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OFFICERS OF ADMINISTRATION

LOWELL SKINNER ENSOR, A.B., B.D., D.D., L.H.D., President
JOHN DONALD MAKOSKY, A.B., A.M., Ed.D., Dean of Faculty
PHILIP BLETTNER SCHAEFFER, A.B., Treasurer
MARTHA ELIZA MANAHAN, A.B., Registrar
CORA VIRGINIA PERRY, A.B., Associate Registrar

JOSEPH R. BAILER, B.S., A.M., Ph.D., Director of Graduate Program

FACULTY

JOSEPH R. BAILER, B.S., A.M., Ph.D.
RICHARD ALLEN CLOWER, A.B., M.S.
REUBEN SIMON HENRY HOLTHAUS, A.B., A.M., S.T.B., Ph.D.
WILLIAM GENE MILLER, A.B., S.T.B., Ph.D.
RAYMOND CLARENCE PHILLIPS, A.B., A.M.
KEITH NORTON RICHWINE, B.S.Ed., A.M.
SARA ELIZABETH SMITH, A.B., A.M., Ed.D.
OLIVER KINGSLEY SPANGLER, A.B., B.Mus., M.Mus.
CLYDE ALLEN SPICER, A.B., A.M., Ph.D.
THERON BARKER THOMPSON, B.C.E., B.S., Ed.M., C.A.G.S., Ed.D.

Part-time Instructors Who Have Recently Assisted in Master of Education Degree Program

ELIZABETH BEAMER, A.B., ADDITIONAL STUDIES
FRANCES M. CLARKE, A.B., A.M., Ph.D., L.L.B.
KENNETH DEACON, A.B., A.M., Ph.D.
ROBERT Y. DUBEL, A.B., M.A.
MICHAEL EDER, A.B., M.Ed.
WARREN EVANS, B.Sc.Ed., M.Ed.
ROBERT W. GIFFORD, B.S., Ed.D.
SAMUEL D. HERMAN, A.B., M.Ed.
JOHN JEFFREYS, B.S., M.A.
MAYNARD KEADLE, B.S., M.Ed.
JAMES KEEMAN, B.S., M.Ed.
ROBERT LAMBDIN, B.S.
CADE O'BRIEN, A.B., A.M.L.S.
REYNOLD PAGANELLI, B.Sc.Ed., A.M.
GEORGE ROCUS, A.B., ADDITIONAL STUDIES
OSCAR J. SCHNEIDER, B.S., A.M.
CHARLES TRESSLER, B.S., A.M.
SAMUEL WALSH, A.B., A.M., S.T.B., Ph.D.
MARGARET WILLIS, A.B., A.M.
THE COLLEGE

Western Maryland College is located on a 100-acre campus at the west end of Westminster, Maryland. It is 25 miles from Baltimore on Route 140 and 58 miles from Washington, D.C., on Maryland Routes 27 and 97.

Western Maryland College is a liberal arts institution, accredited by the Middle States Association of Colleges and Secondary Schools and by the University Senate of the Methodist Church. The college is coeducational, the first institution south of the Mason and Dixon Line to open its doors to both young men and young women. Chartered in 1868 under the auspices of the former Methodist Protestant Church, it is now one of the church-related colleges of the Methodist Church.

OBJECTIVES

The primary objective of Graduate Studies is to add to the competency of teachers and other educational workers. Each course offered is justified in terms of the contribution which it makes toward a realization of the general aim of the program and the specific objectives of the individual student. Both functional and scientific in their approach, the objectives of Graduate Studies are to prepare master teachers, supervisors, and administrators. Accordingly, work leading to the Master of Education degree is designed to prepare teachers for the following types of positions: Principal, General Supervisor, Secondary School Teacher, School Counselor.

THE PROGRAM

The student's program is devised to fit him as effectively and efficiently as possible for his future work. This is done by diagnostic test, interview, and inspection of the student's record in both education and teaching. Also considered are the trends and needs in the field of teaching to which he will return.

Deficiencies may be supplied from higher level undergraduate courses. For example, an applicant who has not completed a minimum of sixteen semester hours of undergraduate work in education will meet the certificate requirements on the undergraduate level. At the beginning of the program a series of tests will be administered to assist in the diagnosis of the student's potentialities and needs.

The program consists of thirty hours of work, divided into three parts of approximately equal weight. (It is recommended that the student take the course in Research in Problems of Education early in his program for in that course he initiates his project.) With the job analysis phase in mind each student is required to take approximately 1/3 of his work in professional courses, 1/3 in his choice of specialization and 1/3 in broader cultural areas though related to his field of specialization.

Though each student has a wide choice of courses, two specific ones are required of all who enter the program—Trends in American Thought and Research in Problems of Education.
The three parts of the program are:

1. Synthesizing program, composed of a minimum of three courses:
   a. A course designed to relate the broad fields of knowledge to each other, providing a picture of scope, philosophy, large meanings,
   b. Two courses designed to relate kindred fields.

2. Area of specialization:
   After individual analysis, the student's main needs are estimated against the picture of the problems involved in present-day teaching of his subject in the school system. He is then expected to do nine to twelve hours of work in courses approved as his specialty. Some of this work may best be done in standard college courses. Here the instructor will expect more work of a higher quality than that done on acceptable undergraduate levels.

3. Professional courses:
   Nine to twelve hours of work are designed by the Education Department to equip the student with a secure, contemporary technique. Every effort is made to have the student's teaching analyzed and criticized with the aim of making him a more effective and stimulating teacher, supervisor, or administrator.
The Graduate program in education at Western Maryland College differs from many others. This special characteristic of the program is that each student has a project in which he specializes in one phase of education but at the same time broadens his general knowledge. The project, planned by the student and the education department working together, seeks to capitalize on the student's own professional purposes. The student in his program undertakes to improve his local school situation through research and experimentation in daily classroom, community, or general staff work. The college accepts no plan which does not have the approval of the school administration in which the student teaches.

This on-the-job analysis is a major feature of the unique characteristic of the Western Maryland program for it guides the student to an acquaintance with a variety of practices and investigations of the needs in his own situation—and, under the guidance of the college staff, seeks to improve practice.

ADMISSION REQUIREMENTS

Students are admitted on the basis of evidence of their promise of leadership qualities as shown in their character, intellect, and record. Primarily the College seeks to admit those who expect to devote their careers to some aspect of the field of education. It is expected that the students will bring to their graduate studies a good quality general education plus a particular interest to be further developed. The College believes that it is most useful to the field of education by working with a small group of students who show promise of becoming influential in scholarship, teaching, and administration.

Admission to Graduate Study is based on the following:

1. A baccalaureate degree from a college or university of recognized standing.
2. An undergraduate background appropriate for graduate study in the candidate's chosen field.
3. A record of successful teaching experience or satisfactory completion of student teaching.
4. Evidence of personal and professional behavior acceptable to the graduate faculty.

All candidates for Graduate Studies must take the National Teachers Examinations (both common and the optional in the student's field), before completing more than one-third of the course requirements in the graduate program. Acceptable rank in this or other examinations required by the graduate committee must be attained. It is expected that deficiencies found as a result of the examinations will be met by additional course work. Such course work will not necessarily be counted toward the degree.

All applications are submitted to the Graduate Program Committee after the following steps have been completed:
1. Submitted formal application blank and $5.00 application fee,
2. Conference with the Director of the Graduate Program,
3. Submitted official transcripts from all other institutions of higher education which the candidate has attended,
4. Submitted scores from the National Teachers Examinations, both common and optional,
5. Submitted at least nine credits of graduate courses taken at Western Maryland College.

EVALUATION

There is considerable testing and evaluation in the various sections of the program.

In the course of the program, the student works on at least one problem in practical education and makes reports of his procedures to a special committee which has approved the project. One or more of his committee also supervises the problem.

The student should make direct experiment in his classroom or community on the problem. Its nature may be allied more closely to the subject matter field or to the methods field.

Courses must be passed with at least a grade of B with one exception. In one instance a grade of C may be offset with a grade of A to make final average of at least B. A second grade of C will not count toward the minimum requirements of thirty credits.

At the end of the student's work he takes an examination designed to demonstrate his advance in control of fact, theory and philosophy of his subject and in his growth in relating principles to actual practice. The student's special committee, upon review of the records, report of the problem and results of the examination, makes the recommendation as to whether he should be awarded the Master of Education degree.
GRADES

The College grading system—A, B, C, D, E, F, and I—is used to report the quality of credit. Graduate credit accepted in fulfillment of the requirements for the Master's degree shall average not lower than B, and no credit toward the degree shall be granted for a grade below C. Course work reported “Incomplete” must be completed within one year from date of record if a credit grade is to be given. A grade of W is assigned when a student withdraws from a course before completing the required work.

LIBRARY

Graduate students are entitled to use the library facilities under the same conditions as undergraduate students. The student should learn the library regulations as early as possible, for it is important that the graduate student realize his obligation to conform with all library regulations.

Western Maryland's new library, dedicated in December, 1962, contains more than 70,000 volumes. New titles are added monthly. The collection of material is extensive and varied as is suitable for a liberal arts college. It is also a depository for government documents.

GRADUATION REQUIREMENTS

The following steps are required to complete the Graduate Studies and to become eligible for the degree:

1. Transcript of records from all other institutions of higher education which the candidate has attended must be filed with the Department of Education.

2. The candidate must obtain satisfactory scores on the National Teachers Examinations.

3. Course work of 30 credits must be completed as follows:
   a. Minimum of nine credits in courses dealing with the broad scope of Human Affairs, including the course: Trends in American Thought.
   b. Minimum of nine credits in the student’s field of specialization.
   c. Minimum of nine credits in courses in Education, including Research in Problems of Education.
   d. Minimum of 18 credits in campus courses.

4. Satisfactory completion of a project.

5. Satisfactory scores in the comprehensive examinations.

6. Completion of the program within a period of five years.

It is important that the student note that project reports must be filed by:
April 15 for June completion of degree requirements,  
July 15 for August completion of degree requirements,  
December 10 for January completion of degree requirements.

FEES

Tuition is $28.00 per credit hour. Registration is $6.00 payable once in 
the fall or spring terms. For summer sessions the registration fee of 
$6.00 is payable once for either or both sessions. A nonrefundable fee 
of $5.00 is paid when application to the program is submitted. Fees for 
the National Teachers Examinations are paid by the student to the 
Educational Testing Service.

A fee of $7.00 is paid to the college for the final comprehensive exami-
nation. This examination will be administered by the Department of 
Education in January, April, and July. All applications for the final 
comprehensive examinations must be filed in the Department of Edu-
cation office, with fee receipt from the College Treasurer, by the fol-
lowing dates:

March 15 for the April examination.  
June 15 for the July examination.  
December 15 for the January examination.

PLACEMENT SERVICE

An office of placement services is maintained by the college to assist 
students in obtaining positions and to aid superintendents, principals, 
and other public school officials to secure the people best qualified to 
fill their vacancies. No charge is made for this service. Western Mary-
land has had many more calls for teachers and other school personnel 
than it has been able to supply.
SPECIAL PROGRAMS

For those whose choice of specialization in the general program requires more than the minimum of nine credits, the following sequences are recommended:

ADMINISTRATION

It is recommended that courses in Administration be taken after one-third of the general course requirements are completed.

Education 5534  Administration of the Elementary Schools  or  Education 5504  Administration of the Secondary Schools  Education 5528E  Supervision in the Elementary School  or  Education 5528S  Supervision in the Secondary School  Education 5614  School Business Administration  or  Education 5616  School Law and Finance for School Administrators  Education 5543  Problems in Curriculum Construction  Twelve credits in the Humanities

PSYCHOEDUCATIONAL SERVICES

This program rests on the behavioral sciences with special focus on the psychological aspects of the learning process in general and on progress and adjustment in the school. Service fields include sub-specialization in school counseling, pupil personnel services, school psychology, and the education of exceptional children and youth.

School Counselors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 5530</td>
<td>Principles and Philosophy of Guidance</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5417</td>
<td>Use of Appraisal in Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5721</td>
<td>Counseling I: Theories and Techniques</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5861</td>
<td>Measurement and Evaluation I (group tests)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5862</td>
<td>Measurement and Evaluation II (incl. tests)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5551</td>
<td>Mental Hygiene</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5752</td>
<td>Human Growth and Development II</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5533</td>
<td>Occupational Information and Activities</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5913</td>
<td>Analysis of the Individual</td>
<td>3 credits</td>
</tr>
</tbody>
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Pupil Personnel Workers

A. Fifteen credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 5721</td>
<td>Counseling I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5751</td>
<td>Human Growth and Development I: child</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5752</td>
<td>Human Growth and Development II: adolescent</td>
<td>3 credits</td>
</tr>
<tr>
<td>Sociology (6 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology 5639</td>
<td>Social Casework</td>
<td>3 credits</td>
</tr>
<tr>
<td>Sociology 5202</td>
<td>The Family</td>
<td>3 credits</td>
</tr>
<tr>
<td>Sociology 5310</td>
<td>Juvenile Delinquency</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

B. Nine credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 5551</td>
<td>Mental Hygiene</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5547</td>
<td>Psychology of Exceptional Children and Youth</td>
<td>3 credits</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Education 5417</td>
<td>Use of Pupil Appraisal in Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5861</td>
<td>Measurement and Evaluation I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5546</td>
<td>Theories of Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5549</td>
<td>Anthropology and Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

C. Three credits—(recommended)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Education 5515</td>
<td>School Law</td>
<td>3 credits</td>
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**Teachers of Exceptional Children and Youth (with focus on the educable retarded child)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Psychology 5547</td>
<td>Psychology of Exceptional Children and Youth</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5711</td>
<td>Teaching Exceptional Children: Educable Retarded</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5837</td>
<td>Occupations for Educable Retarded</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5861</td>
<td>Measurement and Evaluation I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5745</td>
<td>Use of Diagnosis in Developmental Teaching</td>
<td>3 credits</td>
</tr>
<tr>
<td>Sociology 5639</td>
<td>Social Casework</td>
<td>3 credits</td>
</tr>
<tr>
<td>Art 5801</td>
<td>Arts and Crafts</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**School Psychologists**

(Psychologists working in local school systems need sixty credits in undergraduate and graduate courses in psychology or related fields. The M.Ed. program will include
only 24 credits in these areas. Candidates in this sub-specialty must consult with the Director of the Graduate Program to insure meeting requirements for certification.

A. Nine Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 5210</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 5751</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Education 5546</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 5309</td>
<td>Psychology of Abnormal Behavior</td>
<td>3</td>
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</table>

B. Nine Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 5862</td>
<td>Measurement and Evaluation II</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 5863</td>
<td>Measurement and Evaluation III</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 5865</td>
<td>Measurement and Evaluation V</td>
<td>3</td>
</tr>
<tr>
<td>Education 5721</td>
<td>Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 5547</td>
<td>Psychology of Exceptional Children and Youth</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Six Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 5549</td>
<td>Anthropology and Education</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 5310</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION**

**Education 5549** Anthropology and Education 3 credits

Educational implications of our knowledge of prehistoric man and of primitive society including race, language, and religion, the interaction of physical and social factors, and the genetics of social institutions.

**Education 5454** History and Philosophy of Education 3 credits

Central philosophical concepts with a study of their effect upon the theory and practice in American education.

**Education 5452** History of Education in American Culture 3 credits

Principal factors in American culture in relation to policies and practices in public education. Economic, political, and social problems will be dealt with in historical perspective.

**Social Studies 5606** Great Issues in Modern Society 3 credits

Aspects of six great social, political, and economic issues facing America and the world. The diversity of culture is examined. Against this setting the contemporary western urban character and the issue of educational objectives and method are explored. Other issues are: population growth as a world problem, underdeveloped areas of the world as they relate to American foreign and economic policy; American military and foreign policy as related to communism, and the effect of mass opinion on democratic government.

**Education 5706** Foundations of Reading 3 credits

**Education 5632** Problems of Teaching Foreign Languages 3 credits

**Education 5525** Research in Problems of Education 3 credits

Current problems in education as related to the students' teaching situations. Each student through individual research and discussion, identifies and plans for the project required of members of the program. The problem and method must be approved for satisfactory completion of the course.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 5461</td>
<td>Education and Economic Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Critical analysis of current explanations of economic growth and development with particular attention to the evolution of modern economic institutions in relation to the objectives and problems of modern education.</td>
<td></td>
</tr>
<tr>
<td>Geography 5650</td>
<td>Foundations of Geography</td>
<td>3</td>
</tr>
<tr>
<td>Education 5943</td>
<td>Modern Biology for Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of modern concepts of biology with emphasis on the basic principles.</td>
<td></td>
</tr>
<tr>
<td>Education 5945</td>
<td>Modern Chemistry for Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A review of the fundamentals of chemistry with emphasis upon modern concepts.</td>
<td></td>
</tr>
</tbody>
</table>

**ADMINISTRATION AND SUPERVISION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 5504</td>
<td>Administration of Public School (Secondary)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A course in the organization and administration of secondary school systems; internal organization, financing, legal and professional responsibilities, and similar topics.</td>
<td></td>
</tr>
<tr>
<td>Education 5524</td>
<td>Administration of the Small School</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Methods of organization and administration of the small school. Problems considered include: programming studies, community relationships, internal operation of the school, formulation of school policy, and adaptation to needs of the smaller community.</td>
<td></td>
</tr>
<tr>
<td>Education 5534</td>
<td>Administration of Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A course in the organization and administration of elementary school systems; internal organization, financing, legal and professional responsibilities, and similar topics.</td>
<td></td>
</tr>
<tr>
<td>Education 5616</td>
<td>School Law and Finance for School Administrators</td>
<td>3</td>
</tr>
<tr>
<td>Education 5523</td>
<td>Administration, Management and Operation of School Plants</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Operations of physical facilities; custodial staff; heating and ventilation; cleaning operations; building and equipment repairs.</td>
<td></td>
</tr>
<tr>
<td>Education 5544</td>
<td>Functions of School Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Structure, function, and operating procedures of the school administrator. Emphasis is given to the organization structure and service functions of the various administrative units.</td>
<td></td>
</tr>
<tr>
<td>Education 5614</td>
<td>School Business Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of business management; office practice; the school budget; financial accounting; purchasing supplies; safeguarding funds; and practical studies of school economics.</td>
<td></td>
</tr>
<tr>
<td>Education 5528E</td>
<td>Supervision in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Methods of studying and improving conditions of learning and pupil growth, recent trends in supervision, the nature and function of supervision, group participation in policy development, evaluation and rating as they pertain to elementary schools.</td>
<td></td>
</tr>
</tbody>
</table>
Education 5528S Supervision in Secondary Schools 3 credits
Methods of studying and improving conditions of learning and pupil growth, recent trends in supervision, the nature and function of supervision, group participation in policy development, evaluation and rating as they pertain to secondary schools.

Education 5560 Internship 3 to 6 credits
Open to a limited number of advanced students: administrative experience in selected school systems. Conference hours for students and staff members are devoted to discussion of work and problems encountered by students in their internships. Each student is required to submit a written report describing and appraising the experience.

METHODS AND MATERIALS

Education 5532 Problems of Teaching English Language Skills 3 credits
Systematic study of methods of instruction in the techniques of reading, writing, critical listening and speaking for purposes of professional education.

Education 5512 Literature for Junior-Senior High School 3 credits
Interpretive and critical study of literature for adolescents with methods of developing and presenting.

Education 5522 Problems of Teaching Mathematics 3 credits
Appraisal of significant problems of needs of youth in mathematics, organizing and teaching mathematics, and evaluating instruction in mathematics.

Education 5447 Teaching Public School Art 3 credits
Problems, issues, and procedures of teaching art. Instruction in some specialized skills is included. For experienced teachers only.

Education 5526 Audio-Visual Aids 3 credits
Ways of using objective teaching materials, including slides, prints, motion pictures, bulletin boards. Materials are surveyed and attention is given to their selection and use. Instruction in operation of equipment is provided.

Education 5535 Learning Activities in Education I 3 credits
Study of learning activities to aid the school curriculum to function effectively; appraisal of instructional materials and evaluation procedures. Opportunities are provided for classroom teachers to share experiences and to plan their programs. Emphasis will be placed upon the evaluation and development of the plans of those in the group.

Education 5536 Learning Activities in Education II 3 credits
A continuation of Education 5535.

Education 5545 Problems in Teaching Junior High Schools 3 credits
Nature of the junior high school pupil; the planning of experiences and effective methods of teaching to guide growth toward desirable ends.

Education 5805 Problems of Teaching Geography 3 credits
The place of geography in the social studies program; teaching learning procedures and activities; teaching materials and resources.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 5506</td>
<td>Problems in Reading</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5529</td>
<td>Problems of Teaching Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5604</td>
<td>Development of Art Techniques in Teaching</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5527</td>
<td>Problems of Science Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5530</td>
<td>Principles of Guidance</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5531</td>
<td>Occupational Guidance</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology 5551</td>
<td>Mental Hygiene</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5521</td>
<td>Techniques of Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5533</td>
<td>Occupational Information and Activities</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5538</td>
<td>Social Casework in Guidance</td>
<td>3 credits</td>
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</tbody>
</table>

**Guidance**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Education 5521</td>
<td>Various specialized techniques, materials and procedures to be used by school guidance counselors. Emphasis is upon interpretation of case data and techniques of counseling individual pupils.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5533</td>
<td>Assembling information about occupations, preparation of occupational data for pamphlets, organization and promotional charts; techniques in job analysis, time and motion studies, and preparation of job specifications. Study will be made of existing surveys and analyses of vocational and educational opportunities.</td>
<td>3 credits</td>
</tr>
<tr>
<td>Education 5538</td>
<td>Case conferences, study of current counseling problems, reading of references, and submitting reports of cases discussed.</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Psychology 5913 Analysis of the Individual
Evaluation of the individual in mental ability, achievement, interest, aptitude, and personality; a basic review of statistics as applied to testing.

Education 5539 Labor and Personnel Problems 3 credits
Development and methods of organized groups in industry in settlement of labor disputes. The course includes an economic and legal analysis of labor union and employer associations activities.

Education 5540 Personnel Management 3 credits
Problems of supervising employees in modern industry. Emphasis is upon the application of scientific management and the importance of human relations.

Education 5541 Organization and Administration of Guidance Programs 4 credits
Problems and procedures in initiating and conducting programs of vocational guidance. The course is designed for students completing requirements for certification in guidance. Those wishing to register for four credits must secure permission in writing from the Department of Education. (Prerequisites: Education 5530, 5533, 5519, and 5521.)

CURRICULUM

Education 5542 Curriculum in English in Elementary and Secondary Schools 3 credits
Guided studies in curriculum planning.

Education 5543 Problems in Curriculum Construction 3 credits
Principles of curriculum development, course planning, professional development of subject matter, and the improvement of instruction. Each student will present at least one problem and participate in critical group analysis of all problems.

ART

Art 5801 Arts and Crafts 3 credits
Specific methods for development of creative art activity.

Art 5601 The Arts in Contemporary Life 3 credits
Philosophy, music, and art as interrelated aspects of modern life.

Art 5411 History of Modern Art 3 credits
The evolution, function, and character of art as an integral force in democratic society as background for the new art concepts.

Art 5414 History of Northern Renaissance Art 3 credits
The Renaissance in northern and western Europe and the art of the seventeenth and eighteenth centuries.

ENGLISH

English 5508 World Literature 3 credits
Significant works in Western and Oriental culture in translation. These are discussed and considered comparatively as reflections of the understandings and values of the cultures they represent.
English 5809 Survey of American Culture 3 credits
A historical study of the relationships among social conditions, intellectual history, and the development of arts and letters.

English 5208 The Ballad 3 credits

Dramatic Art 5305 The Drama: An Introduction to Its Analysis and Appreciation
Detailed examination of a few plays from various ages and types of the drama, with emphasis on the understanding of the playwright's techniques of plot construction, characterization, theme development, setting, and dialogue.

English 5331 Contemporary Drama
An analysis of the major dramatic movements since Ibsen, with a selective reading of works by Continental, British, and American playwrights. Emphasis is also placed on various concepts of staging in the period.

English 5314 Social and Intellectual Backgrounds in American Literature 3 credits

HISTORY AND SOCIAL STUDIES

Political Science 5203 International Organization
An analysis of attempts which have been made, and are being made, to deal with international problems through international cooperation, such as: the United Nations and the specialized agencies, the International Court, defense organizations, the European community, the Organization of American States, and International Commodity Controls.

Geography 5615 Geographic Patterns 3 credits
Physical character and human use of geographic regions.

History 5302 The Orient in Twentieth Century 3 credits
A history of the Orient from 1900 to the present.

Political Science 5306 Comparative Government 3 credits
An analysis of various types of political institutions in major states of the world today.

History 5307 Economic and Social History of U. S. Since 1865 3 credits
A history of economic and social development of the United States since 1865; changes in industry, commerce, agriculture together with political and social organization.

History 5308 Cultural History of the United States 1865-1940 3 credits
Topics treated will include urbanism; mechanization; democratic and humanitarian reform; agrarian and labor discontent; educational trends; journalism, literature, and the arts; minorities and immigrant groups; reorientation and socialization of religion; recreation and sport; and medicine and public health.

History 5403 U. S. Foreign Policies Since 1898 3 credits
A history of American diplomacy from 1898 to the present.

Geography 5650 Foundations of Geography 3 credits
### Social Studies 5606 Great Issues in Modern Society
3 credits

This course examines aspects of six great social, political, and economic issues facing America and the world. First, the diversity of culture is examined. Against this setting, the contemporary Western urban character is examined and the issue of educational objectives and method is explored. Other issues included are population growth as a world problem, underdeveloped areas of the world as they relate to American foreign and economic policy, American military and foreign policy as related to communism, and the effect of mass opinion on democratic government.

### Political Science 5413 International Affairs
3 credits

Lectures and discussions on problems in the world community. Emphasis is given to the activities of the United Nations and to UNESCO.

### Political Science 5501 Russia in International Affairs
3 credits

Lectures and discussions of Russian culture and the role of the Soviet in relation to the World Community.

### Geography 5550 Principles of Human Geography
3 credits

Adjustments which man makes to various habitats; a consideration of natural environmental factors in relation to human life.

### LIBRARY SCIENCE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Lib. Sci. 5220</td>
<td>Cataloging and Classification</td>
<td>3 credits</td>
</tr>
<tr>
<td>Lib. Sci. 5217</td>
<td>Book Selection I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Lib. Sci. 5224</td>
<td>Administration of School Libraries</td>
<td>3 credits</td>
</tr>
<tr>
<td>Lib. Sci. 5222</td>
<td>Reference and Bibliography</td>
<td>3 credits</td>
</tr>
<tr>
<td>Lib. Sci. 5405</td>
<td>Children’s Literature</td>
<td>3 credits</td>
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</tbody>
</table>

### MATHEMATICS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Math 5301</td>
<td>Advanced Calculus</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Series, expansion of functions, hyperbolic functions, partial differentiation, multiple integrals.
Math 5303  Solid Analytic Geometry  
Three dimensional.  

Math 5401  Differential Equations  
3 credits

Math 5307  Higher Algebra  
Elementary theory of numbers, group theory, fields, polynomials over a field, algebra of matrices.  

Math 5315  Statistics  
Frequency distributions, central tendency, dispersion, normal curve, correlation.  

Math 5322  Fundamental Concepts of Geometry  
Foundations and evolution of geometry; selected topics from Euclidean and non-Euclidean geometries, projective geometry, affine geometry; studies in the nature of proof and famous geometric problems. This course is especially recommended for prospective teachers of mathematics.  

Math 5825  Introduction to Modern Mathematics Part I  
An elementary study of the logical development of mathematical systems, with emphasis upon the structural bases of the systems of natural numbers, whole numbers and integers.  

Math 5826  Introduction to Modern Mathematics Part II  
An extension of Part I in which emphasis is placed upon the structure of the systems of rational, irrational, and real numbers. Extensive study is made of the algebra and geometry of solution sets for equalities and inequalities in one and two dimensions.

MUSIC

Music 5731  Basic Music  
Designed for classroom teachers: includes note reading, rhythmic exercise, sight reading, teaching rote songs, and attention to basic skills in chord playing.

Music 5601  Workshop in Instrumental and Choral Music  
Interpretation, methods of approach to, and presentation of standard and contemporary choral and instrumental music to student groups for singing and listening.

Music 5409  Harmonic Analysis I  
Analysis of harmony as used by composers of the Viennese classic and romantic era to denote form and style.

Music 5410  Harmonic Analysis II  
Continuation of 5409.

PHYSICAL EDUCATION

Physical Education 5405  School Health Program  
The development and administration of an adequate school health program. Special emphasis on the cooperation of School Health agencies with the Department of Public Health, voluntary and private health agencies. Survey of areas dealing with Health services, health supervision and counseling, and health instruction.
Physical Education 5818 Construction and Maintenance of Physical Education Facilities 3 credits
A study of terminology, principles and standards for planning, construction, use and maintenance of indoor and outdoor physical education facilities.

Physical Education 5811 Public Relations in Physical Education 3 credits
The application of good public relations to physical education. Effective practices employed in industry are applied to physical education. Topics include philosophy and principles of public relations; radio, television and newspapers as public relations agencies; effective public speaking; use of handbooks and other publications.

Physical Education 5814 Physical Education in the Elementary School 3 credits
Trends in materials, methods and activities for the elementary school physical education program. Aims and objectives, classification of pupils, selection of activities, organization are considered.

Physical Education 5823 Seminar in Physical Education 3 credits
A seminar for teachers and administrators on the solution of current problems associated with planning, scheduling and conducting programs in physical education. A study is made of new developments in methods, curriculum, evaluation, activity, leadership, supervision and finance.

PHILOSOPHY

Philosophy 5508 Trends in American Thought 3 credits
Changing social ideas of the American people and their leaders; European and American influences, growth of democratic ideas; nationalism; impact of science and education.

Philosophy 5322 Social and Political Thought in Our Times 3 credits
An evaluation of man's history, social institutions, social control, and political development as background for analyzing the social and political problems of our times.

Philosophy 5929 Far Eastern Thought 3 credits

PSYCHOLOGY

Psychology 5215 Statistics in Psychology and Education 3 credits
Introduction to basic psychological concepts, central value, variability, correlation, distributive curves, and inference as applied to psychological and pedagogical problems.

Psychology 5309 Psychology of Abnormal Behavior 3 credits
Focus on disorganized behavior of persons. Study of anxiety reactions, neuroses, and conduct disorders with some attention to signs of psychotic behavior. Aims to develop capacity for recognizing abnormal behavior patterns.

Psychology 5551 Mental Hygiene 3 credits
Principles of mental hygiene, including prevention of maladjustment, preservation of mental health and cure of mental illness. Focus on personal and social adjustment of teachers and students and classroom practices for mental health.
Psychology 5751 Human Growth and Development I: Child 3 credits
Critical and technical review of research and theories pertaining to child behavior; application of principles of learning and consideration of environmental factors. Bio-socio-psychological development is emphasized.

Psychology 5752 Human Growth and Development II: Adolescent 3 credits
Critical survey of theories and problems of adolescent development; convergence of physiological, emotional, intellectual, social, and cultural factors in the total development of the individual; review and application of principles of learning to adolescent behavior.

Psychology 5547 Psychology of Exceptional Children and Youth 3 credits
Nature and needs of the exceptional student; degrees of deviation from the typical and their causes, and disorders of behavior which are frequently concomitant. Psychological bases of a suitable educational program.

Education 5546 Theories of Learning 3 credits
A course in advanced educational psychology with major focus on verbal learning and verbal behavior.

Psychology 5215 Statistics in Psychology and Education 3 credits
Basic statistical principles and techniques; measures of central tendency and dispersion, probability, linear correlation, inference and prediction.

Psychology 5861 Measurement and Evaluation I:* Group Tests and Techniques 3 credits
Introductory course in the nature, function, and use of measurement in the school. Survey of paper-and-pencil tests and other techniques. (Prerequisite: 3 hrs. in Statistics.)
*This course is prerequisite for all courses in the Measurement and Evaluation sequence.

Psychology 5862 Measurement and Evaluation II: Individual and Intelligence Testing 3 credits
The first course in a year sequence designed to meet credential requirements in individual testing. Covers the available individual intelligence tests, their administration and interpretation, including a discussion of the relation of these scores to those obtained on group intelligence tests.

Psychology 5863 Measurement and Evaluation III: Practicum 3 credits
Practicum in administration of the Stanford-Binet and Wechsler Intelligence tests. Tests are administered under supervision. (Prerequisite: Psychology 5215—Permission of director of graduate program.)

Psychology 5864 Measurement and Evaluation IV: Personality Assessment 3 credits
An introductory course on personality measurement, including interest inventories, self-descriptions, personality scales, trait assessment, temperament survey and clinical procedures. (Prerequisite: Psychology 5210 Psychology of Personality.)

Psychology 5865 Measurement and Evaluation V: Projective Techniques 3 credits
An introduction to the theory and use of projective techniques, including Michigan Picture Test, Visual Apperception Test, the Blacky Pictures, Children’s Apperception Test, Draw-A-Man, Thematic Apperception Test and Rorschach. (Prerequisite: Psychology 5210 Psychology of Personality.)
Psychology 5210  Psychology of Personality  3 credits
A study of the major contemporary approaches to personality theory, including relevant research and overall evaluation.

Psychology 5761  Seminar in School Psychology  3 credits
Required of all candidates for M.Ed. in School Psychology.

Education 5417  The Use of Appraisal in Counseling  3 credits

Education 5721  Counseling I  3 credits
(See page 24.)

Education 5722  Counseling II  3 credits
(See page 24.)

Education 5519  Educational Tests and Measurements  3 credits
Nature, function, and use of measurement in the appraisal of educational products and aspects of personality. Surveys of different kinds of mental and educational tests with application of procedures in pupil classification, guidance, marks, evaluation, and prediction will be made. (Prerequisite to Psychological Testing.)

Psychology 5821  Individual Intelligence Testing  3 credits
The first course in a year sequence designed to meet credential requirements in individual testing. Covers the available individual intelligence tests, their administration and interpretation, including a discussion of the relation of these scores to those obtained on group intelligence tests.

Psychology 5822  Psychological Testing  3 credits
Prerequisite: Psych. 5821 or permission of Director of Graduate Program. Practicum course in the administration and scoring of the Stanford Binet and Wechsler-Bellevue tests. Tests are administered under supervision.

Psychology 5913  Analysis of the Individual  3 credits
Evaluation of the individual in mental ability, achievement, interest, aptitude, and personality; a basic review of statistics as applied to testing.

EXCEPTIONAL CHILDREN AND YOUTH

Psychology 5547  Psychology of Exceptional Children and Youth  3 credits
Nature and needs of the exceptional student; degrees of deviation from the typical and their causes, and disorders of behavior which are frequently concomitant. Psychological bases of a suitable educational program.

Education 5711  Teaching Exceptional Children: Educable Retarded I  3 credits
Survey of methods, materials, and techniques for teaching the educable mentally retarded child; discussion of instructional activities and practical problems.

Education 5712  Teaching Exceptional Children: Educable Retarded II  3 credits
Designed as a seminar and practicum course in the observation and teaching of the educable mentally retarded. (Prerequisite: Ed. 5711.)
Education 5713  Teaching Exceptional Children: The Gifted  3 credits
An analysis of educational provisions for superior and creative students, including characteristics, identification and special problems of underachievement and social adjustment.

Education 5714  Teaching Exceptional Children: Emotionally Disturbed  3 credits
An analysis of educational provisions for disturbed and maladjusted students including definitions, characteristics, identification and programs of prevention and re-education.

Education 5715  Teaching Exceptional Children: The Slow Learner  3 credits
An analysis of educational provisions for slow-learning students including a developmental approach to curricular offerings and evaluation procedures.

Education 5837  Occupations for the Educable Retarded  3 credits
Educational methods and development of curriculum for mentally retarded youth at different maturational levels. Study of employment opportunities, job analysis, guidance and placement procedures.

Education 5741  Diagnosis of Speech Impairment  3 credits
Nature and causes of various speech problems of children and youth; consideration of diagnosis and treatment.

Education 5745  The Use of Diagnosis in Developmental Teaching  3 credits
Special diagnostic procedures for use with exceptional children and youth with focus on educable retarded. Includes study of performance instruments, visual-motor tests, developmental schedules and social maturity scales.

Art 5801  Arts and Crafts  3 credits
Specific methods for development of creative art activity.

SCHOOL COUNSELING

Education 5530  Principles and Philosophy of Guidance  3 credits
Guidance in the homeroom, classroom, club; group discussions and committee work; counseling with pupils and parents regarding health, discipline, study, social, emotional, educational and vocational problems. Survey of personnel services.

Psychology 5417  Use of Pupil Appraisal in Counseling  3 credits
Methods of studying pupils in mental ability, achievement, interest, aptitude and personality; use of observation and peer reports, school and community records; basic review of statistics in terms of validity, reliability and utility of such information.

Education 5721  Counseling I—Theories and Techniques  3 credits
Examination of various systems of counseling and evaluation of techniques; emphasis upon interpretation of case data and the counseling of individual pupils.

Education 5722  Counseling II—Practicum  3 credits
Seminar and supervised experience in a counseling setting designed to increase understanding of interpersonal processes in the counseling relationship.
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>Education 5723</td>
<td>Group Counseling</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>A study of the dynamics of group behavior with particular reference to the small face-to-face group. Includes activity group procedures, psychodrama, lecture-discussion techniques, sociometrics and role-playing.</td>
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<tr>
<td>Education 5533</td>
<td>Occupational Information and Activities</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Assembling information about occupations, preparation of occupational data for pamphlets, organization and promotional charts; techniques in job analysis, time and motion studies, and preparation of job specifications. Study will be made of existing surveys and analyses of vocational and educational opportunities.</td>
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</tr>
<tr>
<td>Psychology 5551</td>
<td>Mental Hygiene</td>
<td>3 credits</td>
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<td></td>
<td>(See page 21.)</td>
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<tr>
<td>Psychology 5309</td>
<td>Psychology of Abnormal Behavior</td>
<td>3 credits</td>
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<td>(See page 21.)</td>
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<tr>
<td>Science 5517</td>
<td>Conservation of Natural Resources</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>Study of conservation practices. Field study includes trips to forests, farms, mines, quarries, streams, and the ocean.</td>
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<tr>
<td>Science 5557</td>
<td>Advanced Conservation of Natural Resources</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>Readings and discussions of natural resources in conjunction with field trips under the leadership of various specialists in forestry, agronomy, geology, fish culturists, and biologists.</td>
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<tr>
<td>Biology 5414</td>
<td>Community Health</td>
<td>3 credits</td>
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<td></td>
<td>A course designed to acquaint the student with community health problems, prevention and control of diseases, and with the agencies which deal with these problems.</td>
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<tr>
<td>Science 5628</td>
<td>Workshop in Science</td>
<td>3 credits</td>
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<td></td>
<td>Opportunity for study in selected areas for teachers in service in elementary and secondary schools. Study of mechanics, heat, astronomy, and the interrelations of matter and energy with particular emphasis on recent advances in these areas. For students interested in the study of special problems in physical science.</td>
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<tr>
<td>Sociology 5501</td>
<td>Self and Personality</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>Topics considered include biological, psychological, and cultural basis of behavior; self and personality development; processes of thinking and intelligence; emotional adjustment and mental hygiene. This is an advanced study of theories of personality and adjustment.</td>
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<tr>
<td>Sociology 5639</td>
<td>Social Casework</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>A study of the method and objectives. The individual in relation to his cultural background; the skills in interviewing, understanding the client's problem, and selection and referral to appropriate resources.</td>
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</tbody>
</table>

25
Sociology 5202  The Family  3 credits
The study of the present-day American family and marriage relationships, mate selection, husband-wife relationships, parent-child relationships, family disorganization, and the family budget.

Sociology 5301  Juvenile Delinquency  3 credits
Cases typical of those encountered by school personnel, psychologists, social workers, police, and probation officers are the basis for discussion of methods used for identifying problem situations, for securing appropriate treatment and effecting cooperation in the community.