1	2.6
Minor field courses selected by student with approval of advisors in both major and minor areas	1	2.6
TOTAL	38	100.0

#### Restrictions on Selection of Minor Fields in Business Education Master's Programs

Minors were usually not restricted to specific subject matter fields in the business education programs that required minor fields of study. Thirty, or 66.6%, of the administrators specified that there were no restrictions on the fields of study that could be elected at their institutions. Fifteen, or 33.3%, of the chairmen asserted that there were some restrictions on the election of certain minors. Most of the department heads that specified restrictions indicated that minors were allowed in business administration or professional education. Table 73, page 148, illustrated the number of schools restricting the choice of minor fields. The following areas were considered suitable minor areas in business education master's degree programs.

1. Students had to complete a minor in professional education in 5 colleges and universities. Another response indicated that students completing the master of education degree were required to elect a minor in professional education.
2. Students had to complete a minor in some area of business administration in 3 schools.

3. Students were allowed a choice between professional education and business administration in 2 institutions.
4. One school offered a choice of work in economics, education, English, or psychology.
5. One respondent specified that the minor had to be a cognate field or the student had to show why he wished to minor in some other area.

TABLE 73

RESPONSES OF 45 DEPARTMENT CHAIRMEN CONCERNING RESTRICTIONS  
IN SELECTION OF MINOR FIELDS IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Minor fields of study not restricted in master's programs	30	66.6
Minor fields of study restricted in master's programs	15	33.3
TOTAL	45	100.0

Practices of Allowing for Election of Only  
Business Education Courses in Business  
Education Master's Programs

Business education master's degree candidates were generally not allowed to complete all of their course work in business education. Even though no minor field of study was necessary for graduation, students were generally required to elect courses outside the area of business education. A total of 50, or 76.9%, of the 65 chairmen stipulated that candidates had to complete work outside the area of business education. Only 13 respondents, or 20.0%, explained that the master's degree could be devoted exclusively to business education courses. However, a few of these respondents added

that this practice was seldom followed, even though it was permitted. Two individuals, or 3.1%, indicated that the completion of all course work in the area of business education depended upon the degree that was being completed. One of these individuals specified that master of arts students were allowed to complete all their course work in business education, but that master of science students had to complete courses outside the area of business education. The other respondent indicated that students could select all their course work in business education on the master of arts degree, but that it was necessary to complete work in professional education courses for the master of arts in education degree.

TABLE 74

RESPONSES OF 65 DEPARTMENT CHAIRMEN CONCERNING PRACTICES OF  
ELECTING ONLY BUSINESS EDUCATION COURSES FOR A DEGREE  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Course work in areas outside of business education required for graduation	50	76.9
Course work can be devoted exclusively to business education courses	13	20.0
Course work in areas outside of business education sometimes required for graduation	2	3.1
TOTAL	65	100.0

Most Commonly Elected Minor Fields in  
Business Education Master's Programs

Department chairmen who offered minor fields of study on their business education master's degree programs were asked to specify the 5 most commonly elected minors. Thirty-one administrators answered this question, although some of them did not indicate 5 areas. These department heads indicated that restrictions on the election of minor fields did not make it possible to have a choice of 5 minor areas.

Almost one-half of the respondents designated education as the most frequently elected minor, and about 20 per cent of the chairmen specified that composite business administration minors were most frequently elected. Fifteen additional minor areas were represented, but none of them were mentioned as commonly elected by more than a few administrators. Guidance, for example, was the most commonly elected minor area at one institution, but it was not listed as commonly elected by any other college or university. The most frequently elected minors were: education, composite business administration, education administration, economics, accounting, management, and marketing.

TABLE 75

RESPONSES OF 31 DEPARTMENT CHAIRMEN CONCERNING MOST  
FREQUENTLY ELECTED MINOR FIELDS IN BUSINESS EDUCA-  
TION MASTER'S DEGREE PROGRAMS

Minor Fields	Five Most Frequently Elected Minor Fields				
	Rank 1 <sup>a</sup>	Rank 2	Rank 3	Rank 4	Rank 5
Accounting	2	1	3	3	4
Distributive Education	0	0	0	1	0

TABLE 75 (Continued)

Five Most Frequently Elected Minor Fields					
Minor Fields	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Economics	1	4	4	2	2
Education	16	3	2	0	1
Education Administration	2	6	2	1	0
Management	1	4	2	0	0
Marketing	0	1	1	3	0
Composite Business Administration	5	3	5	1	1
English	1	0	0	2	1
Office Administration	1	0	0	0	0
Social Studies	1	1	0	0	0
Physical Education	0	0	1	0	0
Mathematics	0	0	1	0	0
Psychology	0	0	0	1	1
Guidance	1	0	0	0	0
Educational Psychology	0	0	0	1	0
Supervision	0	0	0	1	0

<sup>a</sup>Rank 1 indicates the most frequently elected minors; Rank 2 indicates the second most commonly elected minors; other ranks follow a similar pattern.

Terminal Examinations Required for Thesis Candidates  
in Business Education Master's Programs

Business education master's degree students who completed theses were usually required to pass formal terminal examinations before they were awarded their master's degree. Sixty-seven administrators, or 73.6%,



specified that some type of examinations were administered to thesis students just prior to graduation. A few administrators, 18, or 19.8%, specified that no formal terminal examinations were required on thesis degrees. Six respondents, or 6.6%, did not answer this question.

TABLE 76

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING THE USE OF  
FORMAL TERMINAL EXAMINATIONS FOR THESIS STUDENTS IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Formal terminal examinations required for completion of thesis degrees	67	73.6
Formal terminal examinations not required for completion of thesis degrees	18	19.8
No response	6	6.6
TOTAL	91	100.0

There was little consistency in the types of examinations administered at the colleges and universities in this study. Written examinations usually included questions in business education and the minor areas of study and questions pertaining to the individual's thesis were not included.

Oral examinations usually involved questions pertaining to the student's thesis. In many instances, mastery of major and minor subject matter competency was also evaluated in oral examinations.

Table 77, page 153, revealed the types of terminal examinations administered on thesis degrees in business education master's degree programs.

TABLE 77

RESPONSES OF 67 DEPARTMENT CHAIRMEN CONCERNING THE TYPES OF  
 TERMINAL EXAMINATIONS ADMINISTERED ON THESIS DEGREES  
 IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Types of Examinations Administered	Frequency	Per cent
Written comprehensive examinations, including minor fields	8	11.9
Oral examinations on business education, minor, and thesis	8	11.9
Written examinations on business education plus oral examinations on thesis	8	11.9
Written examinations on business education only	7	10.4
Oral examinations on business education and thesis	7	10.4
Oral examinations on business education only	6	8.9
Oral comprehensive examinations, including minor fields	4	6.0
Oral examinations on thesis only	4	6.0
Written comprehensive examinations, including minors; plus oral examinations on business education, minors, and thesis	3	4.5
Written examinations in business education plus oral examinations on business education, minors, and thesis	3	4.5
Both oral and written examinations on business education and minors	2	3.0
Both oral and written examinations on business education, minors, and thesis	2	3.0

TABLE 77 (Continued)

Types of Examinations Administered	Frequency	Per cent
Both oral and written examinations in business education	1	1.5
Written examinations on business education and minor plus oral examinations of thesis	1	1.5
No response	3	4.5
TOTAL	67	100.0

Formal Terminal Examination Requirements for Non-thesis Students in Business Education Master's Programs

Satisfactory completion of formal terminal examinations was a usual requirement for the completion of non-thesis business education master's degrees. Sixty-two, or almost 70 per cent, of the administrators specified that non-thesis students were required to pass a formal terminal examination before graduation with a master's degree in business education. Seventeen, or less than 20 per cent, of the respondents reported that such examinations were not utilized at their institutions; and 12, or 13.2%, chairmen did not answer the question.

TABLE 78

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING THE USE OF FORMAL TERMINAL EXAMINATIONS FOR NON-THESIS STUDENTS IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Formal terminal examinations required for completion of non-thesis degrees	62	68.1

TABLE 78 (Continued)

Classification of Response	Frequency	Per cent
Formal terminal examinations not required for completion of non-thesis degrees	17	18.7
No response	12	13.2
TOTAL	91	100.0

Approximately one-third of the institutions that administered terminal examinations to non-thesis candidates indicated that a written test covering the major and minor areas was administered. Other frequent responses indicated the use of written business education tests only, oral business education tests only, and oral comprehensive examinations which included the minor areas of study.

TABLE 79

RESPONSES OF 62 DEPARTMENT CHAIRMEN CONCERNING TYPES OF TERMINAL EXAMINATIONS ADMINISTERED TO NON-THESIS CANDIDATES IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Types of Examinations Administered	Frequency	Per cent
Written comprehensive examinations, including minors	21	33.9
Written business education examina- tions only	12	19.4
Oral comprehensive examinations, including minors	9	14.5
Oral business education examinations only	8	12.9

TABLE 79 (Continued)

Types of Examinations Administered	Frequency	Per cent
Both oral and written comprehensive examinations, including minors	6	9.7
Both oral and written business education examinations	2	3.2
Written or oral examination at discretion of advisory committee	2	3.2
Written comprehensive examination, including minors and oral examination may be included	2	3.2
TOTAL	62	100.0

Types of Terminal Examinations Administered  
in Business Education Master's Programs

Business education administrators using the written formal terminal examination indicated that subjective or combination objective and subjective examinations were used to evaluate candidates' competencies during the formal terminal examination. Twenty-seven, or 55.1%, of the 49 respondents indicating the use of written terminal examinations verified the use of subjective or essay examinations. Another 19, or 38.8%, used a combination of objective and subjective tests. Only 3 department chairmen, or 6.1%, specified the use of objective tests for their formal terminal examinations. Table 80, page 157, revealed the types of written terminal examinations used in master's degree programs.

TABLE 80

RESPONSES OF 49 DEPARTMENT CHAIRMEN CONCERNING TYPES OF  
WRITTEN TERMINAL EXAMINATIONS ADMINISTERED TO  
CANDIDATES IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Subjective tests	27	55.1
Combinations of objective and sub- jective tests	19	38.8
Objective tests	3	6.1
TOTAL	49	100.0

Responsibility for the Preparation of Written Terminal Examinations in Business Education Master's Programs

There was little consistency of practice in the designation of individuals or administrative units responsible for the preparation of written terminal examinations. Chairmen of business education departments, business education department faculty, chairmen of advisory committees, and members of advisory committees were most frequently listed as having the responsibility for preparation of written terminal examinations. The individuals most frequently responsible for the preparation of such tests were the business education department faculty as 18, or 36.7%, of the chairmen verified this faculty assignment. Thirteen, or 26.5%, of the chairmen indicated that members of the student's advisory committee prepared the written tests. Ten respondents, or 20.5%, also indicated that chairmen of business education departments were responsible for the preparation of written terminal examinations. Table 81, page 158, indicated the person responsible for the preparation of written terminal examinations.

RESPONSES OF 49 DEPARTMENT CHAIRMEN CONCERNING RESPONSIBILITIES  
FOR PREPARATION OF WRITTEN TERMINAL EXAMINATIONS IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Individuals Responsible for Preparation of Tests	Frequency	Per cent
Business education department faculty	18	36.7
Advisory committee members	13	26.5
Chairman of business education department	10	20.5
Chairman of advisory committee	4	8.2
Chairman of business education department and business education faculty	2	4.1
Major advisor of student	1	2.0
National Teachers Examination administered	1	2.0
TOTAL	49	100.0

Responsibilities for Administering Oral Examinations  
in Business Education Master's Programs

Terminal oral examinations were generally administered by members of the student's advisory committee as 33, or 52.4%, of the department chairmen affirmed this practice. Twenty-four department heads, or 38.1%, indicated that chairmen of business education departments, business education faculty members, and chairmen of advisory committees as being responsible for administering oral examinations. Table 82, page 159, indicated the individuals responsible for administering oral examinations. Individual respondents indicated the following practices:

1. The advisor and two other members of the faculty with whom the student had courses administer the final oral examination.
2. The student's advisor and a representative from the education department administer the examination.
3. The testing service is responsible for administering the test.
4. The chairman of the advisory committee administers the oral examination and has other faculty members help him.

TABLE 82

RESPONSES OF 63 DEPARTMENT CHAIRMEN CONCERNING RESPONSIBILITIES  
FOR ADMINISTERING ORAL TERMINAL EXAMINATIONS IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Administrative Units or Individuals Responsible for Administering Oral Tests	Frequency	Per cent
Members of advisory committee	33	52.4
Chairman of business education department	8	12.7
Business education department faculty	8	12.7
Chairman of student's advisory committee	8	12.7
Department of education	2	3.2
Testing service	1	1.6
Chairman of advisory committee with help of faculty members	1	1.6
Student's major advisor and representa- tive from education department	1	1.6
Student's major advisor and 2 faculty members	1	1.6
TOTAL	63	100.0



Provisions Made for Failure in Terminal Examinations  
in Business Education Master's Programs

Business education master's degree candidates who failed terminal examinations were usually allowed to repeat them. Sixty-one of the 65 individuals answering this question reported that it was possible to repeat terminal examinations. Only 4 administrators stated that candidates were not allowed to repeat terminal examinations in the event of failure.

Fifteen administrators reported that candidates were required to complete additional courses to correct deficiencies before they were permitted to repeat terminal examinations. Another individual specified that special assignments had to be completed before terminal examinations could be repeated.

A total of 16 department chairmen asserted that it was necessary for students failing terminal examinations to secure permission for re-examination. Nine of these individuals noted that permission had to be secured from the major advisor or the advisory committee. Other respondents indicated that students had to petition and secure the approval of the graduate council or the examining committee in order to retake such examinations.

Seventeen respondents specified that tests could be repeated but that candidates were required to wait a designated period of time. Eight chairmen reported that candidates had to wait for one semester, and 3 others indicated that it was necessary to wait a year before repeating the examinations. Individual respondents specified time limits of: 3 months, 4 months, 2 quarters, within 1 year, and during the next scheduled testing period.

Of the 16 respondents who specified the number of times terminal examinations could be repeated, 12 specified that these tests could be repeated only once. Three individuals asserted that tests could be repeated twice, and one person stated that there was no limit on the number of times the terminal examinations could be repeated.

TABLE 83

RESPONSES OF 65 DEPARTMENT CHAIRMEN CONCERNING PROVISIONS  
MADE FOR FAILURE OF TERMINAL EXAMINATIONS IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Provisions for Repeating Terminal Examinations	Frequency	Per cent <sup>1</sup>
<b>Additional work required</b>		
Additional course work necessary	15	19.7
Special assignments necessary	1	1.3
<b>Approval necessary</b>		
Major advisor or advisory committee	9	11.8
Graduate Council	4	5.3
Examining committee	2	2.6
Not listed	1	1.3
<b>Time lapse necessary</b>		
1 semester	8	10.5
1 year	3	3.9
3 months	1	1.3
4 months	1	1.3
2 quarters	1	1.3
Within 1 year	1	1.3
Not listed	1	1.3
<b>Change in types of tests administered</b>		
Oral following failure of written test	1	1.3
Written following failure of oral test	1	1.3
<b>Limitations of repeating tests</b>		
Once	12	15.8
Twice	3	3.9
No restriction	1	1.3

TABLE 83 (Continued)

Provisions for Repeating Terminal Examinations	Frequency	Per cent
Provisions indicated but not listed	6	7.9
No provisions for retaking examinations	4	5.3
TOTAL	76	100.0

<sup>1</sup>Percentage is based on a total of 76 comments rather than on the total number of respondents.

Assistantships Awarded in Business Education  
Master's Degree Programs

A limited number of graduate assistantships were awarded at 66, or 72.5%, of the institutions in this study. Twenty-five, or 27.5%, respondents reported that no assistantships were awarded in their business education master's degree programs.

TABLE 84

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING POLICIES OF  
AWARDING ASSISTANTSHIPS TO BUSINESS EDUCATION MASTER'S  
DEGREE CANDIDATES

Classification of Response	Frequency	Per cent
Assistantships awarded in business education master's degree programs	66	72.5
Assistantships not awarded in business education master's degree programs	25	27.5
TOTAL	91	100.0

If graduate assistantships were awarded to master's degree students, the respondents were asked to indicate the number of assistantships awarded during the academic year of 1963-64. The number of graduate assistantships awarded varied from none to as many as 8. Approximately one-third of the department chairmen reported that from 2 to 3 graduate assistantships in business education were awarded at their colleges or universities.

TABLE 85

RESPONSES OF 66 DEPARTMENT CHAIRMEN CONCERNING NUMBER OF BUSINESS EDUCATION ASSISTANTSHIPS AWARDED DURING ACADEMIC YEAR 1963-64 IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Number of Assistantships Awarded	Frequency	Per cent
1	13	19.7
2	12	18.2
3	7	10.6
0	5	7.6
4	4	6.1
5	3	4.5
6	3	4.5
7	2	3.0
8	2	3.0
Unusable responses	7	10.6
No response	8	12.1
TOTAL	66	100.0

Most Frequent Duties of Graduate Assistants in Business Education Master's Programs

The 66 department chairmen were asked to indicate the most common duties of graduate assistants. Almost 85 per cent of the respondents

specified that graduate assistants were involved in some type of teaching, usually in undergraduate business education classes. Only 9 department heads, or 13.6%, specified that their assistants were not assigned teaching duties. These respondents indicated that assistants conducted departmental research or assisted faculty members. Many graduate assistants were also assigned other duties in addition to their teaching.

TABLE 86

RESPONSES OF 66 DEPARTMENT CHAIRMEN CONCERNING ASSISTANTSHIP  
DUTIES IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Most Commonly Assigned Duties	Frequency	Per cent
Teaching undergraduate business education classes only	25	37.9
Teaching undergraduate business education classes and assisting faculty members	10	15.1
Teaching undergraduate business education classes, assisting faculty members, and conducting departmental research	10	15.1
Teaching undergraduate business education classes and conducting departmental research	9	13.6
Assisting faculty members only	6	9.1
Assisting faculty members and conducting departmental research	2	3.0
Departmental research only	1	1.5
Assisting faculty members and serving as a substitute teacher	1	1.5
Teaching in a laboratory school	1	1.5
No response	1	1.5
TOTAL	66	100.0

Fellowships and Assistantships Not Involving Duties  
in Business Education Master's Programs

Department chairmen were asked if there were any fellowships or assistantships available to business education master's degree candidates that did not involve teaching or other duties. Only 3 institutions, or 4.4%, indicated that fellowships were awarded that did not involve assigned duties. A large majority of the department heads, 65, or 95.6%, reported that assistantships were awarded but indicated that such positions involved assigned departmental duties. A few of these individuals listed the non-teaching duties of graduate assistants at their institutions. The following were typical comments:

1. The graduate assistant does secretarial work for approximately 3 hours a day for 5 days a week.
2. They serve as research assistants in the Bureau of Business and Economic Research.
3. The assistant serves as an administrative assistant in the Dean's office.
4. All assistants perform office work.

TABLE 87

RESPONSES OF 68 DEPARTMENT CHAIRMEN CONCERNING AWARDING  
ASSISTANTSHIPS OR FELLOWSHIPS NOT INVOLVING DUTIES IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Assistantships or fellowships involving no duties not awarded	65	95.6
Assistantships or fellowships involving no duties awarded	3	4.4
TOTAL	68	100.0

Maximum Clock Hours of Teaching for Graduate Assistants  
in Business Education Master's Programs

Graduate assistants were restricted in the number of clock hours they could teach per week. There were no department chairmen who indicated that there was no restriction on the number of teaching clock hours for assistantships at their institutions. However, there was a wide range of practices among the colleges and universities. Two institutions limited the number of clock hours of teaching to 4, while one administration permitted the assistants to teach 15 clock hours per week. The largest number of respondents, 12, or 22.2%, stated that assistants were allowed to teach a maximum of 6 clock hours per week. The researcher assumed that in actual practice these assistants probably taught 2 classes that met 3 times a week. Ten respondents, or 18.5%, reported that assistants could teach a maximum of 10 clock hours a week. Only 2 other restrictions were suggested with any degree of frequency as 9 chairmen indicated a maximum of 5 clock hours, and 7 others specified a maximum of 8 clock hours a week.

TABLE 88

RESPONSES OF 54 DEPARTMENT CHAIRMEN CONCERNING CLOCK HOUR  
TEACHING MAXIMUMS FOR ASSISTANTS IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Clock Hour Teaching Maximums	Frequency	Per cent
6 hours	12	22.2
10 hours	10	18.5
5 hours	9	16.7
8 hours	7	12.9
9 hours	4	7.4
4 hours	3	5.5

TABLE 88 (Continued)

Clock Hour Teaching Maximums	Frequency	Per cent
7 hours	1	1.9
12 hours	1	1.9
15 hours	1	1.9
6 hours one semester; 9 the following semester	1	1.9
3 hours for classes; 5 hours for laboratory classes	1	1.9
Varies	2	3.7
Unusable	2	3.7
TOTAL	54	100.0

Maximum Course Credits Carried by Assistants  
in Business Education Master's Programs

Most business education graduate assistants were required to take a reduced course load while performing their assistantship duties. Only 3 department chairmen specified that assistants were allowed to elect a normal course load. All other department heads employing graduate assistants reported that there was a restriction on the number of hours of course work. Twenty, or 29.9%, of the administrators indicated that assistants could carry 12 semester credits in addition to performing their assistantship duties. An 8 semester credit hour restriction was also commonly reported as 18, or 26.9%, of the chairmen noted this restriction.

A few respondents indicated a range of required hours but did not specify the factors determining the maximum number of credits that could be elected. The researcher assumed that the range of hours pertained to



an assistantship classification; for example, one-half time assistant. However, only the maximum number of credits designated was indicated.

TABLE 89

RESPONSES OF 67 DEPARTMENT CHAIRMEN CONCERNING MAXIMUM  
COURSE CREDITS CARRIED BY ASSISTANTS IN BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

Maximum Course Credits Allowed	Frequency	Per cent
12 semester credits	20	29.9
8 semester credits	18	26.9
9 semester credits	7	10.4
4 semester credits	5	7.4
10 semester credits	5	7.4
6 semester credits	3	4.5
11 semester credits	1	1.5
7 semester credits	1	1.5
13 semester credits	1	1.5
Normal load	3	4.5
Varies	3	4.5
TOTAL	67	100.0

Remuneration of Graduate Assistants or Fellows  
in Business Education Master's Programs

All of the 68 responding chairmen indicated that business education graduate assistants and fellows were paid on a monthly salary basis. Forty-one, or 60.3%, of the respondents specified that assistants received a salary for their services. Twenty-seven other chairmen, or 39.7%, indicated that monthly salaries were paid but stated that in addition tuition and fees were reduced or waived. Table 90, page 169, revealed the remuneration of graduate assistants.

TABLE 90

RESPONSES OF 68 DEPARTMENT CHAIRMEN CONCERNING REMUNERATION  
FOR ASSISTANTSHIPS AND FELLOWSHIPS IN BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Monthly salary only	41	60.3
Monthly salary and reduction in tuition and fees	8	11.7
Monthly salary and waiver of tuition and fees	19	27.9
TOTAL	68	100.0

Department heads were also asked to indicate the salary or salary range according to the type of assistantship awarded at their institutions. Although most respondents indicated salaries, they did not specify the classification of assistantship. Therefore, it was not possible to present the data in tabular form with any degree of accuracy. Selected comments concerning salaries were included to indicate an approximation of the salary differentials for assistantships among colleges and universities. The following were selected salary schedules as indicated by individual business education department chairmen:

1. Assistants are paid \$300 for each course taught during a quarter.
2. It varies; salaries could be from \$1 to \$200 a month.
3. Assistants receive \$2,850 for three trimesters of teaching.
4. Students receive an equivalent of \$450 for each course taught but they cannot teach more than 2 courses.
5. We use only quarter-time assistants at present. For 11 clock hours a week they are paid \$112 a month for 9 months.

6. They receive \$1,800 for 9 months plus remission of tuition.
7. Graduate assistants receive \$1,500 a year; Teaching Fellows earn \$3,000 a year.
8. Salaries for graduate assistants depend on the hours taught and their previous experience.
9. Half-time assistants receive \$900 a year, and full-time assistants receive \$1,800 a year.
10. Assistants receive from \$500 to \$3,000 for eight months.
11. Assistants receive \$180 a month for 20 hours of service a week.
12. Assistants receive \$2,400 for an academic year of service.

Administrative Units Responsible for Administering  
Business Education Master's Programs

Business education master's degree programs were administered under a variety of administrative units. The majority of respondents reported that their programs were offered through the following administrative units: education, business administration, dual administration in education and business administration, or an autonomous department under the direction of the graduate school or director of graduate studies. Twenty-eight, or 30.8%, of the chairmen indicated that their programs were administered through the department or school of education. An almost equal number of respondents, 25, or 27.5%, specified that their programs were administered through the college of business or a division of business administration. There were also a number of programs, 15, or 16.5%, offered jointly under the education and business administration schools or departments. Another large group of individuals, 17, or 18.7%, stated that their business education master's degree programs were autonomous and were directed by the graduate school or dean of graduate studies. Table 91, page 171, indicated the administrative units responsible for directing business education master's degree programs.

TABLE 91

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING ADMINISTRATIVE  
UNITS RESPONSIBLE FOR ADMINISTERING BUSINESS EDUCATION  
MASTER'S DEGREE PROGRAMS

Administrative Units	Frequency	Per cent
Education	28	30.8
Business Administration	25	27.5
Autonomous department under direction of graduate school	17	18.7
Dual administration under education and business administration	15	16.5
Practical Arts	1	1.1
Graduate Council	1	1.1
Graduate School of Arts and Sciences	1	1.1
Unusable response	1	1.1
No response	2	2.2
TOTAL	91	100.0

Number of Full-Time Faculty Teaching Graduate Courses  
in Business Education Master's Programs

Almost 75 per cent of the administrators of business education master's degree programs indicated that from 1 to 4 full-time faculty members were employed to teach one or more graduate courses. Respondents indicated a range of full-time faculty members from none to as many as 19 teachers. The researcher assumed that the 2 chairmen indicating that no full-time business education faculty were engaged in teaching graduate business education courses employed part-time instructors. Table 92, page 172, revealed the number of full-time faculty members teaching one or more graduate business education courses.

TABLE 92

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING NUMBER  
OF FULL-TIME FACULTY TEACHING GRADUATE COURSES IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Number of Full-Time Faculty	Frequency	Per cent
3 faculty members	23	25.3
2 faculty members	22	24.2
4 faculty members	11	12.1
1 faculty member	10	11.0
5 faculty members	7	7.7
6 faculty members	5	5.5
0 faculty members	2	2.2
7 faculty members	2	2.2
8 faculty members	2	2.2
10 faculty members	1	1.1
12 faculty members	1	1.1
14 faculty members	1	1.1
15 faculty members	1	1.1
17 faculty members	1	1.1
19 faculty members	1	1.1
No response	1	1.1
TOTAL	91	100.0

Number of Part-Time Faculty Teaching Graduate Courses  
in Business Education Master's Programs

Almost one-half of the department heads specified that part-time faculty members were not used to teach business education graduate courses at their institutions. Sixteen, or 17.6%, of the administrators indicated that they employed one part-time faculty member for the purpose of teaching graduate business education courses. Two part-time faculty members were employed by 8, or 8.8%, of the colleges and universities. Other colleges and universities employed 3, 4, 5, and 7 part-time faculty members in their business education graduate programs. One individual also indicated that the number of part-time teachers varied at his institution. Table 93, page 173, showed the use of part-time faculty to teach graduate courses.

TABLE 93

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING NUMBER  
OF PART-TIME FACULTY TEACHING GRADUATE COURSES IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Number of Part-Time Faculty	Frequency	Per cent
0 faculty members	42	46.1
1 faculty member	16	17.6
2 faculty members	8	8.8
3 faculty members	4	4.4
4 faculty members	4	4.4
5 faculty members	2	2.2
7 faculty members	1	1.1
Varies	1	1.1
No response	13	14.3
TOTAL	91	100.0

Special Qualifications Necessary for Teaching Graduate  
Courses in Business Education Master's Programs

Individuals teaching business education graduate courses were required to possess special qualifications beyond those of the undergraduate faculty in 73, or 80.2%, of the colleges and universities. Sixteen schools, or 17.6%, did not specify that teachers of graduate courses needed particular qualifications beyond their undergraduate faculty. Two, or 2.2%, of the respondents did not answer this question.

TABLE 94

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING NECESSITY  
OF SPECIAL QUALIFICATIONS FOR TEACHING GRADUATE COURSES  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Special qualifications necessary for teaching graduate courses	73	80.2

TABLE 94 (Continued)

Classification of Response	Frequency	Per cent
Special qualifications not necessary for teaching graduate courses	16	17.6
No response	2	2.2
TOTAL	91	100.0

Fifty, or 68.5%, of the schools indicating the necessity of special qualifications reported that the doctorate was necessary; or they listed an alternative qualification to the doctorate. Listed alternatives to the doctorate by this group of respondents were: department chairman, full professor, associate professor, extended experience, approval of graduate council, and near completion of the doctorate.

Three department chairmen did not specify the doctorate as a requirement, but they listed that it was necessary to be a full or associate professor to teach graduate business education courses. Other department chairmen, not stating the doctorate as a requirement, indicated the following requirements for teaching business education graduate courses: 60 graduate credits completed, work beyond the master's degree, minimum of a master's degree, secondary school teaching experience, approval of the graduate council, or member of the graduate faculty. Table 95, page 175, revealed special qualifications considered necessary to teach graduate business education courses.

TABLE 95

RESPONSES OF 73 DEPARTMENT CHAIRMEN CONCERNING SPECIAL  
 QUALIFICATIONS NECESSARY FOR FACULTY TEACHING  
 GRADUATE COURSES IN BUSINESS EDUCATION  
 MASTER'S DEGREE PROGRAMS

Necessary Qualifications	Frequency	Per cent
Earned doctorate	21	28.8
Earned doctorate or near completion	13	17.8
Earned doctorate, extended experience, or approval of graduate council	7	9.6
Earned doctorate or other qualifica- tions not specified	6	8.2
60 graduate credits or one year of study beyond master's degree	6	8.2
Earned doctorate, department head, full professor, or associate professor	3	4.1
Full or associate professor	3	4.1
Master's degree	3	4.1
Secondary school teaching experience	3	4.1
Work beyond master's degree	2	2.7
Member of graduate faculty or council	1	1.4
Special qualifications not listed	5	6.8
TOTAL	73	100.0

Business Education Organizations Available to Candidates  
 in Business Education Master's Programs

The responses of administrators indicated that many business education master's degree candidates had opportunities to join professional or honorary business education organizations while pursuing their degrees.



Twenty-eight, or almost one-third, of the institutions had established Delta Pi Epsilon Chapters on their campuses. Eighteen department chairmen, or 19.8%, also indicated that graduate students were eligible to join the undergraduate honorary fraternity, Pi Omega Pi. There were very few business education graduate clubs in existence as only 6, or 6.6%, of the respondents indicated that such clubs had been established at their colleges. Individual respondents mentioned the following additional organizations: Phi Beta Lambda, Society for Advancement of Management, Kappa Delta Pi, and the National Collegiate Association of Secretaries. It was possible that these organizations were maintained in more colleges and universities than those mentioned by the respondents. These organizations did not appear on the questionnaire and were written in by individual respondents. There was also the possibility that some of the chairmen neglected to indicate the existence of these organizations on their campus.

TABLE 96

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING BUSINESS  
EDUCATION ORGANIZATIONS AVAILABLE TO CANDIDATES IN  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Organizations Available	Frequency	Per cent <sup>1</sup>
Delta Pi Epsilon	28	30.7
Pi Omega Pi	18	19.8
Business Education Graduate Club	6	6.6
Phi Beta Lambda	1	1.1
Society for Advancement of Management	1	1.1
Kappa Delta Pi	1	1.1
National Collegiate Association of Secretaries	1	1.1

<sup>1</sup>The per cent is based on the total of 91 schools.

Availability of Specialized Facilities in  
Business Education Master's Programs

Administrators were asked to indicate if 5 specialized facilities were available to master's degree students in their business education studies. Curriculum libraries of the latest business education high school textbooks were commonly maintained as 79, or 86.8%, of the respondents indicated their availability. Fifty-one, or 56.0%, of the chairmen reported that departmental libraries were also available to master's degree candidates.

Approximately one-half of the administrators stipulated that their master's degree candidates had access to curriculum libraries of the latest business education college textbooks. Microfilm libraries of business education research studies and graduate study rooms were also listed as available by 32, or 35.2%, of the administrators.

TABLE 97

RESPONSES OF 91 DEPARTMENT CHAIRMEN CONCERNING AVAILABILITY  
OF SPECIALIZED FACILITIES IN BUSINESS EDUCATION MASTER'S  
DEGREE PROGRAMS

Specialized Facilities	Frequency	Per cent <sup>1</sup>
Curriculum libraries of latest high school business education textbooks	79	86.8
Departmental business education libraries	51	56.0
Curriculum libraries of latest college business education textbooks	45	49.4
Microfilm libraries of business education research studies	32	35.2
Graduate study rooms	32	35.2

<sup>1</sup>The percentage is based on the total of 91 schools.

Positive Assessments of Department Chairmen Concerning  
Business Education Master's Programs

Eighty-one, or 89.0%, of the department chairmen indicated a total of 170 comments on the strengths of their graduate business education programs. Seventy per cent of their comments related to the qualities of the master's degree curriculum and associated administrative procedures. Respondents reported such strengths as the emphasis on business administration or content courses, the variety and comprehensiveness of course offerings, the integration of professional courses with content courses, the balance of business education and professional education courses, the broadening or strengthening of student's backgrounds, the flexibility of programs, the administration of programs, and effective student selective procedures. The following were typical illustrations as indicated by administrators:

1. The program places a heavy emphasis on subject-matter courses as opposed to professional and/or improvement courses.
2. Both the content and professional courses are in the same department.
3. The variety and comprehensiveness of the curriculum is an outstanding feature of our program.
4. We have a challenging curriculum which seemingly produces strong teachers.
5. We have a strong program for the preparation of college teachers.
6. Our program stresses practical application as opposed to theory type courses.
7. Fifty per cent of our master of arts graduates become college teachers after graduation.
8. All candidates must complete a research project.

9. We offer graduate courses only, and there is no mixture of graduate and undergraduate students in our classes.
10. Fifteen to 24 semester hours are allowed in the area of specialization.
11. Our curriculum is coordinated with the whole school outlook by courses in secondary education, history of education, philosophy of education, guidance, and so forth.
12. There is a great deal of flexibility in permitting advisement and guidance in the proper supporting courses.

Approximately 15 per cent of the responses pertained to faculty qualifications. Twenty-one administrators believed that the competent business education faculty at their institutions strengthened their programs. Six also mentioned that the faculty provided outstanding guidance in helping students with their programs and with their research studies.

Thirteen, or 7.7%, of the respondents stated that the atmosphere and relations among other departments and within their own departments was a strong feature of their programs. A few administrators also commented on the excellent physical facilities that were available to business education graduate students at their colleges or universities.

TABLE 98

RESPONSES OF 81 DEPARTMENT CHAIRMEN CONCERNING PROGRAM STRENGTHS  
IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Program Strengths	Frequency	Per cent <sup>1</sup>
Flexible Programs	29	17.1
Emphasis on business administration content courses	24	14.1
Competent faculty	21	12.3
Broad program to strengthen students' backgrounds	15	8.8

TABLE 98 (Continued)

Program Strengths	Frequency	Per cent
Variety of course offerings	15	8.8
Specific course offerings	10	5.9
Cooperation and support of other departments	7	4.1
Personal interest and guidance of faculty	6	3.5
Student selection procedures	6	3.5
Balance of business education and professional education courses	5	2.9
Small classes allowing personal contacts	5	2.9
Excellent libraries	5	2.9
Reputation of school	2	1.2
Competent administration	2	1.2
Graduate level courses	2	1.2
Departmental research	2	1.2
Excellent business administration facilities	2	1.2
Excellent physical facilities	2	1.2
Strengths mentioned by only one respondent	10	5.9
TOTAL	170	100.0

<sup>1</sup>Percentage is based on a total of 170 responses instead of the 81 respondents.

#### Recommended Changes in Business Education Master's Programs

Department chairmen were asked to indicate needed changes in their business education master's degree programs. Thirty-five, or almost 40

per cent of the administrators did not list recommendations for improvements in their programs. Twenty-five of these individuals specified that they were completely satisfied with their programs and would recommend no changes, and 10 respondents did not answer the question.

The 56 department heads that specified needed program changes listed a total of 81 suggestions. Only three suggestions were mentioned by more than 7 of the department heads. The individuals specified the following changes: that graduate offerings needed to be expanded; that the faculty needed to be enlarged; and that specific courses needed to be added to the curriculums.

Other suggestions listed by less than 7 respondents pertained to a variety of recommended changes including better physical facilities, expanded off-campus and summer programs, better relations with other departments, screening and admission practices, degrees and programs, financial assistance, and program requirements.

TABLE 99

RESPONSES OF 56 DEPARTMENT CHAIRMEN CONCERNING RECOMMENDED  
CHANGES IN BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

Recommended Changes	Frequency	Per cent <sup>1</sup>
Expansion of graduate offerings	11	13.6
Expansion of faculty	8	9.9
Addition of specific courses	7	8.6
Expansion of business administration and subject matter offerings	6	7.4
Additional graduate assistants or graduate fellows	5	6.2

TABLE 99 (Continued)

Recommended Changes	Frequency	Per cent
Better physical facilities	4	4.9
Changes in screening and admission practices	4	4.9
General strengthening of program	3	3.7
Eliminate thesis requirement	3	3.7
Expansion of off-campus and summer program	3	3.7
Addition of new degrees or programs	3	3.7
More emphasis on distributive education	2	2.5
Greater program flexibility	2	2.5
Require thesis	2	2.5
More emphasis on written and oral communications	2	2.5
Additional financial assistance	2	2.5
Better relations with other departments or administration	2	2.5
Addition of department publications and research	2	2.5
Changes mentioned by only one respondent	10	12.3
TOTAL	81	100.0

<sup>1</sup>Percentage is based on 81 responses instead of the 56 respondents.

## CHAPTER V

### FINDINGS OF A CRITIQUE OF BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS BY RECENT GRADUATES

This chapter of the findings was devoted to a survey of business education master's degree graduates of the past three years. Two hundred seventy graduates answered specific questions concerning selected segments of their educational background; and in addition, made general assessments and evaluations of their graduate business education programs.

The responses of these graduates were used to evaluate the over-all quality of business education master's degree programs and to make assessments of selected segments of such programs. Graduates were asked to indicate their opinions on the following aspects of their graduate programs: curriculum emphasis, freedom of electives, value of the thesis requirement, availability and adequacy of specialized facilities, specific business education courses, and the value of a minor field of study.

Many of the questions encouraged the respondents to make comments to justify or clarify their attitudes or beliefs. Representative comments were included in this chapter to clarify the opinions of the participants. Minor editorial changes in grammar and punctuation were made in some of the comments; however, no changes were made that caused deviations from the original meaning of the respondents' statements.

#### Occupations of Graduates

A sampling of business education master's degree graduates during the past three years revealed that most graduates were engaged in teaching



their graduate major, business education. Their responses revealed that 206, or 76.3%, of the 270 individuals surveyed, were teaching business education on the high school, technical school, or college level. The survey of occupations also indicated that 241, or 89.3%, of the graduates were engaged in educational work, although not necessarily in business teaching. Individual respondents held such titles as: Assistant Dean of Men, High School Dean of Girls, Assistant Dean of Students, Admissions Counselor, Librarian, State Supervisor of School Business Management, Employment Placement Coordinator, Coordinator of Distributive Education, and Assistant Director of Student Financial Activities. There were also a few participants teaching in areas outside the field of business education. These subject matter areas were represented: social science, mathematics, English, and the elementary grades.

Approximately eleven per cent of the master's degree graduates were engaged in occupations outside the field of education. Individual graduates held such occupational titles as: Investment Manager, Minister of Music and Education, Supervisor of Computer Center, Civil Engineer, Personnel Manager, Sales Management Engineer, Unemployment Insurance Technician, and U. S. Army Officer. Table 100, page 185, showed the distribution of occupations held by business education master's degree graduates.

#### Time Elapsed Before Beginning Graduate Study

A majority of the business education master's degree graduates started their graduate work within a short time after receiving the bachelor's degree. In fact, 82, or 30.7%, continued their education in

less than a year after receiving the baccalaureate degree. A total of 185, or 69.3%, of those responding, indicated they started graduate study within five years after receiving the bachelor's degree. Thus, it was assumed that the majority of graduate students surveyed were from twenty to thirty years of age when they elected to pursue the master's degree.

TABLE 100

RESPONSES OF 270 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING CURRENT OCCUPATIONAL STATUS

Occupations	Frequency	Per cent
High school business education teacher	174	64.4
College business education teacher	32	11.9
Homemaker	8	3.0
Secretary	6	2.2
Graduate Assistant	6	2.2
High School Principal	5	1.9
Accountant	5	1.9
High school business manager	3	1.1
High school counselor	2	.7
Other occupations	29	10.7
TOTAL	270	100.0

However, a wide variation in the age levels of those aspiring for the business education master's degree was indicated in that 17, or 6.4%, of the

respondents did not begin study until twenty to thirty years after receiving the bachelor's degree. Table 101 indicated the years elapsed before the graduates started to pursue their master's degree in business education

TABLE 101

RESPONSES OF 267 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING YEARS ELAPSED BETWEEN RECEIVING THE  
BACHELOR'S DEGREE AND BEGINNING WORK TOWARD  
THE MASTER'S DEGREE

Years Elapsed	Frequency	Per cent
Less than 1 year	82	30.7
1	33	12.4
2	25	9.4
3	18	6.7
4	18	6.7
5	9	3.4
6	12	4.5
7	6	2.2
8	4	1.5
9	9	3.4
10	11	4.1
11	2	.7
12	2	.7
13	4	1.5
14	3	1.1
15	4	1.5
16	2	.7
17	3	1.1
19	3	1.1
20	5	1.9
22	1	.4
23	1	.4
24	2	.7
25	3	1.1
26	1	.4
27	1	.4
29	1	.4
30	2	.7
TOTAL	267	100.0

### Master's Degree Titles Awarded to Graduates

The business education master's degree was offered under many titles as was evidenced by the degree titles awarded to the graduates. The Master of Education degree was the most commonly conferred in that 64, or 23.7%, of the respondents received this degree. However, the Master of Science, Master of Arts, and Master of Business Education degrees were also commonly awarded. Although the survey indicated that the master's degree with a major in business education was offered under sixteen titles, the Master of Education, Master of Arts, Master of Business Education, and Master of Science degrees were awarded to 223, or 82.6%, of the 270 respondents. The Master of Business Administration and the Master of Science in Education degrees were the only other degrees mentioned with any degree of frequency. Table 102, page 188, indicated the degrees earned by the business education master's degree graduates participating in this study.

### Continued Graduate Study by Graduates

This study included only individuals who were awarded master's degrees during the last three years. Even though the respondents had only recently graduated, many of them were continuing graduate study. Seventy-four, or 27.4%, were pursuing their education beyond the master's degree. The majority of the graduates had not completed additional work, although it would be reasonable to assume that many of them would complete additional study. Table 103, page 189, indicated the people pursuing graduate work beyond the master's degree.

Not all of the respondents who completed study beyond the master's degree elected graduate business education courses. Only 31, or 41.9%,

TABLE 102

RESPONSES OF 270 BUSINESS EDUCATION MASTER'S DEGREE  
GRADUATES CONCERNING MASTER'S DEGREE TITLES AWARDED

Degree Titles	Frequency	Per cent
Master of Education	64	23.7
Master of Arts	57	21.1
Master of Business Education	55	20.4
Master of Science	47	17.4
Master of Business Administration	12	4.4
Master of Science in Education	11	4.1
Master of Science in Business Education	6	2.2
Master of Teaching Arts	4	1.5
Master of Teaching	4	1.5
Master of Arts in Education	3	1.1
Master of Arts in Business Education	2	.7
Master of Education in Business Education	1	.4
Master of Business Teacher Education	1	.4
Master of Teaching in Education	1	.4
Master of Teaching in Business Education	1	.4
Master of Teaching in Business and Social Studies	1	.4
TOTAL	270	100.0

TABLE 103

RESPONSES OF 270 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING COMPLETION OF ADDITIONAL GRADUATE COURSES  
SINCE OBTAINING THE MASTER'S DEGREE

Classification of Response	Frequency	Per cent
No additional study beyond master's degree	190	70.4
Additional study beyond master's degree	74	27.4
No response	6	2.2
TOTAL	270	100.0

had completed additional graduate work in business education courses. The majority of 42 respondents, or 56.8%, indicated that they had completed graduate work in fields other than business education.

TABLE 104

RESPONSES OF 74 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING COMPLETION OF ADDITIONAL BUSINESS EDUCATION  
COURSES SINCE OBTAINING THE MASTER'S DEGREE

Classification of Response	Frequency	Per cent
Additional graduate study in fields other than business education	42	56.8
Additional graduate study in business education	31	41.9
No response	1	1.3
TOTAL	74	100.0

Institutional Selection of Graduates  
Pursuing Additional Study

The majority of respondents who completed additional graduate work elected further graduate study at the same schools where they obtained their master's degrees. The survey indicated that 39, or 52.7%, of the 74 respondents were furthering their education at schools where they were awarded the master's degree. The majority of these individuals were probably electing courses other than business education as Table 104 indicated.

Many of the graduates were furthering their education at schools other than where they obtained their master's degree in that 32, or 43.2%, indicated that they were attending other colleges and universities. Three people, or 4.1%, specified that they had taken further graduate work in schools where they obtained their master's degrees, but that they had also attended other schools.

TABLE 105

RESPONSES OF 74 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES COM-  
PLETING ADDITIONAL GRADUATE WORK CONCERNING WHETHER COURSES  
WERE COMPLETED AT THE SAME INSTITUTION  
AS THE MASTER'S DEGREE

Classification of Response	Frequency	Per cent
Additional study at school where master's degree was awarded	39	52.7
Additional study at schools other than where master's degree was awarded	32	43.2
Additional study at schools where master's degree was awarded and at other schools	3	4.1
TOTAL	74	100.0

### Intention of Pursuing Graduate Work by Graduates

A majority of 196, or 72.6%, of the 270 graduates surveyed, had not completed graduate work beyond the master's degree. However, 161, or 82.1%, of these individuals stated that they intended to further their graduate education. Only 26, or 13.3%, said they had no intention of electing further graduate education. A small minority of 6 individuals, or 3.1%, were undecided as to whether they would continue their study.

The large number of individuals planning to further their education probably stemmed from the age levels of these students. Table 101, page 186, indicated that a majority of students who started their master's degree programs were between the ages of twenty to thirty years. It was probable that the teachers in this age bracket were more apt to elect additional graduate work in the belief that they would be promoted or would find more desirable teaching locations. Many of the older teachers probably had a more established status and would be less apt to pursue advanced work. Table 106, page 192, listed the graduates' intentions in tabulated form.

### Plans of Graduates to Study for a Doctor's Degree in Business Education

All of the graduates were asked if they intended to study for a doctor's degree in business education. Sixty-five, or 24.1%, of the respondents indicated they planned to work for a doctorate with a major in business education. The majority of master's degree graduates were not contemplating the business education doctor's degree in that 185, or 68.5%, stated they did not plan to work for such a degree. There were also a few individuals who planned to complete the doctorate in areas other than business education. Fields mentioned by these graduates were: Educational



TABLE 106

RESPONSES OF 196 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
 NOT COMPLETING ADDITIONAL GRADUATE WORK CONCERNING  
 INTENTION OF ELECTING ADDITIONAL GRADUATE STUDY

Classification of Response	Frequency	Per cent
Intend to complete additional graduate study	161	82.1
No intention of completing additional graduate study	26	13.3
Undecided as to whether to complete additional graduate study	6	3.1
No response	3	1.5
TOTAL	196	100.0

Administration, Secondary Education, Business Administration, Accounting, Economics, and Marketing. Thirteen, or 4.8%, of the individuals stated that they were undecided as to whether to work for a doctor's degree in business education.

Tables 103 and 106, pages 189 and 192, revealed that 235, or 87.0%, of the respondents had taken additional graduate work or intended to complete work beyond their master's degrees. However, only approximately twenty-five per cent intended to work for a doctorate in business education.

TABLE 107

RESPONSES OF 270 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING INTENTION OF STUDYING FOR THE  
DOCTORATE IN BUSINESS EDUCATION

Classification of Response	Frequency	Per cent
No intention of working for doctorate in business education	185	68.5
Intend to work for doctorate in business education	65	24.1
Intend to work for doctorate in another area	7	2.6
Undecided	13	4.8
TOTAL	270	100.0

Criteria Used by Graduates for Selecting  
the Institution for Master's Study

Former students gave a variety of reasons for selecting the schools where they obtained their master's degree. In most cases, there were a number of contributing factors that determined the selection of a particular institution. The respondents gave a total of 475 reasons for selections of schools, or an average of approximately 1.7 reasons per individual response. A total of 19 different reasons were given for selection, although the predominant reasons pertained to location, reputation, undergraduate preparation at the same institution, and financial assistance offered.

Location of the school. More than sixty per cent of the respondents indicated that the convenient location of the college or university was an

important factor in the selection of a school. The following were representative statements of these graduates:

1. It was close enough so that I could commute daily in a car pool.
2. I lived 30 miles from campus and could take late afternoon and Saturday classes.
3. It was the closest school which offered a master's degree in business education.
4. It was located close to the school where I was teaching.
5. It was in the same town as my teaching position.

Reputation of the school. One-third of the graduates stated the reputation of the institution had an influence on their selections. The following statements typify the reasoning of these teachers:

1. The school was highly recommended by undergraduate professors.
2. It had an excellent reputation in the field of business education.
3. It was the best-known of the local schools, and enjoyed a better reputation than the other local schools.
4. The school had a nation-wide reputation.
5. It was an outstanding teacher education institution.

Reputation of the faculty. Almost twenty per cent of the responses indicated that the reputation of faculty members was a contributing factor in their selections. The following illustrate typical comments relating to this category:

1. The department was headed by a national leader in business education.
2. I heard some favorable comments on the instruction.
3. The faculty were considered experts in the field of business education.

4. I especially admired the department head's work and had heard good reports about him.
5. I visited the campus and was quite impressed with the Dean and the faculty.

Former alma mater. More than fifteen per cent of the graduates indicated that they elected to continue graduate work at their undergraduate alma mater. The statements listed below were typical examples included in this category:

1. I was known and knew the faculty because I received my A.B. there.
2. I completed my undergraduate work at the same school.
3. I obtained my bachelor's degree there and liked the school.

Financial assistance offered. Most of those who responded under this category stated that they were offered assistantships or fellowships. Thirty-seven, or 13.7%, of the respondents indicated that they received some type of financial assistance that encouraged them to choose a particular institution.

Other criteria. Many other reasons were advanced for the selection of a particular college or university. Among the reasons listed were: types of courses offered; low cost of attending the school; spouse was a student there; large size of the school; thesis was not required; a master's degree could be obtained in one year; recommendations of friends; familiarity with the school; and others. Selected comments are listed below:

1. The courses offered fit perfectly with what I wanted.
2. It was inexpensive compared with other schools.
3. I was in a hurry to get a degree, and I heard they had a diploma mill out there.

4. It offered a balanced program of studies.
5. The physical facilities were better than those of the other schools in my area.
6. My husband was teaching there and it was most convenient.
7. It was a church affiliated school.

A comprehensive analysis of school selection criteria used by business education master's degree graduates was shown in Table 108 , page 197.

#### Opinions of Graduates Concerning Teaching Effectiveness Resulting from the Master's Degree Program

The value of master's degree study in terms of increased teaching effectiveness was affirmed by the majority of the graduates. Only a small minority of 12 respondents, or 4.4%, believed that graduate study did not increase their teaching effectiveness. A majority of 241 individuals, or 89.3%, stated that master's work had been a rewarding experience in terms of increased teaching capabilities. Seventeen respondents did not answer this question. In most cases, these people stated that they were employed in occupations that did not involve teaching, and therefore, did not know if it increased their teaching potential.

The respondents substantiated their responses by describing how graduate study had improved their teaching; a few individuals also gave reasons for negative reactions to this aspect of their master's degree program in business education.

Increased teaching effectiveness. Most of the teachers stated that their teaching methods were improved, or that they received many new and useful ideas. There were also comments referring to less tangible improvements. Individuals mentioned such things as improved philosophy,

TABLE 108

RESPONSES OF 270 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
 CONCERNING REASONS FOR THE SELECTION OF THE GRADUATE  
 SCHOOL WHERE THE MASTER'S DEGREE WAS OBTAINED

Reasons for Selection of a School	Frequency <sup>1</sup>	Per cent <sup>2</sup>
Location of school	170	62.9
Reputation of school	90	33.3
Reputation of faculty	51	18.9
Undergraduate alma mater	44	16.3
Financial assistance offered	37	13.7
Curriculum content	21	7.8
Low tuition and cost	21	7.8
Attendance of spouse	8	2.9
Size of school	8	2.9
Familiarity with school	7	2.6
Church affiliation of school	4	1.5
Recommendation of friends	3	1.1
Time required to complete degree	3	1.1
Physical facilities	2	.7
Thesis not required	2	.7
Campus housing available	1	.4
Rural atmosphere of school	1	.4
Ease of obtaining degree	1	.4
Member of Collegiate Schools of Business	1	.4

<sup>1</sup>Indicates total responses, not total respondents.

<sup>2</sup>Per cent is expressed as total of 270 respondents.

recognition of students as individuals, and the acquiring of needed self-confidence. The following statements typified the remarks in this category:

1. I have dropped some of my outmoded teaching methods.
2. It gave me more self-confidence through additional instruction in my subject matter and the reasons behind teaching methods.
3. I believe the number of subject matter courses that I was able to take under the program helped considerably.
4. I was influenced tremendously by the attitude of the faculty; as a result, I see each student as an individual and separate personality.
5. My course work brought theory closer to the practical.
6. My confidence in the methods used was restored. I have been able to up-date my materials and to keep my students interested because of the information and new materials I bring to them. I have been able to orient them to the age of automation and have been much more successful in my counseling efforts.
7. The experience as an assistant under direction was valuable.
8. The courses in methods gave me an opportunity to continue reading in the area of business education. This gave me an opportunity to explore and formulate new approaches and to evaluate what I was doing in the classroom.
9. The class work was helpful but talking with other teachers of business was extremely valuable.
10. Although I am no longer in the classroom, the courses I took in my master's program have helped in my present position. The further development of an analytic mind is an asset in this position.

No increase in teaching effectiveness. Although less than five per cent of the business education master's degree graduates indicated no increase in teaching effectiveness, many of them were adamant in their opinions. The following statements were indicative of their thinking:

1. I teach social studies; I don't care much for business education.
2. I learned nothing new about teaching.
3. It discouraged me from entering the teaching profession.
4. Other than the education courses which are so vague, I was not able to take a single course which was directly applicable to my field.
5. Many of the courses I wanted to take were on the undergraduate level and no graduate credit could be given for them.
6. All graduate work required was education courses. The time should be spent in professional business education courses.

TABLE 109

RESPONSES OF 270 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING VALUE OF MASTER'S DEGREE WORK IN TERMS OF  
INCREASED TEACHING EFFECTIVENESS

Classification of Response	Frequency	Per cent
Graduate study increased teaching effectiveness	241	89.3
Graduate study did not increase teaching effectiveness	12	4.4
No response	17	6.3
TOTAL	270	100.0

Opinions of Graduates Concerning Desired Curriculum  
Emphases on Master's Degree Programs

Participants were asked to evaluate the curriculum emphasis of their master's program, and to recommend curriculum emphases that they would like to see included in the master's program in business education.



A majority of 110, or approximately forty per cent, of the 270 respondents in this study were completely satisfied with their programs and had no recommendations for changes. The other 160 graduates made recommendations concerning the curriculum emphasis desired in business education master's degree programs. Ninety-nine, or 33.3%, of the total 297 responses indicated that there should be a greater emphasis on business administration subject matter courses. Forty-two responses, or 14.1%, revealed that graduates desired additional professional business education courses; and 31, or 10.4%, of the responses, revealed that graduates desired a further stress on skill improvement courses.

Eight other areas were recommended for increased emphasis by graduates and included the following: supervision and counseling, data processing, basic business, distributive education, general education, practical application, and an emphasis on increased course offerings during the academic year. Table 110, page 201, illustrated these beliefs in tabulated form.

#### Opinions of Graduates Concerning Flexibility of Programs

A majority of the graduates believed their graduate business education programs allowed ample provision for the election of courses and did not require too many courses. This was substantiated by 227, or 84.1%, of the respondents. Only 38 former students, or 14.1%, believed that their programs were restricted with too few opportunities for elective courses.

Flexible programs. Most of the comments indicated that provision was made for the inclusion of a minor field of study or for courses outside the field of business education. The following statements were illustrative:

TABLE 110

RESPONSES OF 270 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
 CONCERNING OPINIONS ON CURRICULUM EMPHASIS IN  
 THEIR MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency <sup>1</sup>	Per cent <sup>2</sup>
Completely satisfied with program of study	110	37.0
More emphasis on business administration subject matter courses	99	33.3
More emphasis on professional business education courses	42	14.1
More emphasis on skill improvement courses	31	10.4
More emphasis on data processing courses	5	1.7
More emphasis on miscellaneous areas	10	3.4
TOTAL	297	100.0

<sup>1</sup>Indicates total responses, not total respondents.

<sup>2</sup>Per cent is expressed as a total of 297 responses.

1. The program allowed ample time for a minor.
2. The required courses and electives were balanced fairly well to make allowances for individual backgrounds of students.
3. I am glad I had every course that was required. I would not want to omit any of them.
4. I found my advisor only too eager to set up my courses according to my needs as well as to fulfill the necessary requirements for the degree.

5. I was able to choose a program that was very satisfactory and interesting.
6. There was a good opportunity provided to take courses in related fields.
7. Business education was my choice and was the area I needed to be prepared in.

Programs lacking flexibility. A few individuals believed that their master's degree programs required too many courses and that they were not allowed sufficient freedom of choice in electing courses.

Typical comments were as follows:

1. There should have been more opportunity to take business subjects.
2. Many of the required courses were similar to undergraduate courses.
3. I felt there were other subjects that would be of more benefit for my particular use.
4. Many of the required education courses could be eliminated.
5. The program was rigid with no opportunity to minor outside the area of business education.
6. The courses I was allowed to elect in the business field were too few, and the choice was very restricted.
7. Only three electives were allowed; I would have preferred more in general studies.

An over-all summary of these opinions appeared in Table III, page

TABLE 111

RESPONSES OF 270 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING OPINIONS ON FREEDOM OF COURSE ELECTION ON  
THEIR MASTER'S DEGREE PROGRAMS

Classification of Response	Frequency	Per cent
Ample provision for elective courses	227	84.1
Little provision for electives; program too restricted	38	14.1
No response	5	1.8
TOTAL	270	100.0

#### Minor Fields of Study by Graduates

Business education graduates were asked to indicate if they completed a minor field or fields on their master's degree program. Of the 270 people participating in the study, only 121, or 44.8%, stated that they elected a minor field of study. The majority of 145, or 53.7%, indicated that they had not completed a minor on their master's degree program. Four individuals did not respond to the question. Table 112, page 204, indicated a complete description of the graduates completing the minor.

Approximately one-fourth of the individuals who elected minors chose education as an area of concentration. The other minor fields covered a wide variety of subject matter, and there was no evidence that business education master's degree candidates tended to select a particular minor field other than education. Table 113, page 205, indicated the variation in types of minors elected by master's degree graduates.

TABLE 112

RESPONSES OF BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING THE ELECTION OF A MINOR FIELD OF STUDY

Classification of Response	Frequency	Per cent
No minor field of study was completed	145	53.7
Minor field of study was completed	121	44.8
No response	4	1.5
TOTAL	270	100.0

A large number of respondents indicated that they did not have a minor on their master's program. It was possible that the inconsistencies in the definition of a minor area of concentration caused confusion, and the graduates misinterpreted the question.

Opinions of Graduates Concerning the Value of a Minor

Most of the graduates who completed a minor on their master's degree program believed that the minor field had been of value. A majority of 101, or 83.5%, believed their particular minor had been of value to them. Only 20, or 16.5%, questioned the value of their minor field of study.

Minor of value. Many of the teachers who completed a minor were teaching a course in the minor field or were using the knowledges gained in connection with their occupations. The following quotations indicate the most typical responses:

TABLE 113

RESPONSES OF 121 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING MINOR FIELD OF STUDY ELECTED

Minor Fields Elected	Frequency
Education	33
Economics	8
Business Administration	7
Secondary Education	6
Educational Administration	6
Counseling and Guidance	5
English	5
Educational Psychology	4
Accounting and Finance	4
Social Studies	3
Business Education	2
Office Administration	2
Psychology	2
Junior College Education	2
History	1
Supervision and Administration	1
Distributive Education	1
Retailing	1
Sales	1
Home Economics	1
Civil Engineering	1
Physical Education	1
Business Mathematics	1
Sociology	1
Industrial Management	1
Personnel Management	1
Higher Education	1
Economics, English	1
Sociology, Guidance and Counseling	1
Accounting, Social Business	1
Psychology, Administration, Curriculum	1
History, Education	1
Management, Finance	1
Education, Guidance and Counseling	1
No Response	12
TOTAL	121

1. Some years I get stuck with a history class.
2. I would not have my current position without it.
3. The minor gave a wider perspective to the entire secondary education area.
4. It has broadened my knowledge of other fields related to business education.
5. I am teaching in my minor field.
6. Guidance courses are helpful to any teacher.

Minor of no value. Most of the people in this category felt that a minor was of doubtful value. Their reasons usually related to a repetition of undergraduate courses or that the courses were too general in nature. The following examples illustrated the reasoning of this group:

1. Most of the classes were busy work.
2. All the classes were the same; they were not specific enough.
3. The courses required had little to add to what had been taken in undergraduate work.

TABLE 114

RESPONSES OF 121 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING THE VALUES OF THEIR MINOR FIELD OF STUDY

Classification of Response	Frequency	Per cent
Minor field of study proved of value	101	83.5
Minor field of study was of no particular value	20	16.5
TOTAL	121	100.0

Opinions of Graduates Concerning Preferences  
for Another Minor

The respondents were asked to indicate if they believed a different minor would have been more valuable than the one they completed. Again, the majority were satisfied with their completed minor and did not indicate a preference for another area. One hundred one, or 83.5%, of the respondents did not believe another area of minor concentration would have been any more useful to them. Only 19, or 15.7%, would have preferred a different minor. Very few comments were supplied to this question. Most of the individuals merely checked yes or no and did not comment.

Preference for a different minor. The remarks were scattered, and there was no consensus as to what minor the teachers would have preferred to pursue. The following were typical comments:

1. I would have preferred one in the field I now use.
2. I could have benefited greatly from some English courses.
3. I would have liked to have one more closely related such as Economics.
4. Counseling would have proved helpful.

Satisfaction with minor. Most of the respondents in this group seemed to indicate that the minor was helpful in giving a better background for teaching business education. The following constituted a sampling of comments:

1. Business administration stresses different areas of business and this knowledge is important for improved teaching methods.
2. It seemed to adequately prepare me for my work.
3. My subjects in marketing and management have contributed toward the subject matter in my teaching.



4. English correlates very nicely with the business field.
5. Since I am in the teaching field, I think education was the appropriate thing.
6. I took what I think was what I needed in my particular case.

TABLE 115

RESPONSES OF 121 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING PREFERENCES FOR ANOTHER MINOR RATHER THAN THE  
ONE COMPLETED

Classification of Response	Frequency	Per cent
No preference for a different minor than one pursued	101	83.5
Preference for a different minor than one pursued	19	15.7
Undecided	1	.8
TOTAL	121	100.0

Opinions of Graduates Concerning the  
Value of the Thesis Requirement

Many of the graduates questioned the value of the thesis requirement on master's degree programs in that 181, or 67.0%, stated they would not write a thesis if they had a choice. Only 82 respondents, or 30.4%, stated they would write a thesis if they had a choice and could repeat their graduate work. Both groups commented rather freely on the value of the thesis in business education master's degree programs.

Favor thesis requirement. Many of the responses were probably made by people who intended to study for the doctorate in business education as a number of comments indicated that the thesis would be

valuable training for writing the doctoral dissertation. Others were more general in their comments and stated that research was valuable for the teacher. The following quotations typified their thinking:

1. I feel it would have been a helpful experience if I should decide to pursue a doctor's degree.
2. This is valuable training if one is to work for an advanced degree.
3. I feel research work improves a person's teaching background.
4. The research involved is valuable.

Unfavorable toward thesis requirement. Most individuals felt that the thesis requirement was too time consuming and that additional courses would be of more value. The following statements were examples of their reasoning:

1. I did not write a thesis but I believe that at a master's degree level there is too little opportunity and time to complete an effective research study.
2. The extra courses are of more value than trying to write a meaningful thesis, considering one or more research papers for each course.
3. I can see no real value in writing a thesis.
4. Why write a thesis when six hours can be completed in six weeks?
5. I prefer lecture and discussion course work.
6. I'm lazy.
7. I feel a thesis is a waste of time and is just busy work.

TABLE 116

RESPONSES OF 270 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING VALUES OF COMPLETING A THESIS AS A PART OF THE  
MASTER'S DEGREE PROGRAM

Classification of Response	Frequency	Per cent
Would not write a thesis if given a choice	181	67.0
Would write a thesis if given a choice	82	30.4
Undecided	3	1.1
No response	4	1.5
TOTAL	270	100.0

Opinions of Graduates Concerning Most  
Valuable Business Education Courses

The participants in this study were asked to list the three most valuable graduate business education courses. Most of the respondents supplied three course titles as was evidenced by 734 recommendations, or 2.72 responses per individual. There was a wide variety in the types of courses recommended; and there was a variation in course titles, even though many of the courses were quite similar in nature.

The researcher grouped similar courses with different titles into the same categories. For example, the course entitled Principles of Business Education was also recommended under such titles as Trends in Business Education, Foundations of Business Education, and Issues in Business Education. All of these courses were grouped under Principles of Business Education.

Only those courses that were indicated as most valuable by at least fifteen of the respondents were included in the findings of this study. It was believed that courses listed by less than 15 individuals, although important and valuable to individuals, could not properly be included in a "most valuable" category for a large number of business teachers. Table 117, page 212, showed the most valuable courses as presented by the graduates participating in this study.

#### Opinions of Graduates Concerning Least Valuable Business Education Courses

The respondents were also asked to indicate the three graduate business education courses that were of least value to them. A great number of the respondents indicated that all of the courses were of value, or they did not answer the question. Only 343 courses were labeled as "least valuable" which resulted in an average of 1.27 responses per individual.

It was interesting to compare the "most valuable" courses with the courses of least value. Most of the courses that were listed as "most valuable" by the respondents were also listed as "least valuable" by the majority of respondents. The only courses not included in both categories were: Methods of Teaching Business Education; Methods of Teaching Typewriting; Administration and Supervision of Business Education; Methods of Teaching Shorthand and Transcription; Research in Business Education; and Methods of Teaching Secretarial, Clerical, and Office Practice. Courses included in the "least valuable" category, and not in the "most valuable" category were: Workshops in Business Education, Marketing, and Methods of Teaching Basic Business.

TABLE 117

RESPONSES OF BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
 CONCERNING SPECIFIC BUSINESS EDUCATION COURSES THAT  
 PROVED TO BE OF MOST VALUE

Most Valuable Courses	Frequency	Per cent <sup>1</sup>
Principles of Business Education	56	7.6
Methods of Teaching Business Education	47	6.4
Administration and Supervision of Business Education	47	6.4
Methods of Teaching Typewriting	41	5.6
Methods of Teaching Shorthand and Transcription	36	4.9
Economics	32	4.4
Methods of Teaching Bookkeeping and Accounting	25	3.4
Seminars in Business Education	24	3.3
Finance	24	3.3
Research in Business Education	23	3.1
Tests and Measurements in Business Education	22	3.0
Methods in Teaching Skill Subjects	20	2.7
Readings in Business Education	19	2.6
Accounting	19	2.6
Methods of Teaching Secretarial, Clerical, and Office Practice	18	2.4
Management	17	2.3
Office Management	16	2.2

<sup>1</sup>Per cent is based on total of 734 recommended courses.

It was the belief of the researcher that these findings were not a reflection on any specific graduate business education course. Most of the teachers in this study were teaching business education courses on the high school level. High school business curriculums usually consist of shorthand, typewriting, and bookkeeping, and possibly one or two other courses. These teachers naturally believed their methods courses to be of more value than other courses because they dealt specifically with teaching subject matter. The inclusion of courses in both the "most valuable" and "least valuable" categories also indicated the breadth of the field of business education. Individual respondents were teaching a wide variety of courses, ranging from collegiate business administration courses to junior high school typewriting. These individuals probably rated the courses in terms of their own individual teaching or occupational situations.

Only the courses rated as "least valuable" by at least 10 of the participants were included in these findings. It was believed that courses listed by less than 10 respondents would give little or no indication of their over-all value. Table 118, page 214, showed "least valuable" courses as defined by the graduates.

#### Opinions of Graduates Concerning Unoffered Courses That Might Have Proved Helpful

The graduates were also asked to list courses not offered at institutions where they obtained their degrees that they would have found helpful. Comparatively few courses were recommended in that only 198 suggestions for additional courses were listed.

The graduates recommended courses in business education methods, skill subjects, business administration courses, and miscellaneous

TABLE 118

RESPONSES OF BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING SPECIFIC BUSINESS EDUCATION COURSES THAT  
PROVED TO BE OF LEAST VALUE

Least Valuable Courses	Frequency	Per cent <sup>1</sup>
Principles of Business Education	36	10.5
Finance	21	6.1
Methods of Teaching Basic Business	15	4.4
Workshops in Business Education	14	4.1
Management	14	4.1
Accounting	14	4.1
Marketing	13	3.8
Methods of Teaching Bookkeeping and Accounting	12	3.5
Methods of Teaching Skill Subjects	12	3.5
Seminars in Business Education	11	3.2
Tests and Measurements in Business Education	11	3.2
Economics	11	3.2
Office Management	10	2.9

<sup>1</sup>Per cent is based on a total of 343 courses rated as least valuable.

professional business education offerings. Twenty-nine, or 14.6%, of the suggestions pertained to methods courses. Among the methods courses represented were: methods of teaching business education courses, methods of teaching shorthand, methods of teaching typewriting, methods of teaching office practice, methods of teaching bookkeeping, methods of teaching

economics, methods of teaching arithmetic, methods of teaching business English, and methods of teaching slow learners.

A few graduates, 21, or 10.6%, indicated skill development courses which included a few suggested courses in each of the following areas: typewriting, shorthand, business machines, and secretarial practice.

Fifty-one, or 25.8%, of the responses, indicated miscellaneous business education courses which included a few courses in the following areas: curriculum, tests and measurements, administration and supervision, seminars, distributive education, research in business education, workshops, and others.

Many of the responses indicated graduates would have profited from courses in business administration subjects in that 97, or 48.9%, made this recommendation. Courses listed included: data processing, computer programming, automation, economics, business law, accounting, marketing, real estate, income tax accounting, and others. However, more than one-half, or 50.5%, or the 97 respondents who recommended additional business administration courses stated they would have liked to take courses in data processing, computer programming, or automation. Table 119, page 216, illustrated the subject matter preferences desired by graduates.

#### Opinions of Graduates Concerning the Strengths of Their Master's Degree Programs

The 270 participants were asked to indicate strengths of business education master's degree programs at institutions where they were awarded their master's degrees. The graduates were complimentary in most of their remarks, and listed a total of 470 strengths, or an equivalent of 1.74 responses per person. The graduates listed a wide variety of program



TABLE 119

RESPONSES OF BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
 CONCERNING COURSES THAT WOULD HAVE PROVED VALUABLE  
 BUT WERE NOT OFFERED AT THE INSTITUTION WHERE THE  
 MASTER'S DEGREE WAS AWARDED

Course Areas Represented	Frequency	Per cent
Business Administration Courses	97	48.9
Miscellaneous Professional Business Education Courses	51	25.8
Business Education Methods Courses	29	14.6
Business Education Skill Courses	21	10.6
TOTAL	198	100.0

strengths that pertained to faculty, atmosphere and relations, programs and individual courses, and physical facilities.

Faculty strengths. Many of the respondents believed that the well-qualified, competent faculty of graduate business education subjects was the outstanding feature of their programs. The qualifications and abilities of departmental chairmen were also mentioned by a number of individuals. A few individuals mentioned the practice of utilizing visiting professors as an asset of their programs. Typical indicative remarks in this category were as follows:

1. They have an energetic, hard-working, conscientious director who is trying to improve the curriculum and facilities.
2. The few instructors we had were well informed with many experiences in business.
3. I feel that the head of the department can either strengthen or weaken the program, and I think that we were fortunate in that the program had someone that was very precise in what he required.

4. The head of the department was a well-known specialist in the field of business education.
5. The high-quality teachers available at a great state university was the strong point of the program.
6. The head of the B.A. Department had high standards, and the faculty working with him was a fine group. They keep in "tune" with the changing times.
7. The department head who taught the graduate courses was well qualified and he did a tremendous job for the limited facilities that he had.
8. The business education department is a very strong one. It is not an easy department--the teachers are well informed and up to date.
9. The staff at the university is keenly aware and strives to help teachers use the most modern methods.
10. They had some outstanding visiting professors.
11. They have an excellent staff that works hard to keep abreast of the changes and trends in business education.

Individual courses and program strengths. A majority of 213, or 45.3%, of the 470 responses were included in this category. Former students praised broad, diversified programs; flexible programs tailored to individuals; the quality of specific courses; and the high standards and reputations of their schools.

The comments also indicated a difference in philosophy among the various business education teachers. Many of the graduates listed the emphasis on business administration subjects as a strength of their programs; however, approximately the same number of individuals specified that the methods courses were the outstanding feature of their programs. The following statements were typical comments of this group:

1. In a year they cover a great variety of subjects in the business field.

2. There was an opportunity for business administration background courses.
3. The strength of the program was the emphasis placed on the academic rather than methods courses, etc.
4. A person may elect several courses in another field as his minor; thereby, increasing the number of subjects he can teach.
5. We were allowed a number of electives which enabled us to take care of particular needs of which we were aware.
6. The improvement of instruction courses were especially helpful.
7. The head of the business education department is very careful that the program is not weakened by purely professional courses, nor purely content courses. He insists on an equal distribution.
8. They have high standards in all business education graduate courses.
9. They had a wide variety of course offerings.
10. The emphasis on education and teaching was perhaps the greatest asset.
11. The great asset of the program is that it was designed to help the teacher. They gave specific teaching techniques and methods rather than a survey of general introduction to a field.
12. The business conferences each summer where outside authorities were brought in were valuable.
13. I was able to take a related fields minor instead of a minor. This permitted me to take more courses outside the ones in business education.

Atmosphere of program and relation with the faculty. Ninety-one, or 21.1%, of the respondents made comments pertaining to the personal attention, interest, guidance, understanding, and enthusiasm shown by members of the graduate business education staff. The following were illustrative comments:

1. Instructors were willing to devote to the student as much time as he needs.
2. The classes are small enough, for the most part, for hearing everyone's opinions and comments.
3. There was a great deal of attention and help given to each student.
4. The help of the faculty was outstanding, particularly in writing the thesis.
5. The members of the committee were willing to work with the candidate.
6. The over-all spirit of cooperation on the part of those who were a part of my program was an outstanding feature.
7. I would like to list the one main strength. This is the role of the advisor. My advisor was ever-ready to give me any assistance I needed. He helped me in my selection of courses, and he mapped out for me a course of study that was at no time tiring or boring but always fascinating.
8. There was a strong rapport between instructors and students.
9. There was an informal atmosphere with an opportunity to discuss problems with teachers from other schools.
10. The program was just beginning and the enrollment was small; therefore, there was a personal touch involved.

Physical facilities. A few individuals commented on the quality of physical facilities that were available for study at their alma maters. Library facilities were the most frequently mentioned strengths in this category. The following were illustrative comments:

1. There were excellent library facilities, as well as high school training facilities.
2. They had excellent facilities for research.
3. A new air-conditioned four-story business building that was newly equipped was an outstanding feature.
4. The local business facilities were well integrated into the graduate program.

Table 120, page 220, presented a composite view of the opinions of graduates concerning the strengths of their particular graduate program.

TABLE 120

RESPONSES OF BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING STRENGTHS OF THE PROGRAMS WHERE THEY OBTAINED  
THEIR MASTER'S DEGREE

Strengths of Master's Programs in Business Education	Frequency	Per cent
Good relations with teachers and interest and personal attention by staff	85	18.1
Well-qualified, competent teachers	80	17.1
Broad, diversified curriculums	61	12.9
Quality of individual courses	54	11.5
Leadership and qualifications of department chairmen	39	8.3
Quality of courses and up-to-date instruction	36	7.7
Flexible programs tailored to individuals	32	6.8
High standards and reputation of schools	17	3.6
Quality of visiting professors	13	2.8
Emphasis on critical thinking and challenging experiences	13	2.8
Excellent library facilities	10	2.1
Excellent research and resource materials	7	1.5
Good relations with other departments and local businesses	6	1.3
Quality of individual instructors	6	1.3
Well-organized departments	6	1.3
Unclassified comments	5	1.1
TOTAL	470	100.0

Opinions of Graduates Concerning Suggestions for  
Improvement in their Master's Programs

Graduates were less responsive when asked to indicate recommendations for improvement of the graduate programs where they obtained their degrees. A total of 315 recommendations for improvement were received or an equivalent of 1.16 suggestions per person. A number of respondents did not answer the question or stated that they had no suggestions for improvement. Suggested improvements included comments related to areas of: faculty, atmosphere and relations, facilities, and curriculum and program improvements.

Faculty improvements. Thirty-six, or 11.4%, of the responses indicated needed changes pertaining to the graduate business education faculty. Eleven graduates recommended that the staffs of their alma maters be increased, and 18 persons suggested that staffs be upgraded by employing more qualified and experienced teachers. Five individuals also suggested that more visiting professors and lecturers be utilized in the programs. Two people also suggested more staff coordination and unity. The following were typical comments included in this category:

1. We had only one instructor for business education courses. We should have had more course offerings and more instructors.
2. Better instruction is necessary. The teachers should teach new material and present a definite course. The teachers were not prepared for the class sessions.
3. I think a better qualified instructor in some of the business subjects would improve the program.
4. Those persons teaching business administration courses should gain more practical insight into the problems and mechanics of modern business. They should use less of the textbook approach in these courses.

5. The staff teaching the non-educational courses should have more business and industrial background. There was a failure to use resource people from business and industry.
6. I would recommend a larger number of instructors in order to get a variety of ideas. The same teacher sometimes makes the courses all alike with no new ideas emerging from course to course.
7. Employ instructors in the summer who are actually teaching during the school year rather than those who haven't taught secondary classes for 5 to 20 years.
8. Employ instructors who have had high school teaching experience.
9. Make sure that visiting professors are well qualified for the subjects they are to teach.
10. There is dissention between members of the staff; therefore, when you are working with different staff members it is hard to get cooperation from them as a group.
11. I would recommend greater variation of faculty on the graduate level. The same instructor taught four of my six courses.
12. The candidate should be able to study under a larger number of professors so he can get a broader outlook and viewpoint. My work was confined to study under the same professor repeatedly.

Atmosphere and relationship improvements. Only 21 of the responses, or 6.6%, of the total responses were included in this category. Of the 21 responses, 12 indicated additional individual help and counseling would be helpful. Nine people also mentioned better communication between the school and the candidate by more clearly defining programs and cutting down on the "red tape." The following were illustrative comments:

1. I suggest improvements in the guidance of graduate students; as to degree programs, courses to follow, and general help.
2. I would have liked more guidance in research.
3. The requirements for the M.A. should be more clearly defined.

4. While I attended the University, registration was rather difficult for the business education student, who was in the Graduate School but had to obtain approval of programs from both the College of Education and the College of Business.
5. There was too much "red tape" and a lack of cooperation in the graduate school.
6. A pre-determined set of programs whereby the student would have a course of study to follow which he knows will not change before he has completed his course work would help.
7. There was a need for better coordination between the school of business and the school of education.
8. I suggest more combined meetings with the graduate committees of the person doing the graduate work in order for the committee members to get a better understanding of the aims of the student.
9. A planned program for each student would help.
10. Communications between the graduate office and the candidate could be improved. When changes in the requirements occur, it should not be the responsibility of the candidate to find out about them too late.

Facility improvements. A total of 47, or 14.9%, of the responses pertained to improvements in facilities. Twenty-five comments related to the improvement of library and reference materials, and 22 indicated that improvements could be made in physical facilities and equipment. The following were illustrative comments:

1. There should be an increase in the number of business education books and magazines in the library.
2. They need a newer building and newer equipment.
3. I would suggest a new physical plant with up-to-date equipment.
4. I would recommend more good typewriters and office machines.
5. Data processing equipment should be purchased so courses can be added in this area.



Curriculum and program improvements. Two hundred eleven individuals, or 66.9%, recommended changes or improvements pertaining to curriculums or program requirements. Many of the respondents who recommended improvements in the over-all business education master's curriculum expressed a desire for either more emphasis on business administration subject matter or for more professional business education courses. A majority of the people who recommended these emphasis changes also stated that the number of education courses included in their programs should be decreased. There were also recommendations for the addition of specific courses, although the suggestions were so varied that no consensus could be observed. Other suggestions related to more course offerings, better instruction, more differentiation between graduate and undergraduate courses, more flexible programs, and offerings at more convenient times. The following constituted a sampling of the responses in this category:

1. I would prefer to have the 1/3 education courses which were required to be all in business education.
2. As stated before, I think more courses in methods should be added with less emphasis on marketing, management, and courses like that.
3. At least a few courses available at the graduate level should be applicable to commercial subjects. The only graduate business education courses available are undergraduate business administration courses.
4. The program requirements should be changed to allow more methods courses in subject areas.
5. A greater emphasis should be placed on research, encouraging students to go into their areas of business education in greater detail.
6. Give one single three-hour course in methods, literature, and the like. The remainder of the courses should be in subject matter.

7. Eliminate 90 per cent of the educational theory and methods courses.
8. Combine education courses to decrease the number of hours in education required and thereby permit more courses in business.
9. Allow for more courses in the major field and require less courses in education, etc. Courses in major field tend to be more practical and usable, whereas, those you must take in education are theoretical and many times impractical. Some are necessary, of course, but it seems unbalanced.
10. I feel that more courses like the improvement of shorthand and typewriting should be offered.
11. I would suggest an offering of advanced courses in shorthand and training in the use of IBM machines and computers.
12. A more well-rounded program for the student interested in phases of business education other than accounting and management would be my suggestion.
13. Too much nonsense is stressed on certain courses that don't do the student any good whatever. Too much is stressed on the grade instead of what the student wants to get out of the course.
14. I believe courses for the improvement of instruction for the preparation of medical stenographers, etc., (specialized work) could be offered.
15. I would combine all courses that deal with "how to teach" into a six-hour course and let all other hours be in subject matter fields such as accounting and economics.
16. There should be more attention to the writing of research papers to prepare the student for the thesis. Research papers are required in each course but are not marked and the student does not see his errors.
17. There should be greater distinction between graduate and undergraduate levels; e.g., B.A., M.A., and Ph.D.
18. Eliminate the oral examination; the written comprehensive would be sufficient.
19. It is rather difficult for one attending school in the summer to get some of the courses that one would really like to take.

20. More courses should be offered for those desiring to take Saturday classes during the school year.
21. Make a greater distinction between the methods courses on the graduate and undergraduate levels along with more distinction between the graduate methods courses and graduate supervision.

TABLE 121

RESPONSES OF BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING SUGGESTED IMPROVEMENTS IN PROGRAMS WHERE  
THEY WERE AWARDED THEIR MASTER'S DEGREES

Suggestions for Improvement	Frequency	Per cent
Specific additional courses	36	11.4
Emphasis on either business education or business administration	33	10.5
Better library and resource materials	25	7.9
Broader course offerings with more variety	24	7.6
Better facilities and equipment	22	7.0
Better instruction	19	6.0
More methods courses	19	6.0
More qualified and experienced staff	18	5.7
Fewer methods courses and more academic courses	17	5.4
Changes in program requirements	16	5.1
Instruction at more convenient times	14	4.4
Individual help and counseling	12	3.8
Larger staff	11	3.5
More differentiation between graduate and undergraduate courses	10	3.2

TABLE 121 (Continued)

Suggestions for Improvement	Frequency	Per cent
Better communications between administration and student	9	2.9
More flexible programs to meet individual needs	8	2.5
More research	7	2.2
More concentration in specialized areas	6	1.9
Additional visiting lecturers and professors	5	1.6
Staff coordination and unity	2	.6
Unclassified recommendations	2	.6
TOTAL	315	100.0

Availability and Adequacy of Specialized  
Equipment and Facilities on  
Master's Programs

Former students were also queried on the availability of selected specialized facilities and offerings at the institutions where they obtained their master's degrees. Their responses revealed that professional business education libraries were available for a very large majority of students in that 237, or 87.8%, indicated their availability. Curriculum libraries of high school business education textbooks were available to the majority of students as 202, or 74.8%, stated that these facilities were available. However, only 120, or 44.4%, of these graduates had access to microfilm libraries of business education research studies. Exactly 50% of the individuals in this study stated that graduate study rooms were available at the time they completed their master's degrees.

The graduates indicated that special institutes and workshops were a rather common feature of business education graduate programs. Two hundred twelve, or 78.5%, revealed that these events were offered at the institutions where they were awarded their master's degrees. The employing of visiting professors and lecturers was also a rather common practice in that 194, or 71.8%, affirmed that such teachers were employed. Ninety per cent of the former master's degree students also stated that their alma maters provided placement services. The majority of schools did not offer the use of data processing equipment to business education master's degree candidates in that only 122, or 45.2%, stated that such equipment was available.

TABLE 122

RESPONSES OF 270 BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
CONCERNING THE AVAILABILITY OF SPECIALIZED FACILITIES  
AND OFFERINGS IN THEIR MASTER'S DEGREE PROGRAMS

Facilities and Offerings	Facilities Available		Facilities Unavailable	
	f	% <sup>1</sup>	f	%
Professional business education libraries	237	87.8	33	12.2
Curriculum library of business education high school texts	202	74.8	68	25.2
Microfilm library of research studies	120	44.4	150	55.6
Graduate study rooms	135	50.0	135	50.0
Special institutes and workshops	212	78.5	58	21.5
Visiting lecturers and professors	194	71.8	76	28.2
Placement services	243	90.0	27	10.0
Data processing equipment	122	45.2	148	54.8

<sup>1</sup>f denotes frequency and % indicates per cent.

If the graduates indicated that specialized facilities or offerings were available, they were asked to evaluate them as highly satisfactory, adequate, or unsatisfactory. In general, former students rated these areas of graduate education as highly satisfactory or adequate. There were only 102 unsatisfactory responses for the eight areas. The professional business education libraries were considered unsatisfactory by only 26, or 10.9%, of the students, while 78, or 32.9%, rated them as highly satisfactory. Curriculum libraries of business education high school textbooks were considered highly satisfactory or adequate by 178, or 88.1%, of the students. Eighty-five, or 70.2%, of the respondents also considered microfilm libraries at least adequate.

Although graduate study rooms were not found in the majority of colleges, they were highly rated by students that had an opportunity to use them. One hundred fifteen, or 85.1%, rated them as highly satisfactory or adequate. The special institutes or workshops were very popular and highly rated by the graduates in that 196, or 92.5%, rated them as adequate or better. Visiting lecturers and professors were also considered satisfactory by the respondents as 175, or 90.2%, rated them as highly satisfactory or adequate. The graduates gave approximately the same pattern of response for the placement services available as 219, or 90.1%, indicated that they were at least adequate. Highly satisfactory and adequate were listed by approximately the same number of graduates as they evaluated the adequacy of data processing equipment. Only 6, or 4.9%, stated that it was unsatisfactory.

TABLE 123

RESPONSES OF BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
 CONCERNING THE ADEQUACY OF SPECIALIZED FACILITIES  
 ON THEIR MASTER'S DEGREE PROGRAMS

Specialized Facilities	Highly Satisfactory		Adequate		Unsatisfactory		Not Evaluated	
	f	%	f	%	f	%	f	%
Professional business education library	78	32.9	130	54.9	26	10.9	3	1.3
Curriculum library of business education high school texts	72	35.6	106	52.5	13	6.4	11	5.4
Microfilm library	28	23.1	57	47.1	17	14.0	19	15.7
Graduate study rooms	58	42.9	57	42.2	9	6.7	11	8.1
Special institutes and workshops	114	53.8	82	38.7	6	2.8	10	4.7
Visiting lecturers and professors	91	46.9	84	43.3	16	8.2	3	1.5
Placement services	126	51.8	93	38.3	9	3.7	15	6.2
Data processing equipment	47	38.5	49	40.2	6	4.9	20	16.4

<sup>1</sup>f denotes frequency and % indicates per cent.

## CHAPTER VI

### SUMMARY AND RECOMMENDATIONS

The findings of this study indicated that business education master's degree programs differed in philosophy, standards, curriculum offerings, and administrative practices and procedures. The opinions of graduates of these programs also varied markedly on many aspects of business education master's degree programs. There were no areas of the findings that demonstrated a complete agreement in the practices of colleges or universities or in the opinions of graduates.

Even though the study revealed differences among the business education master's degree programs in the 91 colleges and universities surveyed, it was possible for the researcher to ascertain a consensus in almost every aspect of the study. The findings were summarized in this chapter on the basis of a consensus of administrators and graduates of business education master's degree programs, and no attempt was made to include or portray the range of practices and philosophies existing in graduate business education programs.

Each of the questions appearing on the research instrument returned by the 91 administrators of business education departments was summarized and presented in this chapter. The opinions of 270 graduates of business education master's degree programs were also summarized and compared with the prevailing practices as reported by the department chairmen in the 91 colleges and universities.



Admission Procedures in Business Education  
Master's Degree Programs

A general consistency in admission practices among the 91 institutions offering business education master's degree programs was revealed in this study. The following admission procedures were utilized among the institutions offering the master's degree in business education:

1. More than 95 per cent of the colleges and universities required that master's degree candidates hold a bachelor's degree from an accredited college or university.
2. Approximately 60 per cent of the colleges required that candidates for the master's degree in business education complete the Graduate Record Examination. However, 50 per cent of those schools requiring such examinations indicated a predetermined score had not been established as a basis for admission.
3. About one-half of the institutions indicated that aptitude or psychological tests, other than Miller Analogies Tests and the Graduate Record Examinations, were required of entering students. About one-half of these schools did not require a minimum score for admittance to their programs.
4. Approximately 60 per cent of the colleges and universities did not use Miller Analogies Tests to determine admission. In those cases where it was required, many schools did not require a minimum score for entrance into their programs.
5. It was possible to enter business education master's programs directly from undergraduate colleges without prior teaching experience. Although many of the department chairmen indicated a preference for candidates with teaching experience, more than 90 per cent specified that such experience was not a requirement for admission to their programs.
6. Approximately 75 per cent of the institutions required that entering master's degree candidates possess an undergraduate background in business education. However, there was little agreement on what constituted an adequate background. Some schools required an equivalent of an undergraduate major while others required as little as 6 semester credits in business education courses.

7. Business education subject matter tests were generally not administered to determine whether candidates had sufficient background in business education for entrance into graduate programs. If they were used, they were not generally used to deny admission.
8. Nearly 70 per cent of the department chairmen asserted that entering candidates did not have to submit letters of recommendation to be admitted to graduate business education programs.
9. Most administrators, almost 90 per cent, specified that undergraduate grade point averages were considered when determining admission to graduate study in business education. Respondents stated that "C+" and "B" averages were the most frequently used minimum standards for admission.
10. Candidates who were unable to satisfy all entrance requirements were generally allowed to enroll in graduate programs on a probationary status. About 90 per cent of the department chairmen affirmed this practice. Little consensus was revealed in how probationary candidates could be accepted in master's degree programs. A frequent practice was to complete a specified amount of course work with a minimum grade point average in order to achieve acceptance or permission to work for a degree.

Degree Offerings and Research Requirements in  
Business Education Master's Degree Programs

Although there was a considerable variation in practice concerning degree offerings and research requirements, the findings indicated a consensus concerning nearly all of the areas reported in this section.

1. Almost 70 per cent of the departments offering business education master's degrees offered candidates one degree. There were, however, institutions that provided as many as 3 or 4 degree choices to business education master's students.
2. About 70 per cent of the business education departments provided a choice of completing a thesis or pursuing a program that did not require a thesis. A few respondents reported that their programs did not provide an option, and students were either required to write a thesis or no provision was made for the writing of a thesis.

3. The business education master's degree was offered under a variety of titles as the chairmen reported a total offering of 15 different degree titles. The most frequently designated titles were the master of arts, master of science, and master of education degrees. There was no degree title that could be considered primarily a research oriented degree as institutions differed markedly in thesis requirements even though they conferred the same degrees.
4. Candidates completing thesis degrees were usually required to complete from 7 to 18 semester credits in business education courses. However, other colleges required fewer semester credits and other chairmen specified considerably more credits were necessary.
5. There was little difference in the number of business education semester credits required on non-thesis degrees as the majority of chairmen reported that from 7 to 18 semester credits were necessary in such programs.
6. Almost 70 per cent of the chairmen reported that thesis degree students were required to complete 30 semester credits for graduation; there was little difference in the number of semester credits required for graduation on non-thesis programs as approximately 80 per cent of the chairmen indicated that either 30 or 32 semester credits were required.
7. Nearly all colleges allowed credit toward the master's degree for completion of the thesis. A maximum of 6 semester credits was the most frequent designation for theses, but respondents indicated a range of 1 semester credit to as many as 10 semester credits.
8. There was little consistency of practice in assigning grades when evaluating completed theses. More than 40 per cent of the department heads indicated that grades were assigned to theses, but an almost equal number specified that grades were not assigned to theses.
9. Approximately 60 per cent of the chairmen specified that candidates who intended to write theses were required to complete prerequisite courses. Research courses were the most frequently mentioned as required, but a variety of other courses were reported by administrators.
10. Non-thesis candidates were usually expected to complete requirements in lieu of the thesis. The most frequently reported requirements involved the completion of additional credit hours or the completion of a research paper more

limited in scope than the thesis. There were, however, a variety of non-thesis requirements listed by other respondents.

11. Approximately 40 per cent of the institutions that provided a thesis or non-thesis option indicated that students had complete freedom of choice as to whether they would complete a thesis. Another prevalent response, by about 30 per cent of the chairmen, revealed that students needed to obtain the consent of the major advisor before the thesis could be written.

#### Advisement Methods in Business Education Master's Degree Programs

All of the colleges surveyed provided some method of advisement for business education master's degree students. However, there was some variance in the organization of advisement programs among the colleges and universities.

1. Almost 65 per cent of the administrators reported that committees were appointed to assist in planning student programs and to evaluate student performance. Other institutions, approximately 30 per cent, used one advisor instead of a committee to perform the same duties.
2. About 70 per cent of the respondents from schools using a committee method of advisement indicated that committees consisted of 3 members. Another frequent response specified that advisory committees consisted of 2 members.
3. The subject matter field representation on advisory committees showed some variation among institutions, although approximately 30 per cent of the administrators indicated that committees consisted of 2 members from the business education department and one member from the minor area of study.
4. The official or administrative unit responsible for the appointment of committees varied considerably. Approximately an equal number of colleges reported that chairmen of business education departments, deans of graduate schools, or chairmen of business education departments with the approval of graduate deans were responsible for appointing advisory committees.
5. Committee members were usually required to possess special qualifications beyond those of the undergraduate faculty. The predominant qualifications listed by department chairmen required that members hold a doctor's degree or that they be members of the graduate faculty.

6. Many of the administrators indicated that it was necessary for chairmen of advisory committees to have special qualifications beyond those of other committee members. However, on the basis of the qualifications listed; the researcher concluded that there was little distinction between the chairman and other committee members.

Terminal Examinations in Business Education  
Master's Degree Programs

Business education master's degree candidates were generally expected to pass a formal terminal examination before graduation. There was, however, some lack of consistency in the administration of these examinations among the 91 institutions surveyed.

1. Terminal examinations were usually required for students completing thesis degrees as more than 70 per cent of the administrators specified this requirement. Non-thesis students were also generally required to complete terminal examinations as approximately the same number of chairmen indicated their use. However, there was little consistency in the types of tests administered or in the subject matter included.
2. The responses of chairmen specifying the use of written terminal examinations revealed that approximately 55 per cent of the colleges used subjective tests, and about 40 per cent indicated that a combination of objective and subjective terminal tests were used.
3. The responsibility for the preparation of terminal examinations was not standardized as responses indicated a wide range of responsibility. However, the business education faculty was designated as responsible by almost 40 per cent of the department heads.
4. Slightly more than 50 per cent of the chairmen indicated that members of the advisory committee were responsible for administering oral terminal examinations. A variety of other individuals or administrative agencies were listed by other respondents.
5. Business education candidates who failed terminal examinations were generally permitted to repeat them. There were, however, no consistent policies established for readministering such tests.

Credit Evaluation and Scholarship Policies in  
Business Education Master's Degree Programs

The following credit evaluation and scholarship policies were prevalent among colleges and universities offering business education master's degrees:

1. Approximately 95 per cent of the administrators indicated that a limited amount of transfer graduate credits were accepted on their master's degree programs. The number of semester credits acceptable toward the master's degree showed considerable variation although the most frequent designation was either 6 or 8 semester credits.
2. Approximately one-half of the colleges did not accept transfer extension credits on their graduate business education programs. If such courses were accepted, most of the respondents specified that 6 or 8 semester credits were applicable on the degree. However, most of the administrators qualified their answers by stating that these transfer courses were included in the limit of regular transfer credits.
3. Slightly more than 60 per cent of the respondents indicated that a limited number of extension credits sponsored by their own institutions were applicable on their degree programs. The limits most frequently expressed were 6 or 8 semester hours.
4. Almost 90 per cent of the administrators specified that no transfer correspondence credits would be accepted on their master's programs. The few respondents who indicated acceptance generally placed a limit on the amount of credit that would be applicable.
5. Correspondence courses were not commonly included in business education master's degree programs as almost 90 per cent of the department heads indicated that such courses were not offered through their departments.
6. Master's degree candidates were usually allowed to elect a limited number of undergraduate courses that would apply toward the master's degree. Almost 70 per cent of the chairmen asserted that undergraduate courses could be elected by graduate students at their institutions. However, there was a marked lack of consistency in the number of undergraduate credits allowed on master's degree programs. Chairmen reported a minimum of 3 semester credits to as many as 20 semester hours of undergraduate courses.

7. All the colleges that provided for the election of undergraduate courses placed restrictions on the type of courses that could be elected for graduate credit. Approximately 50 per cent of the chairmen indicated that undergraduate electives were restricted to senior division courses, and about 20 per cent indicated that candidates had to secure the permission of the major advisor in order to elect senior division courses.
8. Approximately 60 per cent of the colleges did not permit undergraduate students to enroll in graduate courses for undergraduate credit. The respondents who indicated that provisions were made for undergraduates to elect graduate courses indicated that there were restrictions on the number and types of courses that could be elected. There was little consensus on the types of restrictions suggested by respondents, however.
9. More than 90 per cent of the colleges limited the number of years students could work for the master's degree without losing all or part of their credits. The number of years allowed for the completion of the degree varied from 4 to 10 years with most of the responses indicating 5, 6, or 7 years.
10. Approximately 60 per cent of the colleges who placed a time limit on completion of the degree indicated that provisions were made to validate lapsed credits. There was little consensus in the methods of validating lapsed credits, however.
11. Almost 89 per cent of the administrators indicated that qualifying tests were not administered in their degree programs. Once the student had been accepted on the master's degree program, he was not required to pass additional examinations other than tests on course work and the final terminal examination.
12. Teaching experience was not a requirement for graduation in approximately 80 per cent of the programs.
13. Slightly more than 90 per cent of the chairmen asserted that candidates were required to maintain a minimum grade point average in order to stay in the program. A "B" average was the most commonly designated standard.
14. In about 98 per cent of the programs, candidates were required to maintain an established grade point average to graduate. A "B" average was the most commonly expressed standard.

15. Most business education master's degree candidates could satisfy residence requirements by attendance at summer sessions. Almost 80 per cent of the department chairmen asserted this practice at their colleges or universities.

Major Field Offerings in Business Education  
Master's Degree Programs

There was a marked contrast in the types of curriculums offered in the 91 institutions in this study. The following summarized the curriculum practices among the colleges and universities:

1. Approximately 30 per cent of the administrators who indicated the acceptance of undergraduate business education credits specified that not more than 10 to 20 per cent of the master's degree could be composed of undergraduate credits. There was a wide variation in response, however, as a few chairmen indicated that less than 10 per cent could be elected; and others stated that there was no limit on the number of undergraduate courses that could be pursued.
2. Nearly 70 per cent of the chairmen indicated that provisions for independent study were made in their programs. Independent study usually involved readings, research, or problems courses.
3. Approximately 95 per cent of the chairmen specified that subject matter competency and skill examinations were not required in their methods courses.
4. Professional distributive education courses were not generally offered through business education departments. Almost 70 per cent of the administrators indicated that these courses were not offered through their programs. However, about 60 per cent of the chairmen who indicated that distributive education offerings were available on their campuses, allowed distributive education courses to be applied on the business education master's degree.
5. Work experience programs were not generally offered through business education programs as 78 per cent of the chairmen stated that such offerings did not exist on their campuses. Many of the respondents who indicated that work experience programs were offered stated that their programs were rather inactive or that they were offered during summer sessions only.
6. Approximately 90 per cent of the administrators specified that business administration courses could be applied to the major in business education. Some of the chairmen who indicated



that such courses were not allowed on the major reported that students were allowed to elect a minor in business administration.

7. The respondents who indicated the inclusion of business administration subjects in their programs were not in agreement as to the number of business administration courses that were allowed on the major. Responses ranged from as little as 5 per cent to as much as no limit. The largest group of chairmen, about 20 per cent, specified that from 41 to 50 per cent of the master's degree could be composed of business administration subjects.
8. Almost 80 per cent of the chairmen stated that there were no specific business administration courses required for all business education students. In those institutions requiring business administration courses, there was no consensus as to the type of required courses as 13 course titles were listed by 19 respondents.
9. The number of professional business education courses offered on master's degree programs ranged from 1 course to as many as 17 courses. Approximately 45 per cent of the respondents indicated that either 5, 6, 7, or 9 courses were offered.
10. A total of 45 professional business education and distributive education course titles were listed as being offered in the colleges. Courses offered by more than 50 per cent of the schools included: seminars, social business methods, shorthand methods, bookkeeping methods, and principles courses.
11. The credit hours assigned to professional business education offerings also showed a range of practice. Three semester credits was the most frequently designated standard for most offerings, although a considerable number of chairmen assigned 2 semester credits to their offerings. A few individuals indicated that offerings in certain areas received 4 or more credits but that students usually had to complete more than one course in order to receive maximum credit.
12. There was little consistency in the number of professional business education courses required for all business education students. Approximately 15 per cent required no specified courses; 20 per cent required one course; and about 10 per cent specified that 4 courses were necessary. One institution required as many as 9 professional business education courses for all students.
13. There was little agreement on the types of professional business education courses that were required. Only 6 courses were mentioned as required by more than 10 respondents. The most frequently required course was a principles of business education course.

Minor Field Offerings in Business Education  
Master's Degree Programs

A minor field of study was not a common requirement in business education master's degree programs. The following were practices related to minors in institutions requiring such areas of concentration:

1. Approximately 60 per cent of the chairmen indicated that a minor field of study was not required for business education thesis degrees. The administrators who required minors indicated that the number of semester credits usually ranged from 6 to 18.
2. Non-thesis programs in business education did not generally include a minor field requirement as about 60 per cent of the department heads indicated that a minor was not required. The number of hours required for minors on non-thesis degrees showed the same general variation as those required for thesis degrees.
3. Almost 60 per cent of the administrators indicated that it was possible to cross subject matter lines and elect a related fields or composite minor. However, many of them did not designate it as a minor.
4. The procedures for selecting courses in the minor area of study showed a variance of practice. Approximately 30 per cent of the chairmen indicated that the type of courses elected in the minor area was determined by the student's advisory committee. Approximately 20 per cent of the administrators also indicated that the minor area courses elected depended upon requirements of departments in which the minor was offered.
5. Approximately 70 per cent of the chairmen indicated that the student had complete freedom of selection in deciding upon a minor area. Most of the individuals who specified restrictions indicated that students were required to minor in professional education or business administration.
6. Most department heads, more than 75 per cent, indicated that students were not allowed to complete all of their course work in business education. A few of the respondents who indicated it was possible mentioned that it was seldom done.
7. Seventeen different minor areas were suggested as most frequently elected by students majoring in business education. Education was the most frequently listed minor; however, no other minor area was mentioned as frequently elected by more than a few individuals.

Graduate Assistantships and Fellowships in Business  
Education Master's Degree Programs

Most graduate business education programs awarded assistantships to qualified graduate students. However, differences existed in the policies and procedures that related to graduate assistantships and fellowships.

1. Approximately 70 per cent of the colleges awarded graduate assistantships to business education master's degree students. The responses indicated that as many as 8 assistantships were awarded at particular colleges during the 1963-64 academic year.
2. Almost 85 per cent of the department chairmen reporting that graduate assistants were employed specified that assistantship duties involved some type of teaching. Other frequent duties included assisting faculty members and assisting in departmental research. Less than 5 per cent of the institutions awarded assistantships or fellowships that involved no duties.
3. All of the department chairmen specified that graduate assistants were restricted in the number of clock hours they could teach per week. The restrictions varied considerably, however. Approximately 40 per cent of the administrators asserted that a maximum of 6 or 10 clock hours of teaching was permitted a week.
4. Most graduate assistants were required to carry a reduced course load while performing their assistantship duties. There was considerable variation in the number of semester credits that these students were permitted to elect. Approximately 30 per cent of the chairmen indicated that assistants were allowed to carry 12 semester credits, and slightly more than 25 per cent indicated a maximum of 8 semester hours.
5. About 60 per cent of the respondents indicated that graduate assistants were paid monthly salaries, and approximately 40 per cent of the administrators specified a reduction or waiver in tuition and fees in addition to a monthly salary.

Staff, Facilities, and Current Status of Business  
Education Master's Degree Programs

The following summarizations illustrated the current status of business education master's degree programs:

1. Business education master's degree programs were offered under a variety of administrative units. Approximately 30 per cent of the chairmen indicated that their programs were offered in education departments or colleges, and slightly more than 25 per cent of the administrators reported that their programs were under the direction of the college of business. Other department heads reported that their programs were under the dual administration of education and business administration. More than 15 per cent of the chairmen stated that their programs were autonomous and were directed by the graduate school.
2. Many of the graduate business education faculties were comparatively small. Approximately 70 per cent of the programs employed from 1 to 4 full-time faculty members to teach one or more graduate courses.
3. Part-time faculty members were not commonly employed to teach business education graduate courses in that about 40 per cent of the administrators indicated that no part-time faculty were employed.
4. Eighty per cent of the chairmen indicated that it was necessary to possess special qualifications beyond those of the undergraduate faculty in order to teach business education graduate courses. An earned doctorate was most frequently mentioned by approximately 30 per cent of the respondents.
5. Chapters of Delta Pi Epsilon were organized on approximately 30 per cent of the campuses. No other business education club or fraternity was mentioned by more than 20 per cent of the chairmen.
6. Curriculum libraries of business education high school textbooks were available in most of the programs in that 90 per cent of the administrators indicated their availability. Departmental libraries were also available in 56 per cent of the institutions. Curriculum libraries of business education college textbooks, microfilm libraries, and graduate study rooms were available in less than half of the institutions surveyed.
7. There was no consensus among administrators concerning the over-all strengths of business education master's degree programs. Flexible programs, competent faculty, and the emphasis on business administration courses were the most frequently listed strengths.

8. Recommendations for changes in business education master's degree programs revealed a similar lack of consistency. There were no suggestions recommended by more than a few of the department heads. Expansion of offerings, increase in faculty, and the addition of specific courses were the most frequently mentioned by respondents.

#### Educational Background and Opinions of Business Education Master's Degree Graduates

Most of the business education master's degree graduates were complimentary when evaluating their master's programs. The following constituted a summary of their responses:

1. Approximately 76 per cent of the master's degree graduates were teaching business education on the high school, technical school, or college level. Another 10 per cent were engaged in educational work, although not necessarily in business teaching.
2. About 70 per cent of the graduates started graduate study within 5 years after being awarded the bachelor's degree. It was assumed by the researcher that most master's degree candidates were between the ages of 20 and 30; however, the data revealed that graduate programs included teachers of various age levels.
3. Master's degrees were awarded under many titles as was evidenced by the degree titles held by graduates. The master of education, master of arts, master of science, and master of business education degrees were most commonly awarded. These were also the most commonly conferred degrees in the 91 institutions surveyed in this study.
4. More than 25 per cent of the graduates had completed additional graduate study beyond the master's degree, and approximately 40 per cent of these individuals had completed additional study in business education. About one-half of the individuals who completed additional graduate work continued study at schools where they obtained their master's degree.
5. More than 70 per cent of the former students had not completed additional graduate work, but approximately 80 per cent of them intended to further their graduate education.
6. Even though most of the graduates had completed additional graduate study beyond the master's degree or were contemplating it, only about 24 per cent intended to work for a doctor's degree with a major in business education.

7. Former students gave 18 different reasons for selecting the schools where they obtained their master's degrees. More than 60 per cent of the responses indicated that convenient location was an important factor in selection. The reputation of the school and the faculty were also considered important reasons for selection of particular institutions.
8. Almost 90 per cent of the graduates indicated that their master's degree work had been rewarding in terms of increased teaching effectiveness. Less than 4 per cent mentioned that their teaching effectiveness had not been increased.
9. Many graduates, about 40 per cent, were completely satisfied with the curriculum emphasis of their master's degree programs. One-third of the total responses indicated that there should be a greater emphasis on business administration subjects, and approximately 15 per cent indicated that a greater stress should be placed on professional business education courses.

Most chairmen of business education master's degree programs indicated that business administration and professional business education courses were included in their programs. It was possible that some of the graduates indicating a desired curriculum emphasis had enrolled in programs that did not provide such a balance of courses.

10. A majority of the graduates believed that their master's programs allowed ample provision for election of courses and that there were not too many required courses. This was substantiated by approximately 85 per cent of the respondents.

The responses of the 91 department chairmen also indicated that there were very few professional business education or business administration courses that were required for all students. The flexibility of master's programs was also listed most frequently by administrators as a strength of their program.

11. Only about 45 per cent of the graduates completed a minor field of study. The department chairmen also indicated that about 60 per cent of the schools did not require a minor field of study. Of the graduates who completed a minor area of study, professional education was the most commonly elected. This was substantiated by administrators when they indicated that education was the most commonly elected minor at their institutions. There was no evidence from the responses of graduates or administrators that business education master's degree candidates tended to select a particular minor field other than education.

12. The majority of individuals who completed a minor believed it had been of value to them. Many stated that they were teaching a course in the minor field or were using the knowledges gained in connection with their present occupations.
13. Approximately 85 per cent of the individuals who pursued a minor field of study did not indicate a preference for another minor.
14. Almost 70 per cent of the graduates questioned the value of completing a thesis. They indicated that they would not write a thesis if they were to repeat their graduate work.

Most master's degree programs, about 70 per cent, allowed a thesis or non-thesis option and only a few programs required that all students write a thesis as part of their programs.

15. There was no consensus on the part of graduates as to their most valuable business education courses. Principles of business education was the most frequently mentioned by respondents. Administrators' responses also showed that a course of this type was the most frequently offered and most frequently required for all students in business education programs. Methods of teaching business education, methods of teaching typewriting, and administration and supervision of business education were also mentioned by a large number of graduates. It was interesting to note that none of these courses were offered by more than 50 per cent of the 91 colleges and universities.
16. There was little consensus as to the least valuable courses elected by the respondents. Of the courses listed as least valuable by more than 10 graduates, 8 were business administration courses and 7 were professional business education courses. Principles of business education was the most frequently listed as least valuable. However, it was the most frequently offered and required of any business education course. The researcher assumed that more people would have completed such a course; and consequently, it would have a higher percentage of response in both the most valuable and least valuable categories.
17. Former students recommended specific courses that were not included in their master's degree program that might have proved valuable to them. Approximately 50 per cent of the responses pertained to the inclusion of business administration courses and about 25 per cent of the responses requested additional business education methods courses.

18. The strengths of business education graduate programs, as indicated by graduates, showed a similar pattern to those strengths listed by department chairmen. The three most commonly specified areas were: good relations with teachers and the interest and personal attention shown by the staff; competent faculties; and broad, diversified curriculums.
19. Graduates were more responsive than department chairmen in suggesting changes in graduate business education programs. About 10 per cent of the responses pertained to recommendations for specific courses or for an increased emphasis on either professional business education or business administration courses. Other frequent responses pertained to improved library facilities, expanded course offerings, and better facilities and equipment.
20. Most of the graduates were complimentary in their evaluation of the specialized facilities available for graduate students at their institutions. However, a large number of schools did not provide graduate study rooms, microfilm libraries, and curriculum libraries of college business education textbooks.

#### Recommendations

The results of this study reveal a variety of practices and opinions concerning the master's degree program in business education. The researcher realizes that a limited amount of diversification is necessary and perhaps beneficial. However, the study reveals that a few institutions differ so markedly in program requirements and offerings that their master's degrees cannot be defined as similar to degree offerings in the majority of colleges and universities. The researcher recommends, therefore, that the administrators of these programs study and evaluate other business education master's degree programs; and on the basis of their findings, consider revisions in their present programs.

The following recommendations are based on prior research studies, articles in professional journals and books, existing practices in business education master's degree programs, and on the responses of business education master's degree graduates:



Admission procedures in business education master's degree programs. A master's degree program tends to adapt itself to the caliber of students it enrolls. Therefore, it is important that selective procedures be utilized to identify and enroll capable students. Most of the 91 colleges and universities in this study used selective procedures; however, there was little consensus in the types of criteria used to determine admission.

The researcher believes that prospective master's degree candidates in business education should be admitted to master's degree programs after achieving 2 of the 3 following criteria:

1. Candidates should hold a bachelor's degree from an accredited college or university.
2. Candidates should have earned a minimum of a "B-" average during the junior and senior years of undergraduate study. If they meet this criterion and hold a bachelor's degree from an accredited college, permission should be given to work for the master's degree.
3. Candidates not holding bachelor's degrees from accredited institutions or not meeting the undergraduate grade point standard should be required to complete the Graduate Record Examination. The attainment of a predetermined score should indicate permission to work for the master's degree.

Provision should also be made for non-qualifying candidates by assigning them to a provisional or probationary status. Probationary students would be allowed to carry a normal load of graduate studies for one term. At the end of the trial period, the grade point average would determine whether or not the student had the potential to pursue further graduate study.

Thesis requirements in business education master's degree programs. Master's degree graduates were not generally in favor of the thesis requirement, and many of the writers in professional journals also questioned

the value of the thesis requirement on master's programs. On the basis of these sources and the practices revealed by this study, the researcher recommends that all institutions provide a thesis and non-thesis option in their business education master's degree programs. However, the researcher does not believe that the decision to write a thesis should be based entirely on student option. Only the most capable candidates, as determined by the advisory committee, should be permitted to pursue degrees involving the completion of a thesis. Non-thesis students while not completing a thesis should be required to gain a background in research techniques, methodology, and evaluation. This would probably be best achieved in a business education research course where students would be provided an opportunity to participate in group research projects and to study and evaluate completed research studies.

Differentiation of thesis and non-thesis degrees in business education master's degree programs. Approximately 15 degree titles were reported as being awarded in the 91 institutions surveyed in this study. However, none of the degrees indicated by their titles whether students had completed thesis or non-thesis programs. Some administrators also reported that thesis and non-thesis students followed the same programs at their institutions. It is the opinion of the writer that schools should make a distinction between thesis and non-thesis plans by requiring that non-thesis students complete additional course work. Students electing non-thesis plans should be required to complete at least 2 more semester credits than students pursuing thesis degrees. It is important that capable students be encouraged to pursue meaningful research; however, if some distinctions are not made between the 2 plans, many otherwise

qualified candidates will pursue the non-thesis programs.

Course offerings in business education master's degree programs.

One of the graduates' criticisms of business education master's degree programs pertained to the lack of broad, diversified course offerings. A study of the offerings of institutions revealed that a few colleges offered only one or two professional business education courses, and most colleges offered no more than 9 professional business education courses.

Each institution should provide sufficient courses so that students can select courses that best meet their needs and interests. Although the courses listed as most valuable by graduates indicated mixed opinions, there was sufficient evidence to show that the following would be especially valuable to high school business teachers: principles of business education, methods of teaching business education, methods of teaching typewriting, methods of teaching shorthand, supervision and administration of business education, and economics. In addition to the previously mentioned courses, provision should be made for additional methods courses that would meet the needs of high school bookkeeping and social business teachers. One or two research courses emphasizing research techniques, methodology, and the evaluation of completed research studies should also be available to business education master's students. The needs of the teachers enrolled in the program should be the basis for determining other methods and professional business education courses to be included in the curriculum. Provision for independent study through research, readings, or problems courses could individualize instruction and serve specific needs of teachers. A limited amount of business administration courses should also be allowed on the business education major for those students not minoring in business administration.

Required courses in business education master's degree programs.

The number of required professional business education courses should be kept to a minimum; however, there should be sufficient courses offered so that students have freedom of course election. A number of institutions in this study reported a minimum of required courses, but their course offerings were so limited that students were forced to complete all courses in order to obtain a major area of concentration in business education.

A general course involving the principles, philosophies, and practices in business education was the most frequently required in the 91 colleges and universities. The researcher recommends that such a course be required for all students majoring in business education and that students be required to select 2 methods courses from an offering of at least 5 methods courses.

No business administration courses should be designated as required for all business education students. The advisory committee and the student should determine such courses on the basis of the individual's needs and interests.

Credit hours required in business education master's degree programs. Thirty or thirty-two semester credits were most commonly designated by the department chairmen as being required for graduation with a master's degree in business education. On the basis of consistency of practice, the researcher recommends that 30 semester hours be required on thesis degrees and 32 semester credits be required for graduation on non-thesis degrees.

The major field offerings should constitute approximately two-thirds of the semester credits required for graduation. Most graduates of business education master's programs indicated they were teaching

business education on the high school or college level. Master's degree programs should be designed to improve the teaching of these individuals, and an inclusion of a major part of the degree to courses in the major area is justified. The remaining one-third of the degree should include courses in a minor area of study or in a related fields or composite minor.

Minor fields of study in business education master's degree programs. Nearly all of the master's degree graduates who completed a minor found it of value in their teaching or in connection with their current occupations. No business education master's degree should be comprised entirely of professional business education courses, and a minor field of study should be required on the master's degree. The minor field elected by the student should be based on prior background and future ambitions and should have the approval of the advisory committee. The researcher recommends that business education students minor in professional education or business administration. Some students enter business education programs with a major in business administration and have little background in education courses. It is recommended that these students minor in professional education; other candidates with a lack of background in business administration subjects should seek a minor in business administration. Approval of the advisory committee should be secured for minors in other fields. However, students should be able to indicate that other minors would be in their best interests before approval is granted.

Advisory methods in business education master's degree programs. The committee system should be utilized for planning programs, assisting students, and evaluating scholarship. Two committee members from the department of business education should be appointed by the chairman of

the department at the time of the student's enrollment. These committee members in a conference with the student should review his prior academic background and future aspirations before deciding upon a minor area of study. After the selection of a minor field, a third committee member representing the minor area should be appointed. The selection of courses in the major and minor should be based entirely on the student's background, and the members of the committee should have final authority in approving the program of study. Additional responsibility should also be given to members of the committee in determining whether students will write a thesis and in determining from the results of the terminal examination the student's successful completion of requirements for the master's degree.

Terminal examinations in business education master's degree programs. Most colleges and universities used some type of terminal examination to make a final assessment of student capabilities before graduation. The writer recommends that terminal examinations be utilized in all institutions offering a master's degree in business education. Specifically, he recommends that oral examinations be administered by advisory committees to students completing thesis plans. These examinations should involve questions in the major and minor areas and they should give candidates an opportunity to defend their completed research projects. Written terminal examinations on the course work completed is recommended for students completing non-thesis plans. The advisory committee should also have the responsibility for preparing the final written examination.

Students failing the final examinations should have an opportunity to meet with advisory committees and to ascertain the causes for failure.

All of these students should have one opportunity to repeat the terminal examination before the advisory committee decides that a master's degree is not merited.

Undergraduate electives in business education master's degree programs. Most administrators indicated that a limited number of undergraduate courses were applicable on the master's degree program. The researcher affirms this practice but believes that no more than 30 per cent of the master's degree should be composed of undergraduate credits. Graduate study should be advanced in nature and should emphasize original thinking rather than concentrating on filling gaps in the undergraduate training. Graduate students should also have an opportunity to discuss problems and issues in business education with students of similar interests and backgrounds.

Administrative units of business education master's degree programs. Graduate business education departments can operate effectively under a variety of administrative units. The researcher believes, however, that business education graduate programs operate most efficiently as autonomous departments under the direction of the graduate school. Lines of communication between the graduate dean and the department chairman are direct, and there is less opportunity for misunderstanding when the line and staff organization between the graduate school and the individual department is direct.

Time limitations for completion of degrees on business education master's degree programs. A master's degree completed over a period of eight or nine years loses much of its impact. Nearly all of the department chairmen recognized this and specified a limit on the number of years

students could work for a degree without losing all or part of their credits. The researcher recommends that a limit of 6 years be allowed for completion of the master's degree. Courses taken prior to the 6 year limitation should not be allowed as credit on the master's degree unless the candidate can demonstrate at least average competency in the subject matter on a written examination.

Residence requirements in business education master's degree programs. One of the primary purposes of business education master's degree programs is to provide in-service training to teachers and to upgrade the teaching profession. Capable teachers should be encouraged to pursue advanced study. Therefore, the writer recommends that institutions establish residence requirements that will encourage these teachers to enroll in their graduate programs. The writer believes that attendance at summer sessions should be sufficient to fulfill residence requirements.

Transfer of credits on business education master's degree programs. Administrators reported that a limited number of graduate transfer credits were usually acceptable on their master's degree programs. The researcher concurs, although he believes that not more than one-fifth of the program should consist of transfer courses. Candidates should receive a major portion of their graduate education from the college or university that is sponsoring them, and the faculty should have sufficient opportunity to become acquainted with the interests, backgrounds, and capabilities of students.

Size of faculties in business education master's degree programs. Many business education departments were relatively small as respondents reported that only one or two full-time faculty members were employed to



teach one or more business education graduate courses. A frequent criticism of graduates was that they were not exposed to a sufficient variety of philosophies and opinions because of the limited staff that was available at the institutions where they obtained their degrees. The researcher recommends that at least 3 qualified professors be employed to teach professional business education courses during the academic year. It is further recommended that visiting lecturers and professors be employed to supplement the regular faculty during summer sessions.

Specialized physical facilities available in business education master's degree programs. There was considerable variation in the availability of specialized physical facilities among the colleges and universities offering the master's degree in business education. The researcher believes, on the basis of the findings, that the following specialized facilities implement and enrich business education master's degree programs:

1. A curriculum library of the latest business education high school textbooks.
2. A curriculum library of the latest business education college textbooks.
3. A well stocked library containing professional business education textbooks and periodicals.
4. A microfilm library of important research studies in business education.

Additional facilities that would be helpful to business education graduate students would include:

1. The availability of data processing equipment for study and research.
2. The availability of graduate study rooms where graduate students would be able to work on specific projects without interruption.

3. A departmental library located so that students have a freedom of access to important publications.

#### Recommendations for Further Research

The findings of this study have suggested to the writer the following areas of research for those interested in improving business education master's degree programs:

1. A study of the terminology and semantics used in graduate programs. A study of this type would be helpful in eliminating some of the misconceptions and apparent inconsistencies that result from a study of graduate bulletins, and it would be valuable as a basic step to further research.
2. A comprehensive study of business education master's degree graduates including a larger sampling than this study. The researcher believes that it would be possible to obtain a consensus on many aspects of graduate programs if a considerably larger sampling of student opinion were utilized.
3. A study of the opinions of administrators of business education master's degree programs. This study surveyed existing practices; however, the researcher realizes that chairmen of departments are not always satisfied with existing practices. A study of the opinions of administrators would reveal the desired practices and policies in business education master's degree programs.
4. A comprehensive study of the educational needs of business education high school teachers. This study revealed that most master's degree graduates were teaching business education on the high school level. A study of the needs of high school teachers would indicate guidelines for planning and implementing master's degree curriculums in business education.

APPENDIX A

1. Questionnaire Sent to Administrators of Business Education Master's Degree Programs
2. Questionnaires Sent to Graduates of Business Education Master's Degree Programs
3. Double Postal Card Sent to Graduate Deans and Registrars
4. Transmittal Letter Sent to Department Chairmen of Business Education Master's Degree Programs
5. Follow-up Letter Sent to Department Chairmen of Business Education Master's Degree Programs
6. Transmittal Letter Sent to Master's Degree Graduates
7. Follow-up Letter Sent to Master's Degree Graduates

(1) QUESTIONNAIRE SENT TO ADMINISTRATORS OF BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

THE MASTER'S DEGREE PROGRAM IN BUSINESS  
EDUCATION: AN ANALYSIS AND CRITIQUE

Please answer the questions on the following pages in terms of actual practices at your institution. Some of the questions will pertain to requirements within the business education department, while others will pertain to requirements for the total graduate program at your institution.

Indicate those requirements that apply to business education, not business administration. We define business education as *that phase of education that is designed primarily to prepare teachers of business subjects on the secondary school or college level, and which emphasizes educational problems, methods, and philosophies.*

NAME OF INSTITUTION \_\_\_\_\_

CHAIRMAN, GRADUATE BUSINESS EDUCATION \_\_\_\_\_

DIRECTOR OR DEAN OF GRADUATE SCHOOL \_\_\_\_\_

Indicate under which credit system your institution operates. \_\_\_\_\_ Quarter

Hours. \_\_\_\_\_ Semester Hours. \_\_\_\_\_ Unit Hours. \_\_\_\_\_ Point Hours.

\_\_\_\_\_ OTHER \_\_\_\_\_

(1) QUESTIONNAIRE SENT TO ADMINISTRATORS OF BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

ADMISSION REQUIREMENTS AT YOUR INSTITUTION

1. A candidate must hold a Baccalaureate degree from an accredited institution before he is accepted for the business education master's program.  yes  no. If no, state exceptions. \_\_\_\_\_
2. The candidate must have teaching experience before he is accepted for the business education master's program.  yes  no.
3. The candidate must rank within a certain range on the Miller Analogies Test before he is accepted for the business education master's program.  not required  yes  no. If yes, indicate how the candidate must rank. \_\_\_\_\_
4. The candidate must rank within a certain range on the Graduate Record Examination before he is accepted for the business education master's program.  not required  yes  no. If yes, indicate how the candidate must rank. \_\_\_\_\_
5. The candidate must pass another type (or types) of aptitude or psychological test before he is accepted for the business education master's program.  none required  yes  no. If yes, indicate the types of tests administered. \_\_\_\_\_
6. The student must have completed a required number of undergraduate business education credits before he is accepted for the business education master's program.  yes  no. If yes, indicate the minimum number of credit hours that are required. \_\_\_\_\_
7. The student must pass a subject matter test in business education before he is accepted for the business education master's program.  not required  yes  no. If yes, indicate the type of examination that is administered. \_\_\_\_\_
8. The student is required to submit letters of recommendation before he is accepted for the business education master's program.  yes  no.
9. A candidate for the master's degree program is sometimes accepted into the program under a probationary or provisional status.  yes  no. If yes, indicate under what conditions the candidate may be granted acceptance. \_\_\_\_\_
10. The undergraduate grade point average is used to determine whether a candidate will be admitted to the graduate program in business education.  yes  no. If yes, describe the grade point average standard that is necessary for admission. \_\_\_\_\_

MASTER'S DEGREE OFFERINGS AT YOUR INSTITUTION

11. Master's degrees in business education are offered under many titles, and some institutions may offer several degrees in this field. Please indicate your offerings by writing opposite the exact title of your degree or degrees and in the appropriate section, thesis or non-thesis: (1) the required number of credits for the major in business education, and (2) the total hours required for graduation, including minor.

DEGREES OFFERED	THESIS		NON-THESIS	
	Hours in Business Educ.	Total Hours	Hours in Business Educ.	Total Hours
Master of Science				
Master of Arts				
Master of Education				
Master of Business Education				
Master of Business Administration				
Master of Science in Business Education				
Master of Arts in Business Education				
Master of Teaching Arts				
Master of Teaching Arts in Business Education				
INDICATE OTHER DEGREES				

12. If a thesis is required for a master's degree, indicate the credit hours (or credit hour range) the thesis may carry as credit for graduation. \_\_\_\_\_
13. If a thesis is required, indicate if a grade is assigned when it is evaluated.  yes  no.
14. If a thesis is written, indicate if there are any specific research or statistics courses that must be completed before the candidate begins to write the thesis.  yes  no. If yes, indicate the specific course or courses. \_\_\_\_\_
15. If a non-thesis program is offered in business education, indicate any requirements that must be met in lieu of a thesis. \_\_\_\_\_
16. If both thesis and non-thesis degree programs are offered for majors in business education, check the factor or factors determining whether or not a student will write a thesis.
  - Option of the student
  - Consent of major advisor
  - Consent of advisory committee
  - Consent of graduate dean or director
  - Grade point average must meet a set standard before a thesis can be written.
  - OTHER \_\_\_\_\_

(1) QUESTIONNAIRE SENT TO ADMINISTRATORS OF BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

## STUDENT ADVISORY COMMITTEES AT YOUR INSTITUTION

17. An advisory committee is appointed to guide and assist the business education master's candidate with his program.  yes  no. If yes, indicate how many members are appointed. \_\_\_\_\_
18. If an advisory committee is appointed, indicate the number of faculty members represented from each of the following fields.  
 Business Education  
 Minor field of study  
 Areas outside major and minor
19. If an advisory committee is appointed, indicate who appoints it.  
 Chairman of the business education department  
 Chairman of the business education department with approval of dean or director of graduate studies  
 Faculty of the business education department  
 Dean or director of the graduate studies  
 Chairmen of business education department and minor field of study  
 Faculty of business education department and minor field of study  
 OTHER \_\_\_\_\_
20. In order to serve on the student's advisory or thesis committee, members must have special qualifications beyond those of the regular undergraduate faculty.  yes  no. If yes, elaborate on the qualifications. \_\_\_\_\_
21. In order to serve as the director or chairman of the student's advisory or thesis committee, the director must have special qualifications beyond those of the other members of the committee.  yes  no. If yes, elaborate on the qualifications. \_\_\_\_\_

## CREDIT EVALUATION AND SCHOLARSHIP POLICIES AT YOUR INSTITUTION

22. Graduate credits may be transferred from other accredited institutions and will apply toward the master's degree in business education.  yes  no. If yes, indicate the maximum number of credits that may be transferred. \_\_\_\_\_
23. Extension graduate credits from other accredited institutions are accepted and will apply on the master's degree in business education.  yes  no. If yes, indicate the maximum number of credits that will be accepted. \_\_\_\_\_
24. Extension graduate courses sponsored by your own institution are accepted as graduate credit in business education and will apply on the master's degree in business education.  yes  no. If yes, indicate how many credits will be accepted. \_\_\_\_\_
25. Correspondence graduate credits from other accredited institutions are accepted and will apply on the master's degree in business education.  yes  no. If yes, indicate the maximum number of hours that will be accepted. \_\_\_\_\_
26. Graduate correspondence courses sponsored by your own institution are accepted as graduate credit in business education and will apply on the master's degree in business education.  yes  no. If yes, indicate how many credits will be accepted. \_\_\_\_\_
27. Undergraduate courses may be taken for graduate credit and will apply on the master's degree in business education.  yes  no. If yes, indicate how many undergraduate credits will be accepted. \_\_\_\_\_

28. If undergraduate courses may be taken for graduate credit, indicate any restrictions or qualifications as to the undergraduate courses that may be elected.  
 Restricted to senior division courses only  
 May be taken only by permission of major advisor  
 May be taken with permission of graduate dean or director  
 No restrictions  
 OTHER \_\_\_\_\_
29. Graduate business education courses may be taken by undergraduate students for undergraduate credit.  yes  no. If yes, indicate any restrictions. \_\_\_\_\_
30. There is a restriction on the number of years a student may pursue the master's degree in business education without losing all or part of his credits.  yes  no. If yes, indicate the maximum number of years that a student may work for the degree. \_\_\_\_\_
31. There are provisions made for the student to validate his credits if he has worked toward the degree beyond the time lapse restriction in the previous question.  yes  no. If yes, indicate what provisions are made. \_\_\_\_\_
32. A qualifying test is administered during the student's program to determine whether or not he is qualified to continue pursuing the business education master's program.  yes  no. If yes, indicate what type of test is administered. \_\_\_\_\_
33. The candidate must obtain teaching experience in business education before he is allowed to graduate with a master's degree.  yes  no.
34. A minimum grade point average must be maintained for a master's degree candidate in business education to remain in the program.  yes  no. If yes, indicate the required grade point average and indicate the point values assigned to your grading system. \_\_\_\_\_
35. A minimum grade point average is required for graduation with a master's degree in business education.  yes  no. If yes, indicate the required grade point average. \_\_\_\_\_
36. Indicate the minimum residence requirements for graduation with a master's degree in business education.  
 Attendance at summer sessions only  
 Attendance at consecutive summer session and quarter  
 Attendance for two consecutive quarters  
 Attendance at consecutive summer session and semester  
 Attendance for full academic year  
 OTHER \_\_\_\_\_

## MAJOR FIELD OFFERINGS AT YOUR INSTITUTION

37. Some undergraduate business education courses may be taken for graduate credit.  yes  no. If yes, indicate the percentage of business education courses that may be taken by both graduates and undergraduates. \_\_\_\_\_
38. Provision is made for independent study (other than thesis) which carries credit toward the business education major on the master's degree.  yes  no. If yes, indicate what provisions are made. \_\_\_\_\_

(1) QUESTIONNAIRE SENT TO ADMINISTRATORS OF BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

39. Subject matter competency and skill examinations are required for students completing graduate business education methods courses; e.g., passing a bookkeeping theory test or a typing speed and production test.  yes  no.  
If yes, explain the types of tests given. \_\_\_\_\_  
\_\_\_\_\_

40. Graduate distributive education professional courses are offered through the business education department.  yes  no.

41. If professional distributive education courses are offered, they apply toward the business education major on the master's program.  yes  no.

42. A work experience program is offered to master's degree candidates in business education.  yes  no. If yes, indicate the type of program offered. \_\_\_\_\_  
\_\_\_\_\_

43. Business administration subject matter courses; e.g., business law, accounting, are offered as a part of the business education master's degree program.  yes  no. If yes, indicate what percentage of the business education offerings on the master's degree are of this nature. \_\_\_\_\_

44. Certain business administration subject matter courses are required of all students pursuing the master's degree in business education.  yes  no.  
If yes, list required courses. \_\_\_\_\_  
\_\_\_\_\_

45. Professional business education graduate courses are offered under many titles. You may offer business education courses that are similar in content to the ones listed below, but they may have different titles. If your courses are essentially the same, even though they differ in title, indicate the maximum number of course hours offered in the appropriate blanks. If you offer other courses that do not fit any of the categories listed below, blank spaces are provided for you to fill in additional course titles. Do not list business administration subject matter courses.

- a.  Improvement of Instruction in Bookkeeping (bookkeeping methods)  
b.  Improvement of Instruction in Shorthand and Transcription (shorthand methods)  
c.  Improvement of Instruction in Typewriting (typewriting methods)  
d.  Improvement of Instruction in Office Machines (machine methods)  
e.  Improvement of Instruction in Clerical, Secretarial, and Office Practice (methods of teaching "practice" courses)  
f.  Improvement of Instruction in Social Business Subjects (methods of teaching general business, business law, economics, etc.)  
g.  Improvement of Instruction in Business Education (methods course dealing with all phases of business education)  
h.  Improvement of Instruction in Secretarial Subjects (combined methods course in typewriting, shorthand, and "practice" courses)  
i.  Improvement of Instruction in Bookkeeping and Social Business Subjects (bookkeeping and social business methods combined)  
j.  Principles and Problems in Business Education (general course dealing with philosophy and overall picture of business education)

- k.  Curriculum Study in Business Education (curriculum design, study, and formulation on all levels of business education)  
l.  Organization and Administration of Business Education (supervision of business education)  
m.  Tests and Measurements in Business Education  
n.  Audiovisual Aids in Business Education  
o.  Seminars in Business Education (discussion courses dealing with special areas of business education)  
p.  Business Education in the Post-Secondary School (business education in colleges and other institutions beyond the secondary school)  
q.  Thesis  
r.  Introduction to Graduate Study in Business Education (introductory research course)  
s.  Research in Business Education (advanced course emphasizing group and individual research projects)  
t.  Observation of Business Education Methods (actual classroom observation of experienced teachers in typing, shorthand, etc.)  
u.  Field Work in Business Education (actual work experience in the field of business)  
v.  OTHER \_\_\_\_\_  
w. \_\_\_\_\_  
x. \_\_\_\_\_  
y. \_\_\_\_\_  
z. \_\_\_\_\_

46. Most schools require certain courses for all students working toward the master's degree in business education. Of the professional courses listed in Question 45 indicate which are required for all students on the master's degree in business education by checking the letter of the required course below; e.g., if you require bookkeeping methods you would check the "a" blank below.

- |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|
| a. <input type="checkbox"/> | j. <input type="checkbox"/> | s. <input type="checkbox"/> |
| b. <input type="checkbox"/> | k. <input type="checkbox"/> | t. <input type="checkbox"/> |
| c. <input type="checkbox"/> | l. <input type="checkbox"/> | u. <input type="checkbox"/> |
| d. <input type="checkbox"/> | m. <input type="checkbox"/> | v. <input type="checkbox"/> |
| e. <input type="checkbox"/> | n. <input type="checkbox"/> | w. <input type="checkbox"/> |
| f. <input type="checkbox"/> | o. <input type="checkbox"/> | x. <input type="checkbox"/> |
| g. <input type="checkbox"/> | p. <input type="checkbox"/> | y. <input type="checkbox"/> |
| h. <input type="checkbox"/> | q. <input type="checkbox"/> | z. <input type="checkbox"/> |
| i. <input type="checkbox"/> | r. <input type="checkbox"/> |                             |

(1) QUESTIONNAIRE SENT TO ADMINISTRATORS OF BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

- \_\_\_\_\_ Teaching and assisting faculty members
- \_\_\_\_\_ Teaching, assisting faculty members, and departmental research
- \_\_\_\_\_ OTHER \_\_\_\_\_

62. If graduate assistantships or fellowships are awarded, indicate if there are any positions that do not involve teaching or other assignments. \_\_\_\_\_ yes \_\_\_\_\_ no. If yes, indicate the type of appointment the candidate receives.

63. If graduate assistants are employed as teachers, indicate their maximum teaching load in terms of clock hours per week. \_\_\_\_\_

64. If graduate assistants are employed, indicate the maximum number of course credit hours they are allowed to carry per term. \_\_\_\_\_

65. If graduate assistants or fellows are employed, indicate their remuneration.
- \_\_\_\_\_ Reduction in tuition and fees
  - \_\_\_\_\_ Waiver of tuition only
  - \_\_\_\_\_ Waiver of all tuition and fees
  - \_\_\_\_\_ Monthly salary
  - \_\_\_\_\_ Salary and reduction in tuition and fees
  - \_\_\_\_\_ Salary and waiver of tuition and fees
  - \_\_\_\_\_ Free campus housing
  - \_\_\_\_\_ OTHER \_\_\_\_\_

66. If graduate assistants are salaried, indicate their salary or salary range (according to type of assistantship awarded) for an academic year. \_\_\_\_\_

STAFF, FACILITIES, AND CURRENT STATUS OF THE PROGRAM AT YOUR INSTITUTION

67. Indicate under what administrative unit the business education master's degree program is administered.
- \_\_\_\_\_ Education
  - \_\_\_\_\_ Business Administration
  - \_\_\_\_\_ Dual administration in education and business administration
  - \_\_\_\_\_ OTHER \_\_\_\_\_

68. Indicate the number of full-time business education faculty members teaching one or more business education graduate courses at your institution. \_\_\_\_\_

69. Indicate the number of part-time business education faculty members teaching one or more business education graduate courses at your institution. \_\_\_\_\_

70. In order to teach business education graduate courses, faculty members must have certain special or specific qualifications beyond those of the undergraduate faculty. \_\_\_\_\_ yes \_\_\_\_\_ no. If yes, indicate the necessary qualifications.

71. Indicate the average number of graduates with master's degrees in business education per year for the last five years. \_\_\_\_\_

72. Indicate the campus business education organizations that master's degree students are eligible to join.
- \_\_\_\_\_ Delta Pi Epsilon
  - \_\_\_\_\_ Pi Omega Pi
  - \_\_\_\_\_ Business Education Graduate Club
  - \_\_\_\_\_ OTHER \_\_\_\_\_

73. Check the specialized facilities available for graduate students in business education at your institution.

- \_\_\_\_\_ Departmental library
- \_\_\_\_\_ Microfilm library of business education research studies
- \_\_\_\_\_ Curriculum library of latest high school business education textbooks
- \_\_\_\_\_ Curriculum library of latest college business education textbooks
- \_\_\_\_\_ Graduate study rooms
- \_\_\_\_\_ OTHER \_\_\_\_\_

EVALUATION OF THE TOTAL BUSINESS EDUCATION MASTER'S PROGRAM AT YOUR INSTITUTION

74. Indicate what you consider the strengths of the master's degree program in business education at your institution. \_\_\_\_\_

75. If you were free to make changes in any phase of the master's degree program in business education at your institution, indicate what changes you would make.



QUESTIONNAIRE SENT TO GRADUATES OF BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS (1)

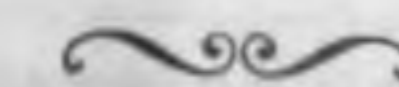
(2) QUESTIONNAIRE SENT TO GRADUATES OF BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

### MASTER'S DEGREE PROGRAM QUESTIONNAIRE

NAME \_\_\_\_\_

CURRENT OCCUPATION \_\_\_\_\_

NAME OF INSTITUTION WHERE  
MASTER'S DEGREE WAS GRANTED \_\_\_\_\_



1. Please indicate how many years elapsed between the time you received your bachelor's degree and the time you started graduate work. \_\_\_\_\_
2. Check the exact title of your master's degree in business education.
  - Master of Arts
  - Master of Science
  - Master of Education
  - Master of Business Education
  - Master of Business Administration
  - Master of Teaching Arts
  - OTHER \_\_\_\_\_
3. Indicate if you have taken any additional graduate courses since obtaining your master's degree.  yes  no. If additional graduate courses were completed, indicate if they were business education graduate courses.  yes  no.
4. If you have taken additional graduate courses since receiving your degree, indicate if these courses were taken at the same institution where you received your master's degree.  yes  no.
5. If you have not taken additional graduate work beyond the master's degree, indicate if you plan to take additional graduate work.  yes  no.
6. Indicate if you plan to study for a doctor's degree in business education.  yes  no.
7. Indicate your reasons for selecting the particular school at which you received your master's degree in business education. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. The graduate work completed on the business education master's degree program increased your teaching effectiveness.  yes  no. PLEASE COMMENT. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(1) QUESTIONNAIRE SENT TO ADMINISTRATORS OF BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

9. There should have been a greater emphasis in your business education master's degree program in the following area or areas.  
 \_\_\_\_\_ Business administration subject matter; e.g., accounting, economics  
 \_\_\_\_\_ Professional business education; e.g., methods courses  
 \_\_\_\_\_ Skill improvement courses; e.g., shorthand and typewriting skill building  
 \_\_\_\_\_ Completely satisfied with program of studies  
 \_\_\_\_\_ OTHER \_\_\_\_\_

10. There were too many required courses on your master's degree program in business education with too little opportunity for electives. \_\_\_\_\_ yes \_\_\_\_\_ no.  
 PLEASE COMMENT. \_\_\_\_\_  
 \_\_\_\_\_

11. A minor field (or fields) of study was completed on your master's degree program. \_\_\_\_\_ yes \_\_\_\_\_ no. If yes, indicate minor field or fields.  
 \_\_\_\_\_

12. The minor field (or fields) of study has been of value to you. \_\_\_\_\_ yes \_\_\_\_\_ no. PLEASE COMMENT. \_\_\_\_\_  
 \_\_\_\_\_

13. Indicate if you now believe a different minor would have been more valuable than the one you completed. \_\_\_\_\_ yes \_\_\_\_\_ no. WHY. \_\_\_\_\_  
 \_\_\_\_\_

14. If you were to repeat your graduate work and had a choice, indicate if you would write a thesis as a part of your master's program in business education. \_\_\_\_\_ yes \_\_\_\_\_ no. PLEASE COMMENT. \_\_\_\_\_  
 \_\_\_\_\_

15. List the three business education graduate courses that were of most value to you.  
 \_\_\_\_\_  
 \_\_\_\_\_

16. List the three business education graduate courses that were of least value to you.  
 \_\_\_\_\_  
 \_\_\_\_\_

17. List other business education graduate courses not offered at the institution where you obtained your master's degree that you would have found valuable.  
 \_\_\_\_\_  
 \_\_\_\_\_

(2) QUESTIONNAIRE SENT TO GRADUATES OF BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

18. List the strengths of the graduate business education program at the institution where you obtained your master's degree. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

19. List recommendations you would make for improvement of the graduate business education program at the institution where you obtained your master's degree.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

20. Check in the first column if the facilities listed below were available at the institution where you obtained your master's degree. If they were available, evaluate these facilities by checking the appropriate column.

	Facilities Available	Highly Satisfactory	Adequate	Unsatisfactory
Professional business education library	_____	_____	_____	_____
Curriculum library of B. E. high school texts	_____	_____	_____	_____
Microfilm library of B. E. research studies	_____	_____	_____	_____
Graduate study rooms	_____	_____	_____	_____
Special institutes and workshops	_____	_____	_____	_____
Visiting lecturers and professors	_____	_____	_____	_____
Placement services	_____	_____	_____	_____
Data processing equipment for research	_____	_____	_____	_____

(3) DOUBLE POSTAL CARD SENT TO GRADUATE DEANS AND REGISTRARS

The Department of Business Education at the University of North Dakota is attempting to ascertain the number and type of institutions in the United States offering master's degrees with a major in business education.

We define business teacher education as that phase of education that is designed primarily to prepare teachers of business subjects on the secondary school or college level, and which emphasizes education problems, methods, and philosophies.

It would be appreciated if you would indicate on the reverse card whether or not your institution provides such a degree. A follow-up of business education master's degree graduates from all institutions offering such a degree is being planned, and it would also be appreciated if you would supply names and addresses of three individuals who graduated with such a degree in the last three years.

If you do not have the addresses of recent graduates, please forward this card to the registrar.

We offer the master's degree program with a major in business education.  Yes.  No.

The following are the names and addresses of three recent business education master's graduates.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name of Your Institution \_\_\_\_\_

Name of Director of Graduate Business Education Program \_\_\_\_\_

(4) TRANSMITTAL LETTER SENT TO DEPARTMENT CHAIRMEN OF  
BUSINESS EDUCATION MASTER'S DEGREE PROGRAMS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Dear \_\_\_\_\_:

This letter is going to our business business educators, Chairmen of business education graduate programs. However, in order to obtain a valid picture of the current philosophies and practices in business education master's degree programs in the United States, it is necessary to ask for your assistance and cooperation.

Perhaps you might be interested in how the study will be conducted. This letter and questionnaire is being sent to all institutions offering a master's degree in business education. The questions asked pertain to current practices in all aspects of the business education master's program. It is hoped that your responses, along with the responses of departmental chairmen at all other institutions, will form a complete picture of business education master's degrees in the United States.

The officials at your institution have already cooperated in furnishing data for the second phase of the study. They have supplied the names of three recent business education master's graduates from your institution. A questionnaire is being sent to each of them. On the basis of their responses, and on the questionnaire I am asking you to complete, it will be possible to secure a description of current practices and to give a very general evaluation of these practices. Please be assured, however, that no institution or individual will be identified in any way. The data will be treated in such a way as to make any type of specific identification impossible.

The questionnaire is long--and how I dislike long questionnaires. However, in order to secure a complete description of current practices, it was extremely difficult to reduce its length and complexity.

The Chairman of my department, Dr. John L. Rowe, has told me that the findings of this study will be made available through publication. You will receive a copy of this publication as soon as it is completed. I think you will find it valuable "ammunition" should you plan any revisions in your graduate program. Then, too, it is always interesting to find out what the other "fellow" is doing. Even though the questionnaire is long and you are a busy person, I hope you will find time to complete it and return it to me in the enclosed stamped envelope.

Sincerely yours,

John C. Peterson, Instructor  
Department of Business Education

jf

(5) FOLLOW-UP LETTER SENT TO DEPARTMENT CHAIRMEN OF BUSINESS  
EDUCATION MASTER'S DEGREE PROGRAMS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Dear \_\_\_\_\_:

This is the busy time of the year for all of us in Business Education, and particularly for you as a department chairman. Perhaps in the rush of school activities, you mislaid the questionnaire I sent recently on the Master's degree program at your institution.

I am enclosing another copy of the questionnaire in the hope that you will find time to complete it before June 1. We would really like to have all institutions in the United States offering Master's degrees in Business Education represented in this study. I look forward to hearing from you soon.

Sincerely yours,

John C. Peterson, Instructor  
Department of Business Education

js

Enclosure

(6) TRANSMITTAL LETTER SENT TO MASTER'S  
DEGREE GRADUATES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Dear \_\_\_\_\_:

The Dean of the graduate school where you obtained your master's degree in business education has recommended you as a participant in a nationwide study on master's degree programs in business education. We are asking you, as a holder of a master's degree, to aid us in studying graduate education in our field by completing the enclosed questionnaire.

You are being asked to evaluate your master's degree program in business education. Please be as objective as possible. You will in no way be identified personally with any of your comments nor will your comments be identified with your institution, except to the extent that you will have assisted in resolving certain areas of graduate education of interest to us all.

It would be very much appreciated if you would complete the enclosed questionnaire as soon as possible and return it in the enclosed stamped envelope. We, at the University of North Dakota, appreciate any time and effort you may be able to give to this problem. Sincere thanks for your help.

Sincerely yours,

John C. Peterson, Instructor  
Department of Business Education

jf  
Enclosure

## (7) FOLLOW-UP LETTER SENT TO MASTER'S DEGREE GRADUATES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_:

This is a busy time of the year for all of us in Business Education. Perhaps in the rush of preparing for final tests, etc., you have mislaid the questionnaire I sent you recently on the evaluation of your Master's degree program in Business Education.

I am enclosing another questionnaire in the hope you will find time to complete it before June 1. Since the Dean of the Graduate School where you obtained your degree recommended only three individuals, it is important that we obtain responses from all graduates. I hope to hear from you soon.

Sincerely yours,

John C. Peterson, Instructor  
Department of Business Education

js

Enclosure

## APPENDIX B

Appendix B lists the names and addresses of all respondents who participated in this study. It is divided into two sections which are as follows:

1. A Listing of Department Chairmen and Institutions Participating in This Survey
2. A Listing of Business Education Master's Degree Graduates and the Institutions From Which They Were Graduated



A LISTING OF BUSINESS EDUCATION MASTER'S DEGREE GRADUATES  
AND THE INSTITUTIONS FROM WHICH THEY WERE GRADUATED

Herbert Abbott Murray Hill Terrace Bergenfield, New Jersey	New York University
Mrs. Louise Allen Crittenden County High School Marion, Kentucky	Murray State College
Jack Fred Amyx Eisenhower Jr. & Sr. High School Lawton, Oklahoma	Oklahoma State University
Mrs. Betty Ange Apartment F-4-A Northington Tuscaloosa, Alabama	University of Alabama
Harold R. Anderson Craig High School Craig, Colorado	Colorado State College at Greeley
Vernon Anderson Yuba Oklahoma	Southeastern State College
Mrs. Naomi Andrews Cloudecroft High School Cloudecroft, New Mexico	West Texas State University
Miss Gioconda Andruss 2615 Ash Street Vancouver 9, British Columbia Canada	Oregon State University
Miss Meredith Anstrom Department of Business Education Bismarck High School Bismarck, North Dakota	University of North Dakota
Donald J. Apai 602 West Trenton Avenue Morrisville, Pennsylvania	Rider College

Everett Arnold Beaverton High School Beaverton, Oregon	Oregon State University
Miss Eleanor Ash Box 244, R. D. 1 Freehold, New Jersey	New York University
Gerald A. Ashley 5174½ Brighton San Diego, California	San Diego State College
Mrs. Barbara Baer Hughesville High School Hughesville, Pennsylvania	Pennsylvania State University
Lee Roy Bacon Chillocco Indian School P. O. Box 19 Chillocco, Oklahoma	Central State College
Charles Baird High School New Lennox, Illinois	Eastern Illinois University
Mrs. Dorothea Barbuto Hotel Ansonia 73rd and Broadway New York, New York	Teachers College, Columbia University
Mrs. Phyllis Ann Hollowell Barker Department of Business Education School of Business Northern Illinois University DeKalb, Illinois	Indiana State College
Mrs. Mary R. Bates Box 908 Brady, Texas	Sul Ross State College
Tony Bedwell Box 52 Sallisaw, Oklahoma	Northeastern State College (Tahlequah)
Kent Beeler 901 South Market Winamac, Indiana	Ball State Teachers College
Opal Tyre Bevill 2109 East 65th Street Savannah, Georgia	Georgia Southern College

Mrs. Willa Deane Birchmore Athens High School Athens, Georgia	University of Georgia
Mrs. Bette Bisco North Plainfield High School North Plainfield, New Jersey	Pennsylvania State University
Miss Joyce L. Blair Route 4 Carrollton, Illinois	Southern Illinois University
Mrs. Raphael Block General Delivery Vermillion, South Dakota	University of Cincinnati
Mrs. Wilma S. Boatwright Box 235 Hazelwood, North Carolina	Richmond Professional Institute
Mrs. Isabelle W. Bogan 1819 James Jonesboro, Arkansas	Arkansas State College
Glen S. Bollman 611 Center Street Ruston, Louisiana	Louisiana Polytechnic Institute
Vivian McCall Boyd 1831 South Second Street Salisbury, North Carolina	University of North Carolina (Greensboro)
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