The College Library is located in the center of the campus.

COLLEGE CALENDAR

SUMMER SESSION 1972

First term begins ................................. Monday, June 19, 1972
First term ends .................................. Friday, July 21, 1972
Second term begins ............................... Monday, July 24, 1972
Second term ends ................................. Friday, August 25, 1972

FALL TERM 1972-1973

First semester begins ............................ Monday, September 18, 1972
Thanksgiving recess begins ....................... Wednesday, November 22, 1972
Classes resume ................................... Monday, November 27, 1972
Christmas recess begins ......................... Friday, December 22, 1972
Classes resume ................................... Wednesday, January 3, 1973
Semester ends ...................................... Friday, January 12, 1973

SPRING TERM 1973

Second semester begins .......................... Monday, February 5, 1973
*Spring recess begins ............................ Friday, March 23, 1973
Classes resume .................................... Monday, April 2, 1973
Semester ends ..................................... Friday, May 25, 1973

*Schedule may vary in off-campus centers.
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3
THE COLLEGE

Western Maryland College is located on a 160-acre campus in Westminster, Maryland. It is 28 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. It holds membership in the American Association of Colleges for Teacher Education and has program approval from the National Association of Schools of Music and the Council on Education of the Deaf. The College is on the approved list of the American Association of University Women.

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. Founded in 1867 under the auspices of the former Methodist Protestant Church, it is now one of the church-related colleges of The United Methodist Church.

PHILOSOPHY AND OBJECTIVES

Western Maryland College, as an educational institution dedicated to the liberal arts as a vital aspect of our culture, believes it can effectively further its purposes through appropriate graduate studies for professionals in the field of education. The development of responsible and creative educators clearly entails commitment to develop an environment open to the pursuit of truth and the growth of professional attitudes, ethical values, and critical judgment. This philosophical perspective and practice, intrinsic to the educational environment of Western Maryland College, must necessarily pervade its graduate programs.

The consequent involvement of graduate students in leadership roles in academic activities and in opportunities to demonstrate and strengthen personal integrity by participation in the program requirements furthers the realization of such relevant characteristics as mature judgment and skill in human relations essential to excellence in their professional situations.

The graduate program leading to a Master of Education is designed to develop educators who will have

1. a familiarity with the broad fields of knowledge and their relationships to each other.
2. an enriched background in their area of specialization.
3. an understanding of those concepts in education which will enhance effectiveness.
4. increased leadership potential through the ability to recognize educational problems and to design and perform studies to seek inferences about them.
The Program

The program consists of thirty credit hours, divided into three parts of approximately equal weight.

1. Area of specialization—9 to 12 hours of study in one of the following fields:
   - Educational Administration
   - Deaf Education
   - English
   - Guidance and Counseling
   - Mathematics
   - Media

2. Education—9 to 12 hours including Introduction to Educational Research (3) and thesis (3).

3. Synthesis—9 to 12 hours in courses covering broad fields which support the area of specialization, including Trends in American Thought (3).

Sample Programs

The following are sample programs for each area of specialization. Some flexibility exists in most programs, depending upon student intent regarding state certification. Any changes should be approved by the faculty advisor. An asterisk indicates that further course work beyond master’s degree is required for certification. Several of these programs have been revised this year; these revisions are not retroactive to include students already in progress, unless certification changes are involved. See course descriptions pp. 12 to 27.

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<thead>
<tr>
<th>Area of Specialization</th>
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<td>27G:501 or 508 or 27M:501</td>
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</tbody>
</table>

| Education of the Deaf |           |           |
| 27D:502               | 27D:590   | 81:501, 502, or 503 |
| 27D:503               | 27D:505   | 81:510, 511, or 512 |
| 27D:504               |           |           |

| English                |           |           |
| 6 hours selected from 30:502, 503, and 504 | 27:590 | 6 hours outside of English and Education (30:520 may be included) |
| 3 additional hours in English | 27:530 |           |

<p>| Guidance               |           |           |
| 27G:502                | 27G:590   | 81:501, 502, or 503 |
| 27G:503                | 27G:505   | 81:504 or 505 |
| 27G:504                |           |           |</p>
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<thead>
<tr>
<th>Area of Specialization</th>
<th>Education</th>
<th>Synthesis</th>
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<tbody>
<tr>
<td>Math</td>
<td></td>
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<tr>
<td>Demonstrated competency in 3 of 4 areas:</td>
<td>27:550</td>
<td>69:501</td>
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<tr>
<td>1. modern algebra</td>
<td>27:590</td>
<td>57:505</td>
</tr>
<tr>
<td>2. modern geometry</td>
<td>27:557</td>
<td>3 hours outside of math and education</td>
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<tr>
<td>3. probability or statistics</td>
<td>27:558</td>
<td></td>
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<tr>
<td>4. modern analysis</td>
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<tr>
<td>Courses (9 hours) to be designated by math dept.</td>
<td></td>
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<tr>
<td>*Media</td>
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<td>27R:503</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>72:501 and 9 additional hours in Physical Education</td>
<td>27:550</td>
<td>69:501</td>
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<td>27:590</td>
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<td>27:572</td>
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<td>Science</td>
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<tr>
<td>12 hours in science fields</td>
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<td>27:590</td>
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<td>27:536</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>12 hours in social sciences</td>
<td>27:550</td>
<td>69:501</td>
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<td></td>
<td>27:590</td>
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<td></td>
<td>27:548</td>
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<tr>
<td>Special Education</td>
<td></td>
<td></td>
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<tr>
<td>(Educable Mentally Retarded)</td>
<td>27S:502</td>
<td>69:501</td>
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<tr>
<td>27S:503</td>
<td>27S:590</td>
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<tr>
<td>27S:504</td>
<td>27S:501</td>
<td>81:513</td>
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<tr>
<td>27S:505</td>
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<tr>
<td>Special Education</td>
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<td>(Emotionally Disturbed)</td>
<td>27S:511</td>
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<td>27S:512</td>
<td>27S:590</td>
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<tr>
<td>27S:513</td>
<td>27S:521</td>
<td>81:511</td>
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<td>27S:514</td>
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<td>27G:502</td>
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<td>81:501, 502, or 503</td>
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<td>81:504 or 505</td>
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NOTE: Areas of specialization are currently being devised in the following fields: art, biology, chemistry, economics, and music. For information, call the Education Department office.

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.

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 and satisfactory completion of certification requirements.
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 teaching area), 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.

Matriculation

Students who wish to enroll in master’s degree programs may become degree candidates when the following is submitted and found acceptable:

a. scores on the National Teacher Examinations
b. transcripts of previous college work
c. references
d. grades in first 9 credits of work at Western Maryland College

Policies concerning programs:

a. Matriculation toward a master’s degree may be achieved after 9 credits of work. However, a minimum of 15 credits must be completed following matriculation.
b. Trends in American Thought must be included in the first 9 credits.
c. Only matriculated students are eligible for Introduction to Educational Research.
d. While Western Maryland College offers graduate work at several off-campus centers, a minimum of 18 hours of the total 30 must be taken on campus.
e. A maximum of six transfer credits may be accepted from other accredited institutions.
f. In a total 30-credit program, 6 hours may consist of undergraduate courses listed for graduate credit (e.g. Psy. 330G).
g. Once thesis credit is begun, the student must remain in continuous registration at the College (except in summer sessions) until the thesis is approved. If all course work is complete, registration is required for zero-credit at the rate for one credit hour per semester.
Evaluation

The College grading system—A, B, C, D, F, and I—is used to report the quality of credit. 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.

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. A student who receives more than one C in his graduate work should confer with the Director of the Graduate Program at once.

At the end of the student’s work he may be required to take 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.

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 library contains more than 90,000 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. Course work for 30 credits with B or better average, of which at least 18 credits must have been taken on the campus.
2. Satisfactory completion of a thesis.
3. Satisfactory scores in the comprehensive examination, if required.
4. Completion of the program within a period of six years.

Deadlines for thesis approval:

May 15 for June completion of degree requirements.
August 1 for August completion of degree requirements.
December 31 for January completion of degree requirements.

Fees

*Tuition* is $40.00 per credit hour. While there is no longer a registration fee, $10.00 for each course to be taken must be paid at the time of registration. This is non-refundable (unless the college cancels the course) but is part of the total tuition. The balance due is billed after the first class session. Payment is due within 30 days.

*Matriculation* fee of $5.00 is payable with the application for degree program. This fee is non-refundable.

*National Teachers Exam* fees are paid by the student directly to Educational Testing Service.

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.

Phi Delta Gamma

Phi Delta Gamma, a fraternal organization for women of all professional interests studying in graduate and advanced professional schools, was created in 1922 to promote scholarly achievement and intellectual and spiritual comradeship. Psi Chapter was organized at Western Maryland College in 1967. Each year graduate women are elected to membership.
Carroll Hall is surrounded by trees and gardens.
Courses of Instruction

A new numbering system is effective with this catalog. Old numbers for courses retained from past years are shown in brackets following course titles.

In addition to these courses, certain 300 and 400-level undergraduate courses are offered for graduate credit. Such offerings will be listed in course announcements by undergraduate number and a G suffix letter.

03—Art

03:501 History of Modern Art [Art 5411] 3 credits
The evolution, function, and character of art as an integral force in democratic society as background for the new art concepts.

03:502 Crafts [Art 5801] 3 credits
An investigation into several processes designed for inclusion into a school crafts program. Glass etching, enameling, found-object sculpture, and similar projects are planned.

03:507 Ceramics [Art 5802] 3 credits
A studio activity stressing the many ways of forming clay into utilitarian, decorative or bizarre objects. Basic firing techniques and glazing procedures will be introduced.

21—Dramatic Art

21:511 The Oral Study of Literature 3 credits
The study, adaptation and performance of various forms of literature in order to interpret and communicate to an audience a literary work in its intellectual, emotional and aesthetic entirety.

21:512 Theatre for Children 3 credits
Approaches to children’s theatre, creative dramatics and dramatic literature; writing, directing and staging of plays for children with emphasis on the techniques and methods of play construction and production.

24—Economics

24:501 Economics of Environment 3 credits
Prerequisite—Principles of Economics (6 hours)
The biological and economic crises of contemporary man, the impact of increasing resource use, of growing populations, and of affluence on the structure and function of the ecosystem; policies for conservation and preservation of the environment.

24:502 Current Economic Problems 3 credits
Prerequisite—Principles of Economics (6 hours)
Topics for study will be selected from the following: pollution in growth, urban problems, poverty, health, education, transportation, population, agriculture, international trade and finance, labor, inflation, and unemployment.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>27:501</td>
<td>History and Philosophy of Education [Ed. 5454]</td>
<td>3</td>
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<tr>
<td></td>
<td>Central Philosophical concepts with a study of their effect upon the theory and practice in American education.</td>
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<tr>
<td>27:504</td>
<td>The Community College [Ed. 5955]</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey course providing an over-view of the community college, its role in American higher education, and how this is implemented. Particular attention is given to the community college in Maryland.</td>
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<tr>
<td>27:505</td>
<td>Methods of Pupil Appraisal [Ed. 5519]</td>
<td>3</td>
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<tr>
<td></td>
<td>Nature, function, and use of measurements in the appraisal of educational products and aspects of personality. Both standardized and non-standardized instruments are included; attention is given to the application of procedures in pupil classification, guidance, evaluation, and prediction.</td>
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<tr>
<td>27:510</td>
<td>Foundations of Curriculum [Ed. 5543]</td>
<td>3</td>
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<tr>
<td></td>
<td>Principles of curriculum development, course planning, professional development of subject matter, and the improvement of instruction. Each student will present at least one problem at elementary or secondary level and participate in critical group analysis of all problems.</td>
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<tr>
<td>27:511</td>
<td>Curriculum Design</td>
<td>3</td>
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<td></td>
<td><em>Prerequisite</em>: 27:510</td>
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<td></td>
<td>An analysis of curriculum theory including the interrelationships of the various disciplines of knowledge; the stages in curriculum development from initial planning through evaluation.</td>
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<tr>
<td>27:513</td>
<td>Programmed Instruction [Ed. 5930]</td>
<td>3</td>
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<td></td>
<td>A study of the most practical programming techniques and related principles as an aid in constructing, evaluating, and selecting programs.</td>
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<tr>
<td>27:550</td>
<td>Introduction to Educational Research [Ed. 5525]</td>
<td>3</td>
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<td></td>
<td><em>Prerequisite</em>: matriculation in the master's program or permission of instructor.</td>
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<td></td>
<td>The fundamentals of research techniques including procedures for the development of research paper in curriculum evaluation: topic selection, reviewing the literature, constructing hypotheses and designing the experiment. A discussion of elementary statistical devices is included.</td>
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<tr>
<td>27:551</td>
<td>Special Studies in Education</td>
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<td></td>
<td><em>Prerequisite</em>: matriculation, completion of nine hours or more in the area of concentration, and permission of instructor.</td>
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<tr>
<td></td>
<td>Independent study and research under the guidance of a faculty member in the educational field under study.</td>
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<tr>
<td>27:552</td>
<td>Internship [Ed. 5560]</td>
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<tr>
<td></td>
<td><em>Prerequisite</em>: Permission of Director of the Graduate Program</td>
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<td></td>
<td>A semester under the guidance of a faculty member in actual teaching situation. Supervision during this period will be shared by the college and the supervising staff of the institution involved.</td>
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<tr>
<td>27:553</td>
<td>Internship [Ed. 5560]</td>
<td>3</td>
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<tr>
<td></td>
<td><em>Prerequisite</em>: 27:552</td>
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<tr>
<td>27:590</td>
<td>Thesis in Education [Ed. 5524]</td>
<td>3</td>
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<tr>
<td></td>
<td><em>Prerequisite</em>: 27:550</td>
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<tr>
<td></td>
<td>The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.</td>
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</tbody>
</table>
Subject Methods

The following courses are designed to provide a detailed study of the specific educational problems pertinent to the teaching of each discipline.

27:503 Seminar: Teaching Public School Art [Ed. 5447] 3 credits
A group investigation into differing art teaching techniques with emphasis placed upon proper classroom activities for attainment of specific objectives. Preparation of plans which will establish these goals will be an activity of the group.

27:530 Seminar: Teaching English Language Skills [Ed. 5532] 3 credits
Systematic study methods of instruction in the techniques of reading, writing, critical listening, and speaking for purposes of professional education. Special attention is given to the teaching of writing through the linguistic approach.

27:533 Seminar: Teaching Foreign Languages [Ed. 5632] 3 credits
Techniques and materials; aims, motivations, tests; infusion of cultures; use of tests; survey of research and critical examination of procedures in teaching foreign languages.

27:536 Seminar: Teaching of Science [Ed. 5527] 3 credits
The place of science in education; existing philosophies; development of science education; classroom activities and methods; related research; professional associations; and other topics introduced by the class. Individual investigations will be developed.

27:538 Seminar: Field Experiences in Geography 3 credits
A course designed primarily to enable teachers of geography to gain maximum benefit from field experience of various types.

27:548 Seminar: Teaching Social Studies [Ed. 5529] 3 credits
The place of social studies in the education of elementary and secondary students; a basic curriculum and methods course focusing on diverse topics such as materials analysis, role-playing and simulation, objectives and evaluation, learning stations, conceptual-inquiry approach, discussion techniques, the process of valuing. Other topics will be developed as they come from the students’ survey of the problems.

27:557 Seminar: Teaching of Mathematics I [Ed. 5522] 3 credits
Prerequisite—27:557
A study of current methods and materials for teaching mathematics in the junior and senior high school. Attention is given to motivation, evaluation, and special teaching problems through a study of the current literature and research in mathematics education.

27:558 Seminar: The Teaching of Mathematics II [Ed. 5824] 3 credits
An in-depth extension of the areas studied in 27:557. Special attention is given to several large problems in mathematics education, through current research and individual study. Some topics studied in recent years are the slow learner, mathematics laboratories, individualized instruction, computerized instruction, facilities for mathematics teaching.

27:563 Seminar: Teaching Public School Music 3 credits
Problems, issues, and procedures of teaching music. Instruction in some specialized skills is included.
Open stacks in the library allow students to browse.

27:572 Seminar: The teaching of Physical Education [P.E. 5823] 3 credits
An extensive and intensive review of physical education literature, past and current, regarding philosophy, scientific findings, curriculum, evaluation, administration and professional preparation is accomplished.

27A—Education (Administration)

27A:501 Functions of School Administration [Ed. 5544] 3 credits
Organization and administration of modern education. Stress is placed on the variety of roles played by the administration or as a facilitator of the learning process.

27A:502 Administration of the Public School [Ed. 5504, 5534] 3 credits
An examination of the internal organization and governance of the public school. Professional, legal, and fiscal responsibilities of the administrator are reviewed. Elementary and secondary levels are included.

27A:503 Supervision in the Public School [Ed. 5528] 3 credits
An interdisciplinary approach to the supervision of instruction. Stress will be placed on the formative evaluation of personnel and curriculum. Methods of improving instruction and in-service education will be analyzed.

27A:507 School Finance [Ed. 5618] 3 credits
National, state, and local plans for school support with attention to the various forms for accounting for use of funds, budgeting, and the legal implications.
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<tbody>
<tr>
<td>27A:510</td>
<td>School Labor Relations [Ed. 5539]</td>
<td>3</td>
<td>A study in organized labor groups as they pertain to education. Topics to include negotiations, salary disputes, fringe benefits, unions, etc.</td>
</tr>
<tr>
<td>27A:511</td>
<td>Innovations in Educational Organization [Ed. 5610]</td>
<td>3</td>
<td>An examination of innovative modes of school organizations as they are relevant to present situations. Topics include the middle school, ungraded schools, the open school concept, differentiated staffing, team teaching, etc.</td>
</tr>
<tr>
<td>27A:512</td>
<td>Administration, Supervision, and Operation of School Plants [Ed. 5523]</td>
<td>3</td>
<td>Operation of physical facilities; custodial staff; heating and ventilation; cleaning operations; building and equipment maintenance.</td>
</tr>
<tr>
<td>27A:513</td>
<td>School-Community Relations [Ed. 5841]</td>
<td>3</td>
<td>Elements of successful school-community relations programs. A study of the role of the school as it relates to society and the relationship between social and educational problems.</td>
</tr>
<tr>
<td>27A:551</td>
<td>Special Studies in Administration</td>
<td></td>
<td>Prerequisite—matriculation, completion of nine hours or more in the area of concentration, and permission of the instructor. Independent study and research under the guidance of a faculty member in administration.</td>
</tr>
<tr>
<td>27A:552</td>
<td>Internship in Administration [Ed. 5560]</td>
<td>3</td>
<td>Prerequisite—Permission of the Director of the Graduate Program A semester under the guidance of a faculty member in an actual administrative situation. Supervision during this period will be shared by the college and the supervising staff of the institution involved.</td>
</tr>
<tr>
<td>27A:553</td>
<td>Internship in Administration [Ed. 5560]</td>
<td>3</td>
<td>Prerequisite—27A:552</td>
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<tr>
<td>27A:590</td>
<td>Thesis in Administration [Ed. 5524]</td>
<td>3</td>
<td>Prerequisite—27:550 The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.</td>
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**27D—Education of the Deaf**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>27D:501</td>
<td>Speech Development in Deaf Children: Primary [Ed. 5883]</td>
<td>3</td>
<td>A study of the principles and techniques in teaching speech to young deaf children. Observation and practicum are provided.</td>
</tr>
</tbody>
</table>
27D:503 Methods of Teaching School Subjects to Deaf Children: Primary [Ed. 5887] 3 credits
Principles and methods of teaching elementary school subjects to deaf children. Particular attention is devoted to reading, arithmetic, social studies, and science. Observations and practicum are provided.

27D:504 Methods of Teaching School Subjects to Deaf Children: Intermediate and Advanced [Ed. 5888] 3 credits
Principles and methodology of teaching school subjects in the intermediate and advanced grades. Use of audio-visual aids, observations, and practicum are included.

27D:505 Language Development in Deaf Children—Methods [Ed. 5882] 3 credits
Methods of teaching language to deaf students; the nature of interpersonal communication; and the effects of hearing loss on the development and effectiveness of oral and written language. Frequent observations.

27D:521 Workshop: Diagnostic Evaluation of Deaf Students 6 credits
A study of the use and interpretation of tests for the educational planning and the achievement of deaf children. (Summer 1972 only.)

27D:552 Internship in Education of the Deaf [Ed. 5560] 3 credits
Prerequisite—Permission of Director of the Graduate Program
A period under the guidance of a faculty member in actual teaching situation. Supervision during this period will be shared by the college and the supervising staff of the institution involved.

27D:590 Thesis in Education of the Deaf [Ed. 5524] 3 credits
Prerequisite—27D:550
The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.

27G—Education (Guidance and Counseling)

27G:501 Principles of Guidance [Ed. 5530] 3 credits
An introduction and orientation to guidance and counseling services. This course is planned to serve as a first course for prospective counselors, to give the classroom teacher a better understanding of how the counselor and teacher can work together, and to offer the school administrator or supervisor a deeper understanding of the role of the guidance program in the organization, administration, and supervision of the school.

27G:502 Counseling I: Theories and Techniques [Ed. 5721] 3 credits
A comprehensive overview and introduction to counseling theory and techniques. The purpose of the course is to enable the student to (1) become more aware of the client and his expectations, (2) learn the spectrum of counseling theories from the cognitive to the affective, and (3) learn specific techniques and practices that will be used by the counseling practitioner.

27G:503 Counseling II: Practicum [Ed. 5722] 3 credits
Prerequisite—27G:502
A course designed to study tapes of counseling sessions. Each student is expected to make tapes during the semester. These are to be evaluated by the total group. Much individual learning takes place stemming from the specific tape, specific client, and specific situation. This course should prepare the graduate student to begin work as a school counselor.
Career Information and Activities [Ed. 5533] 3 credits
An aid to prospective counselors in becoming aware of their role in career development. Classroom teachers benefit from this course by having the opportunity of seeing the relationship between their classroom activities and the career development process of the students whom they teach. Throughout the entire course, students are urged to see the relationship between career development and counseling style.

Counseling Minority Groups [Ed. 5771] 3 credits
A course designed to prepare the prospective counselor, school administrator, and the classroom teacher to work more effectively with minority group cultures. Special attention is given to a sociological survey of minority cultures in the United States; counseling and guidance activities relevant for the minority sub-groups will be explored.

Organization and Administration of Guidance Programs [Ed. 5612] 3 credits
Prerequisite—27G:503
Problems and procedures in initiating and conducting guidance programs. Emphasis is placed on the administrative structure of the guidance program within the organization of the entire school system. Responsibilities of administrative and supervisory personnel are considered.

Guidance in the Elementary School [Ed. 5830] 3 credits
Prerequisite—27G:501
Elementary School Guidance and Counseling has been developed for persons who are preparing to work in an elementary school setting. It has as its primary objective professional preparation and will include theory, method, and evaluation techniques which are unique to this setting. The course has been divided into learning units which attempt to not only give the student background, but will expose him to the practical side by requiring his involvement in experimental activities.

Group Dynamics [Ed. 5631] 3 credits
The use of group interaction to develop individual sensitivities and insights into self and others. Group and personal dynamics are interpreted with the goal of improved skills in human relationships.

Organization and Administration of Vocational Rehabilitation Programs [Ed. 5725] 3 credits
Study of the administration of vocational rehabilitation programs at national, state and local levels. Emphasis placed on administering special programs; mental retardation, rehabilitation workshops and facilities, correctional programs and the public assistance recipient. Course geared to the professional needs of rehabilitation counselors, teachers, supervisors, and administrators.

Special Studies in Guidance and Counseling
Prerequisite—matriculation, completion of nine hours or more in the area of concentration, and permission of the instructor.
Independent study and research under the guidance of a faculty member in this field.

Thesis in Guidance and Counseling [Ed. 5524] 3 credits
Prerequisite—27G:550
The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.
27M–Education (Media)

27M:320G Cataloging and Classification [L.S. 5520] 3 credits
Principles and techniques of cataloging materials, with special reference to school media centers.

27M:321G Reference and Bibliography [L.S. 5223] 3 credits
Evaluation and use of various types of reference materials, print and non-print.

27M:501 Media Design, Production, and Evaluation [L.S. 5826] 3 credits
Criteria for selection of hard and soft ware. Production of materials not commercially available to meet learning needs.

27M:502 Book Selection for Children [L.S. 5328] 3 credits
A study of all types of new materials (especially the problem areas), general principles of selecting materials for elementary school students, use of authoritative book reviews and book lists, and the art of storytelling.

27M:503 Book Selection for Young Adults [L.S. 5217] 3 credits
Same as 27M:502, except books studied would be appropriate for use with secondary school students.

27M:504 Administration of Media Programs [Ed. 5224] 3 credits
Media centers facilities; the administration of materials, equipment, production services, television, programmed learning, independent study; budgeting; assistance in utilization of materials in the classroom; research; and the systems approach in education.

27M:505 Classroom Television Techniques [Ed. 5854] 3 credits
A study of various ways of using television instruction as a means of augmenting the curriculum and integrating the various components of classroom instruction.

27M:506 Automation and Informal Retrieval 3 credits
An over-view of the various means of acquiring resource materials through central information systems; implementation of dial access and similar systems of information storage and retrieval.

27M:507 Development of Educational Media 3 credits
History of books, libraries, and audio-visual applications; library as a social institution; the impact of communication media on society as it is being affected by technological change and institution developments; and an examination of innovative practices.

27R–Education (Reading)

27R:501 Foundations of Reading [Ed. 5707] 3 credits
This is a survey course in which the content is related exclusively to reading instruction. Basic techniques, general principles of reading instruction, phonetics and directed reading activities are dealt with in depth.

27R:502 Diagnosis of Reading Disabilities [Ed. 5908] 3 credits
An analysis of the symptoms of various reading disabilities as well as both informal and standardized diagnostic instruments: purposes, grading, and interpretation of results.
Laboratory Practicum in Reading [Ed. 5909] 3 credits
Prerequisite—27R:501, 27R:502
A laboratory experience in which children are evaluated and then treated for reading disabilities, under supervision.

Evaluation of Reading Research [Ed. 5910] 3 credits
Prerequisites—27R:501, 27R:502
The nature of the research relevant to reading will be discussed. Then findings, both old and new, will be evaluated.

Organization and Supervision of Reading Programs [Ed. 5656] 3 credits
Prerequisite—27R:503
A study of organizational principles for the development and operation of a reading program within a school and within a school district. Particular attention is given to the functions and duties of personnel involved.

Reading in the Secondary Schools [Ed. 5912] 3 credits
A course designed to help teachers in the secondary disciplines to develop reading skills utilized in their subject areas and to recognize reading problems.

Introduction to Special Education [Ed. 5813] 3 credits
A course to develop an understanding of exceptional children through study of their potentialities and needs; their personality and educational adjustments; the special facilities and curricula for them.

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

Teaching Exceptional Children: Mentally Retarded II [Ed. 5712] 3 credits
Prerequisite—27S:502
Designed as a seminar and practicum course in the observation and teaching of the educable mentally retarded.

Occupations for the Mentally Retarded [Ed. 5837] 3 credits
Educational methods and developments of curriculum for mentally retarded youth at different maturational levels. Study of employment opportunity, job analysis, guidance, and placement of procedures.

Measurement of Exceptional Children—EMR [Ed. 5745A] 3 credits
Selection, administration, and interpretation of tests in general use with educable mentally retarded students. Tests of the following types are examined: psychological, intelligence, achievement, personality, vocational interests, psycho-linguistic, and manual dexterity.

Teaching the Trainable Retarded Child [Ed. 5716] 3 credits
Methods and techniques for providing social, emotional, communicative, and manipulative experience for the trainable retarded child.
Teaching Exceptional Children: Emotionally Disturbed [Ed. 5714] 3 credits
An analysis of educational provisions for disturbed and maladjusted students, including definitions, characteristics, identification and programs of prevention and re-education.

Curriculum Development: Emotionally Disturbed [Ed. 5718] 3 credits
A study of resources and materials suitable for the construction of curriculum appropriate to the special needs of emotionally disturbed pupils.

Measurement of Exceptional Children: Emotionally Disturbed [Ed. 5745B] 3 credits
Selection, administration, and interpretation of tests in general use with emotionally disturbed students; standardized and non-standardized instruments are included.

Diagnostic-Prescriptive Teaching: Emotionally Disturbed [Ed. 5719] 3 credits
A study of the learning process as it relates to the emotionally disturbed child. Application and interpretation of formal and informal diagnostic procedures utilized in the assessment of individual strengths, weaknesses and learning styles are studied. The writing of prescriptions which translate diagnostic findings into appropriate remedial techniques is emphasized.

Teaching Exceptional Children: Learning Disabilities [Ed. 5717] 3 credits
A study of children with perceptual learning problems. Emphasis is placed on differential diagnosis, prescriptive teaching, and educational remediation. The course is designed to acquaint teachers (of educable mentally retarded and of regular classroom) with the latest trends in teaching children with learning disorders; specific learning problems in the areas of reading, writing, arithmetic, and non-verbal reasoning will be discussed.

Methods and Materials for Children with Learning Disabilities [Ed. 5703]
This course is designed for teachers working with pupils who have specific learning and reading problems and perceptual handicaps or who are functionally mentally retarded. Current methods and materials such as the Frostig, Gillingham, and V.A.K.T. will be discussed concerning the needs of children with learning disorders. Additional topics are added in accordance with specific needs of students.

Diagnostic-Prescriptive Teaching: Learning Disability [Ed. 5719] 3 credits
A study of the learning process as it relates to the learning disabled child. Application and interpretation of formal and informal diagnostic procedures utilized in the assessment of individual strengths, weaknesses, and learning styles are studied. The writing of prescriptions which translate diagnostic findings into appropriate remedial techniques is emphasized.

Teaching Exceptional Children: The Gifted [Ed. 5713] 3 credits
An analysis of educational provisions for superior and creative students, including characteristics, identification and special problems of under-achievement and social adjustment.

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

30:501 Modern Approaches to the Study of the English Language [Eng. 5412]  3 credits
The concepts and operations of structural and transformational grammars; their relationships to rhetoric and literature; and their connections to earlier views on grammar and language.

30:502 Seminar: Major British Writers  3 credits
Individualized study of major works from British literature. A different subject is selected each year.

30:503 Seminar: Major American Writers  3 credits
Individualized study of major works from American literature. A different subject is selected each year.

30:504 Seminar: Major World Masterpieces  3 credits
Individualized study of major works from world literature. A different subject is selected each year.

30:505 Critical Approaches to Understanding Literature [Eng. 5411]  3 credits
Various critical approaches to literary criticism, beginning with Aristotle and continuing through to selected contemporary critics.

30:520 Studies in Mass Communication [Ed. 5853]  3 credits
A study of the impact of various media of mass communication upon education, in and out of the classroom. Particular attention is given to possible influences of media on the minds of the young.

30:530 English Language: Problems of Usage [Eng. 5608]  3 credits
A review course in the fundamentals of writing, particularly designed for graduate students experiencing some difficulties in this field. (This course will not count toward an area of concentration in English.)

36—Science

36:511 Ecology [Biol. 5206]  3 credits
A synthesis of ecological principles combining both the functional and the descriptive and involving the interrelationships of plants, animals, and micro-organisms. The ecosystem approach is stressed in order to understand the dynamic relationship that exists between man and his natural environment.

36:512 Workshop in Science [Sci. 5628]  3 credits
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.

36:521 Topics in Organic Chemistry [Chem. 5501]  3 credits
Prerequisite—1 year of Organic Chemistry
Selected topics in organic chemistry, including mechanistic theory, structural theory, spectroscopic applications, and practical aspects of biochemistry.
38—Geography

38:511 Principles of Human Geography [Geog. 5550] 3 credits
Adjustments which man makes to various habitats; a consideration of natural environmental factors in relation to human life.

38:512 Geographic Patterns [Geog. 5615] 3 credits
Physical character and human use of geographic regions.

38:513 Historical Geography of North America [Geog. 5627] 3 credits
A consideration of past circumstances from the geographer’s viewpoint to understand how the combination of nature and culture created the regional patterns in North America in earlier times.

38:514 Foundations of Geography [Geog. 5650] 3 credits
A survey of man’s natural environment; distribution, and interrelationships of climates, vegetation, soils, and land forms. Problems in map interpretation.

48—History

48:501 Economic and Social History of the United States Since 1865 [Hist. 5307] 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.

48:502 Cultural History of the United States 1865-1940 [Hist. 5308] 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.

48:503 World Problems Since 1945 [Hist. 5330] 3 credits
Study and discussion of selected problems currently important.

48:504 Negro History [Hist. 5401] 3 credits
A study of black Americans from colonial times to contemporary. Emphasis is placed upon the contributions made by Negroes to the U. S. social, cultural, economic and political experiences.

57—Mathematics

57:323G Probability [Math. 5323] 3 credits
A study of sample spaces, counting techniques, different types of events in a discrete or continuous setting, random variables and related moments, binomial, Poisson, normal, and other standard distribution.

A study of multidimensional random variables, Chebychev inequality, Central Limit Theorem, sampling and statistical inference, descriptive statistics.
Advanced Modern Algebra 3 credits
An in-depth treatment of modern algebraic structures, including work with linear transformations, finite dimensional vector spaces, and morphisms.

Modern Geometry [Math. 5322] 3 credits
Elementary theory of the foundations of geometry, logical systems, and methods of proof; selected topics in Euclidean geometry with a brief study of finite and projective geometrics; an intuitive investigation of the basic ideas of non-Euclidean geometry.

Advanced Modern Geometry 3 credits
Prerequisite—57:502
Topics selected from one or more of the following areas: non-Euclidean geometry, projective geometry, differential geometry, Hilbertian geometry.

Modern Analysis [Math. 5403] 3 credits
A rigorous study of infinite sets, functions, limits, continuity, derivatives, and Riemann integrals, with applications of the concepts to the teaching of elementary calculus.

History of Mathematics [Math. 5308] 3 credits
A study of the development of the major areas of mathematics, with emphasis on personalities, historical periods, and significant cultural influences. Attention will also be given to the role of history in the teaching of mathematics.

Math for Middle School Teachers [Math. 5827] 3 credits
An intuitive study of the nature of mathematics through an examination of some concepts from logic, numbers, geometry, and probability. The course is designed for those teachers who feel uncomfortable with mathematics or whose mathematical background is limited. (This course does not count toward an area of concentration in mathematics.)

Introduction to Modern Math [Math. 5825] 3 credits
An introduction to some of the more common modern concepts in mathematics recently introduced. The structure of mathematics and meaning of the concepts are stressed. (This course does not count toward an area of concentration in mathematics.)

Special Topics in Mathematics 3 credits
An individual directed study of one or more topics from advanced mathematics.

Statistical Analysis in Physical Education [P.E. 5415] 3 credits
A critical statistical analysis of measurement and evaluation in physical education. The tools and techniques of descriptive and inferential statistics are emphasized.

Administration of Athletic Programs [P.E. 5444] 3 credits
A study of the history and current problems and standards associated with the organization and administration of interscholastic athletic programs.
Physiological Basis of Athletics and Physical Education [P.E. 5901] 3 credits
An examination of the basic physiological principles governing motor activity. Energy sources, methods of conditioning, ergogenic aids, diet, and other pertinent topics are considered.

Issues and Problems in Contemporary Sport 3 credits
Recognition, discussion, and systematic analysis of controversial issues and problems encountered in organized athletics in contemporary American society.

Theories and Techniques of Advanced Football Coaching [P.E. 5443] 3 credits
The theory and practical application of organizing, coaching, and administering an interscholastic football program. Primary emphasis is given to the development of the basic system, medical procedures, psychology of coaching, utilization of game films, and personnel analysis.

Comparative Physical Education [P.E. 5820] 3 credits
Physical education games and programs, both past and present, of various countries throughout the world are examined in light of their implications among and with the geographical, political, social, religious, and cultural aspects of each country.

Psychology of Physical Education and Athletics 3 credits
The study of the application of psychological principles and theories to physical education and athletics. Motor learning, maturation, motivation, sensory perception, psychosomatic relationships, value formation, and emotional reactions are investigated.

Perceptual Motor Learning 3 credits
The theory of the theoretical aspect of the perception—learning processes and their relationship to the learning of movement skills.

Construction and Maintenance of Physical Education Facilities [Ed. 5518] 3 credits
A study of terminology, principles, and standards for planning, construction, use, and maintenance of indoor and outdoor physical education facilities.

International Affairs [P.E. 5306] 3 credits
Lectures and discussions on problems in the world community. Emphasis is given to the activities of the United Nations and to UNESCO.

School Law [Ed. 6515] 3 credits
A study of local school administration from the legal point of view; principles of law and their applications described in legal theory. Attention is given to legal powers and duties.

Psychology of Deafness [Psy. 5330] 3 credits
An examination of the effects of a lack of hearing on personality and behavior. The literature in this and related fields is interpreted in terms of its theoretical and practical meaning for persons with hearing losses and for professionals who serve in their habilitation and education. Through an understanding of the effect of auditory deprivation, the course offers insight into the role of hearing in the psychological development of those with normal hearing.
Advanced Educational Psychology [Psy. 5546] 3 credits
A study of the learning process and the application of principles of psychology to education. Factors influencing learning, the products of learning, and evaluative techniques are emphasized.

Human Growth and Development: Child [Psy. 5751] 3 credits
This course describes the child and examines him in the context of his culture and of his own biology, and explains and makes some suggestions about him. The approach is relatively eclectic, but certain theoretical positions are made explicit. The view is that of a psychologist, but materials from other disciplines in both biological and social sciences are used, as appropriate.

Human Growth and Development: Adolescent [Psy. 5752] 3 credits
This course describes the adolescent and examines him in the context of his culture and of his own biology, and explains and makes some suggestions about him. The approach is relatively eclectic but certain theoretical positions are made explicit. The view is that of a psychologist, but materials from other disciplines in both biological and social sciences are used, as appropriate.

Mental Hygiene [Psy. 5551] 3 credits
Principles of mental hygiene, including prevention of maladjustment, preservation of mental health, and cure of mental illness. Emphasis is placed on personal and social adjustment of teachers and students, and classroom practices for mental health.

Psychology of the Exceptional Child [Psy. 5547] 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 are included.

Psychology of Abnormal Behavior [Psy. 5309] 3 credits
A study of disorganized behavior of persons, including anxiety reactions, neuroses, and conduct disorders with some attention to signs of psychotic behavior. The course aims to develop capacity for recognizing abnormal behavior patterns.

Psycho-Social Aspects of Deafness [Psy. 5340] 3 credits
Behavioral implications of deafness are studied in depth, with particular emphasis upon relevant literature. Research related to intelligence, personality, social adjustment, and vocational considerations, is reviewed and synthesized. Appropriate diagnostic and assessment procedures with the deaf are discussed. This course is oriented toward providing the student with informational background for the guidance and counseling of deaf children and adults.

Psychology of the Mentally Retarded [Psy. 5319] 3 credits
A study of the physical, social, educational, and vocational characteristics of mentally deficient and mentally retarded students. Etiological factors of mental deficiency will be reviewed and a field trip will be made to a nearby State institution for the retarded. A survey of ancient and current educational programs for the trainable and educable retarded will be discussed, thereby pointing out the strengths and weaknesses of our current educational curricula. Current rehabilitation programs, residential schools, cooperative school programs, and community projects relating to the retarded will be discussed.
81:505 Psychology of Personality [Psy. 5210] 3 credits
A study of the major contemporary approaches to personality theory, including relevant research and overall evaluation.

81:506 Behavior Modification in the Classroom [Psy. 5324] 3 credits
A study of the principles of behavior modification and their practical application in the classroom. Students develop projects to be performed in their teaching situations: identification of problem, definition behavioral terms, selection of methods to change behavior and to measure change.
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