

General Fields of Graduate Study in Education

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

1. Administration and Supervision of Schools
2. Curriculum
3. Educational Psychology and Guidance
4. Educational Theory and Philosophy
5. Evaluation.

Requirements for the Masters' Degrees

(These regulations will apply to candidates beginning graduate programs after September 1, 1942. For students who have started their work toward the Masters' Degrees, adjustments will be made so that they will not be held responsible for requirements which were not in force when they began their programs)

1. The masters' degrees in Education are granted upon the satisfactory completion of not less than one full academic year, or its equivalent, of graduate study.

2. Candidates for the degrees of Master of Arts and Master of Science in Education must present an acceptable report, in thesis form, on approved research. The candidate must present with his thesis a satisfactory abstract.

3. Candidates for the degree of Master of Education will, in lieu of a thesis, prepare a report on some phase of educational practice of which they have made a special, intensive study. They will present this report in bound form for permanent filing in the office of the School of Education.

4. Candidates must satisfactorily pass an oral examination. In general, the purpose and form of this examination is such as to satisfy the examiners that the student has achieved reasonable competency in the following directions:

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

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

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

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

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

e. An appropriate knowledge of educational literature.

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

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

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

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