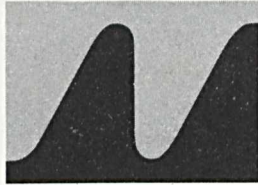


**Western  
Maryland  
College** Graduate Catalog  
1974-75

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# **Western Maryland College Graduate Catalog 1974-1975**



**Westminster, Maryland 21157**



# College Calendar

## Summer Session 1974

First term begins.....	Monday, June 17, 1974
First term ends.....	Friday, July 19, 1974
Second term begins.....	Monday, July 22, 1974
Second term ends.....	Friday, August 23, 1974

## Fall Term 1974-1975

First semester begins.....	Wednesday, September 11, 1974
Thanksgiving recess begins.....	Wednesday, November 27, 1974
Classes resume.....	Monday, December 2, 1974
Semester ends.....	Friday, December 20, 1974

## Spring Term 1975

Second semester begins.....	Monday, February 10, 1975
*Spring recess begins.....	Monday, March 24, 1975
Classes resume.....	Monday, March 31, 1975
Semester ends.....	Friday, May 23, 1975

## Summer Session 1975

First term begins.....	Monday, June 16, 1975
First term ends.....	Friday, July 18, 1975
Second term begins.....	Monday, July 21, 1975
Second term ends.....	Friday, August 22, 1975

\*Schedule may vary in off-campus centers.

# Contents

The College.....	3
Campus Map.....	5
The Program.....	6
Location Map.....	12
Courses of Instruction.....	13
Administration and Faculty.....	31

# The College





## 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. 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. It was founded in 1867 and chartered in 1868.

## 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

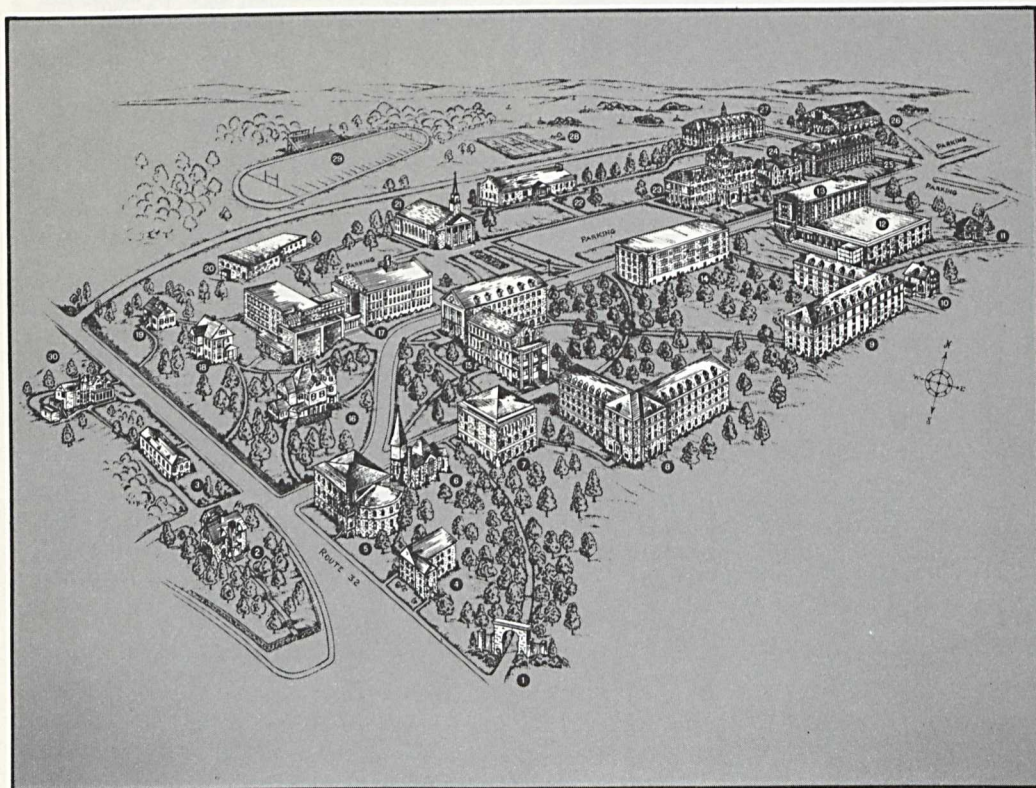
1. a familiarity with the broad fields of knowledge and their relationships to each other.
2. an enriched background in their area of specialization.
3. an understanding of those concepts in education which will enhance effectiveness.
4. increased leadership potential through the ability to recognize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





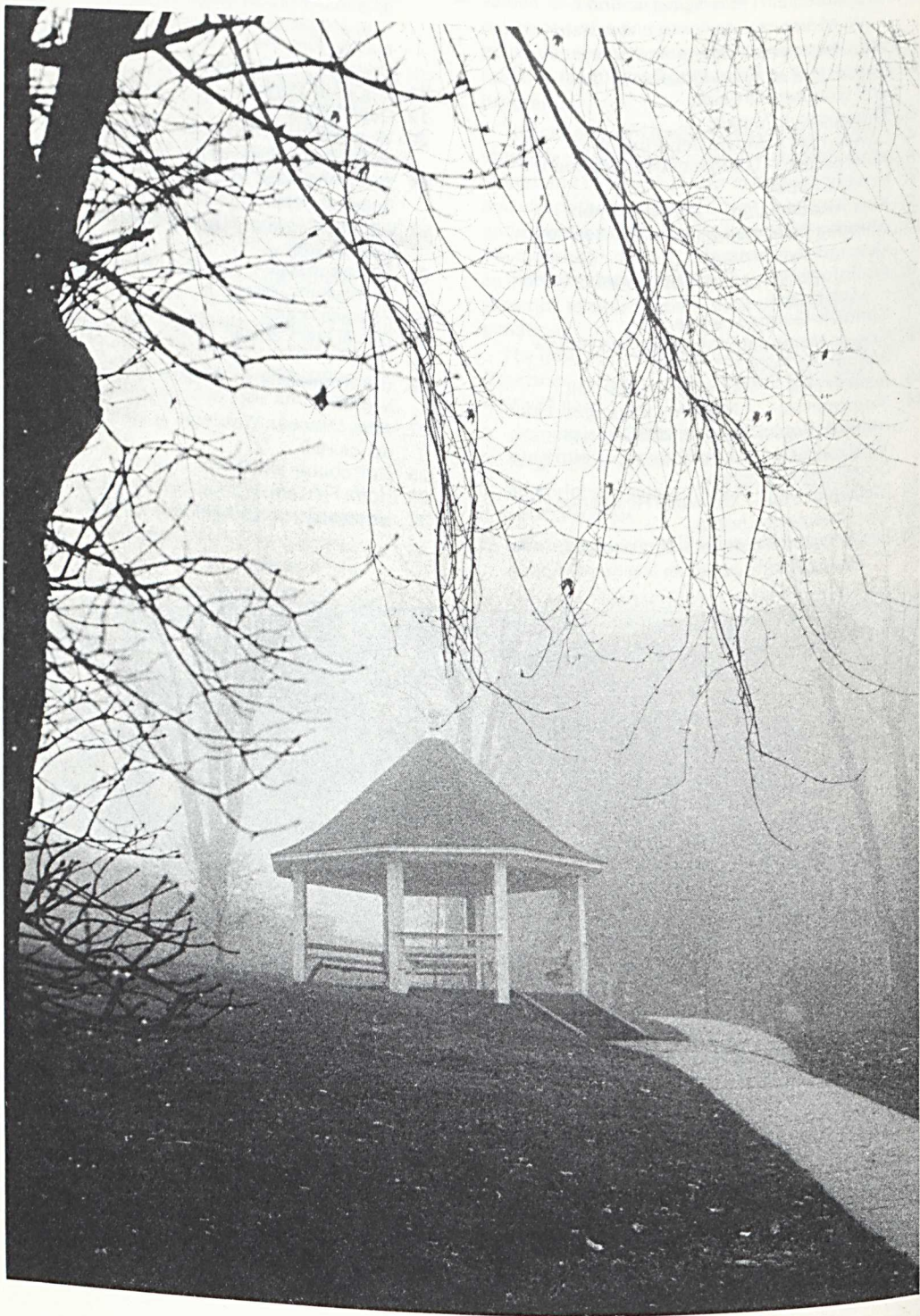
# Campus Map

1. Ward Memorial Arch
2. Carroll Hall — Education Department and Graduate Division
3. Thompson Infirmary
4. Levine Hall — Music Department
5. Alumni Hall — Dramatic Art Department
6. Baker Chapel
7. Fine Arts Building — Art Department
8. Blanche Ward Hall — Women's Residence Hall and Gymnasium
9. Whiteford Hall — Women's Residence Hall
10. French House
11. Spanish-German House
12. Englar Memorial Dining Hall and Harlow Swimming Pool
13. Rouzer Hall — Men's Residence Hall
14. Memorial Hall — Modern Languages, Economics, Sociology, English, Classics, Political Science and History Departments, Computer Processing
15. McDaniel Hall — Women's Residence Hall
16. The President's home
17. Lewis Hall of Science — Physics and Mathematics (First Floor), Biology (Second Floor), Chemistry (Third Floor)
18. McDaniel Cottage
19. Dean's Cottage
20. Winslow Student Center — Snack Area, Post Office, Bookstore
21. Baker Memorial Chapel — Philosophy and Religion Department
22. Library — Psychology Department on Lower Level
23. Elderdice Hall — Administration Building, Admissions Office
24. Forlines House
25. Daniel MacLea Hall — Men's Residence Hall
26. Gill Gymnasium — Physical Education Department
27. Albert Norman Ward Hall — Men's Residence Hall
28. Golf course and tennis courts
29. Hoffa Field
30. Harrison House, Publications Office





# The Program



Graduate courses are conducted during late afternoon and evening hours except during the Summer. Dormitory facilities are open to graduate students during the Summer only.

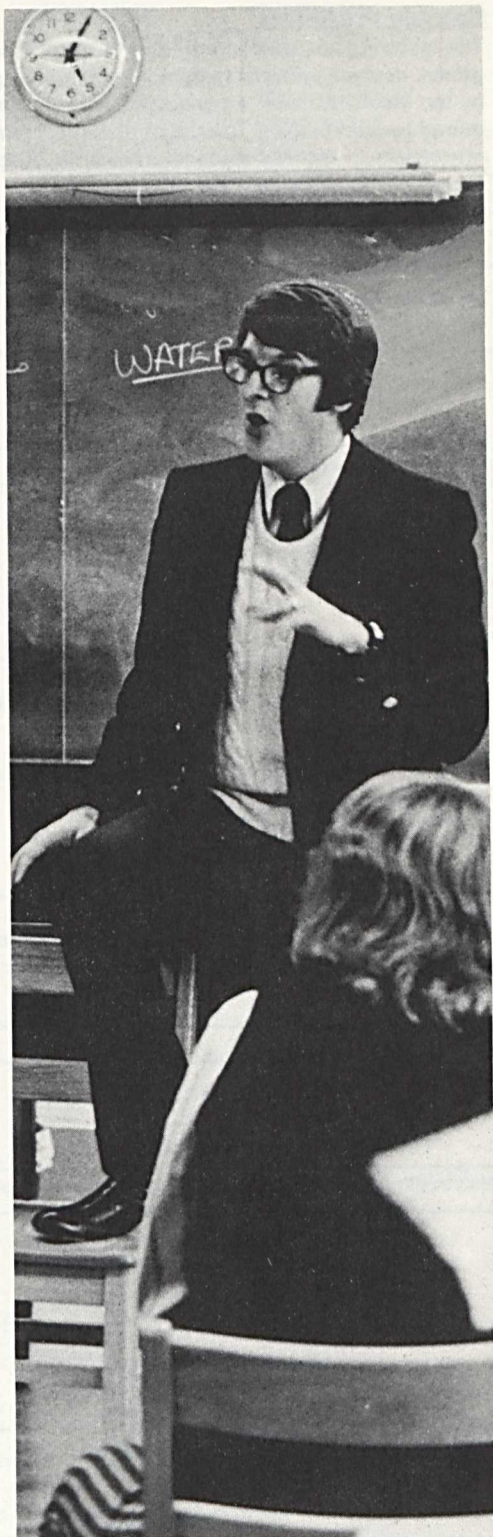
The program consists of thirty credit hours, divided into three parts of approximately equal weight.

1. Area of specialization — 9 to 12 hours of study in one of the following fields:

- American Studies
- Art
- Deaf Education
- Educational Administration
- English
- Guidance and Counseling
- Mathematics
- Media
- Music
- Physical Education
- Reading
- Science (Biological)
- Science (Physical)
- Secondary Education
- Social Studies
- Special Education

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. 13 to 30.

	Area of Specialization	Education	Synthesis
*Administration (27A)	27A:501 or 502 27A:503 or 508 3 additional hours in administration 27G:501 or 508 or 27M:501	27:550 27A:590 27:510 or 27:511	69:501 78:527 81:502 or 503 or 90:505
American Studies (01)	01:501 01:502 69:501	27:550 27:590 27:530 or 27:548	4 courses in American civilization, not more than 6 hours in one department, such as: 30:503, 30:520, 38:513, 48:502, 48:504
Art (03)	03:515 and 10 addi- tional hours in studio courses. (to be se- lected by art dept.)	27:550 27:590 27:503	69:501 6 hours outside of Education and Art
*Education of the Deaf (27D)	27D:430G 27D:516 27D:521 27D:530	27D:550 27D:590 27D:517	69:501 81:330G 36:401G
English (30)	30:501 6 hours selected from 30:502, 503, and 504 3 additional hours in English	27:550 27:590 27:530	69:501 6 hours outside of English and Edu- cation (30:520 may be included)
Guidance (27G)	27G:501 27G:502 27G:503 27G:504	27:550 27G:590 27:505	69:501 81:501, 502, or 503 81:504 or 505
Mathematics (57)	Demonstrated compe- tency in 3 of 4 areas: 1. modern algebra 2. modern geometry 3. probability or statistics 4. modern analysis Courses (9 hours) to be designated by math dept.	27:550 27:590 27:557 27:558	69:501 57:505 3 hours outside of Math and Education
*Media (27M)	27M:320G 27M:321G 27M:501 27M:502 or 503	27:550 27M:590 27:510 or 27:511	69:501 81:502 or 503 30:520

	<b>Area of Specialization</b>	<b>Education</b>	<b>Synthesis</b>
Music (63)	Demonstrated competency in the following areas: 1. Harmonic Analysis 2. Instrumentation 3. Applied Music Courses (12 hours) to be designated by music dept.	27:550 27:590 27:563	69:501 63:505 3 hours outside of Education and Music
Physical Education (72)	72:501 and 9 additional hours in Physical Education	27:550 27:590 27:572	69:501 6 hours outside of Education & P.E.
Reading (27R)	27R:501 27R:502 27R:503 3 additional hours in reading	27:550 27R:590 27:525	69:501 6 hours in supporting fields
Science (Biological) (09)	Demonstrated competency in three of the following areas: 1. Cell Biology 2. Developmental Biology 3. Ecology 4. Evolution Courses (12 hours) to be designated by biology dept.	27:550 27:590 27:536	69:501 36:501 3 hours in Chemistry
Science (Physical) (15)	Demonstrated competency in two of the following areas: 1. Biochemistry 2. Physical Chemistry 3. Quantum Physics 4. Electromagnetism Courses (12 hours) to be designated by physical science dept.	27:550 27:590 27:536	69:501 36:501 3 hours in Biology
Secondary Education (27X)	12 hours in a program specially designed to meet the needs of the individual student.	27:550 27:590 27:505	69:501 6 hours outside of Education. Courses selected to provide background for the area of concentration.
Social Studies (48)	12 hours in social sciences	27:550 27:590 27:548	69:501 6 hours outside of Education & Social Studies
Special Education (27S)	27S:515 27S:516 27S:517 27S:518	27:550 27S:590 27:505	69:501 81:510 81:506, 81:511, 81:512, or 27R:501



## 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. Evidence of successful teaching experience or academic competence.

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 are submitted and found acceptable:

- a. Scores on the National Teacher examinations (except in Education for the Deaf, where performance test scores may be substituted)
- 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 15 credits 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). Additional work will be required of graduate students in these courses.
- 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 of one credit hour per semester.

## Evaluation

The College grading system — A, B, C, F, and I — is used to report the quality of credit. An average of B must be maintained.

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.

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.

## Withdrawal

In case of withdrawal from a course, the student must notify the Education Office in writing. The grade of W will be recorded if withdrawal occurs before the announced date. If a student's enrollment is terminated by the College for non-payment of fees, a \$25 reinstatement fee will be added before that course may be resumed. If the course is not resumed, the reinstatement fee will be due before subsequent course enrollment.

## 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 95,000 volumes. New titles are added monthly. The collection of materials 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 become eligible for the M.Ed.:

1. Course work for 30 credits with B or better average, of which at least 15 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:

April 15 for June completion of degree requirements

August 15 for August completion of degree requirements

December 31 for January completion of degree requirements

## Fees

Tuition is \$45.00 per credit hour: \$10.00 for each course 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 is due upon receipt of bill; enrollment is canceled on accounts not paid within 30 days (14 days in summer session).

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.

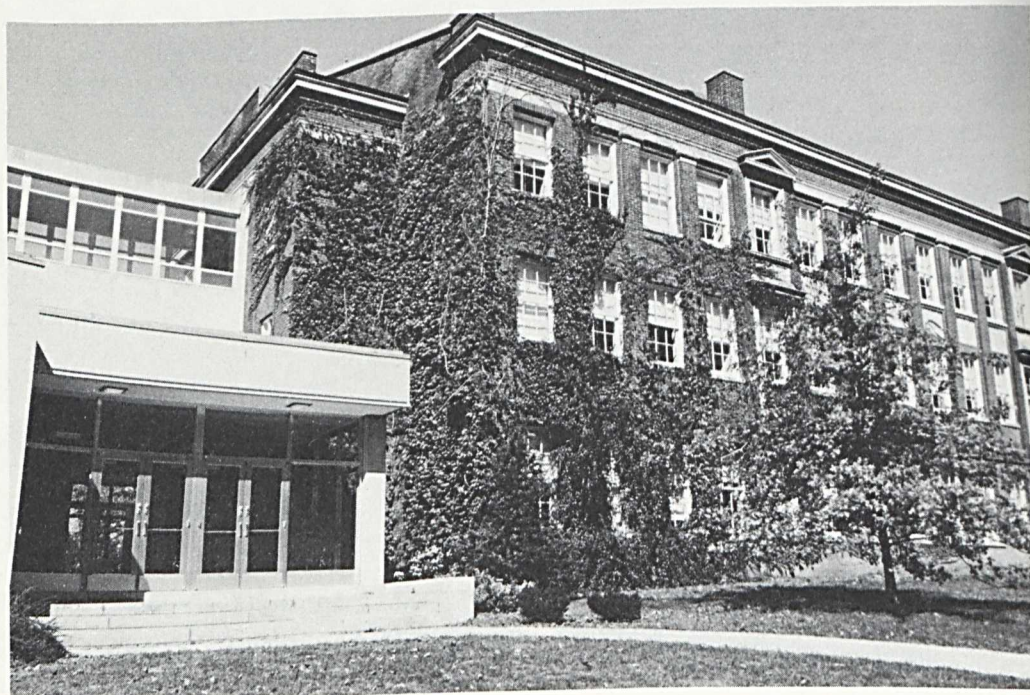
## Placement Service

An office of placement service 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

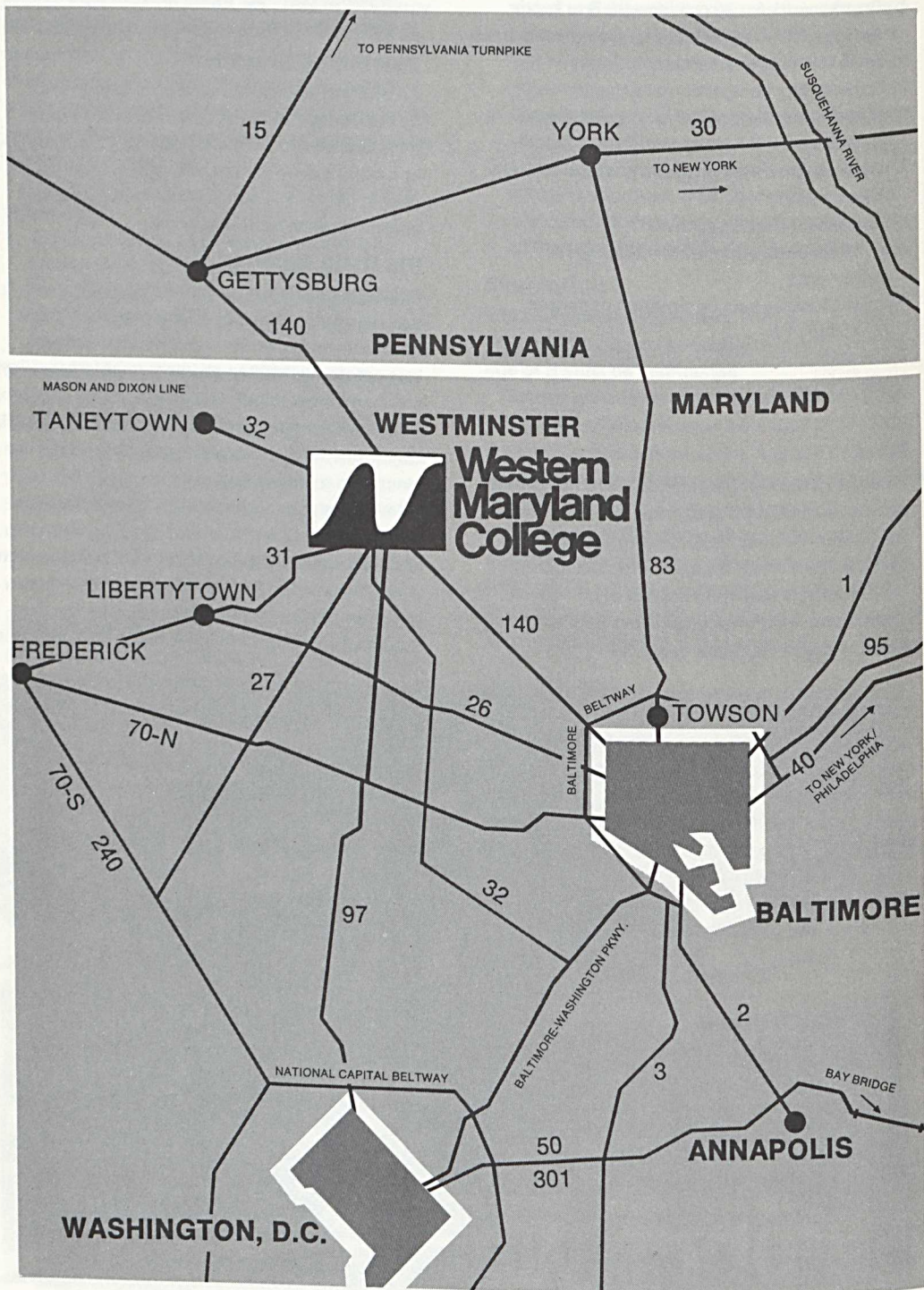
Phi Delta Gamma, a fraternal organization for women of all professional interests studying in graduate and advanced professional schools, was created in 1922 to promote scholarly achievement and intellectual and spiritual comradeship. Psi Chapter was organized at Western Maryland College in 1967. Each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

Psi Chapter has a limited loan fund available for graduate students. Normally applications should be submitted by October 15, and the loan would be granted for the second semester. Application blanks may be obtained from the Education Office, Registrar's Office, or local chapter.

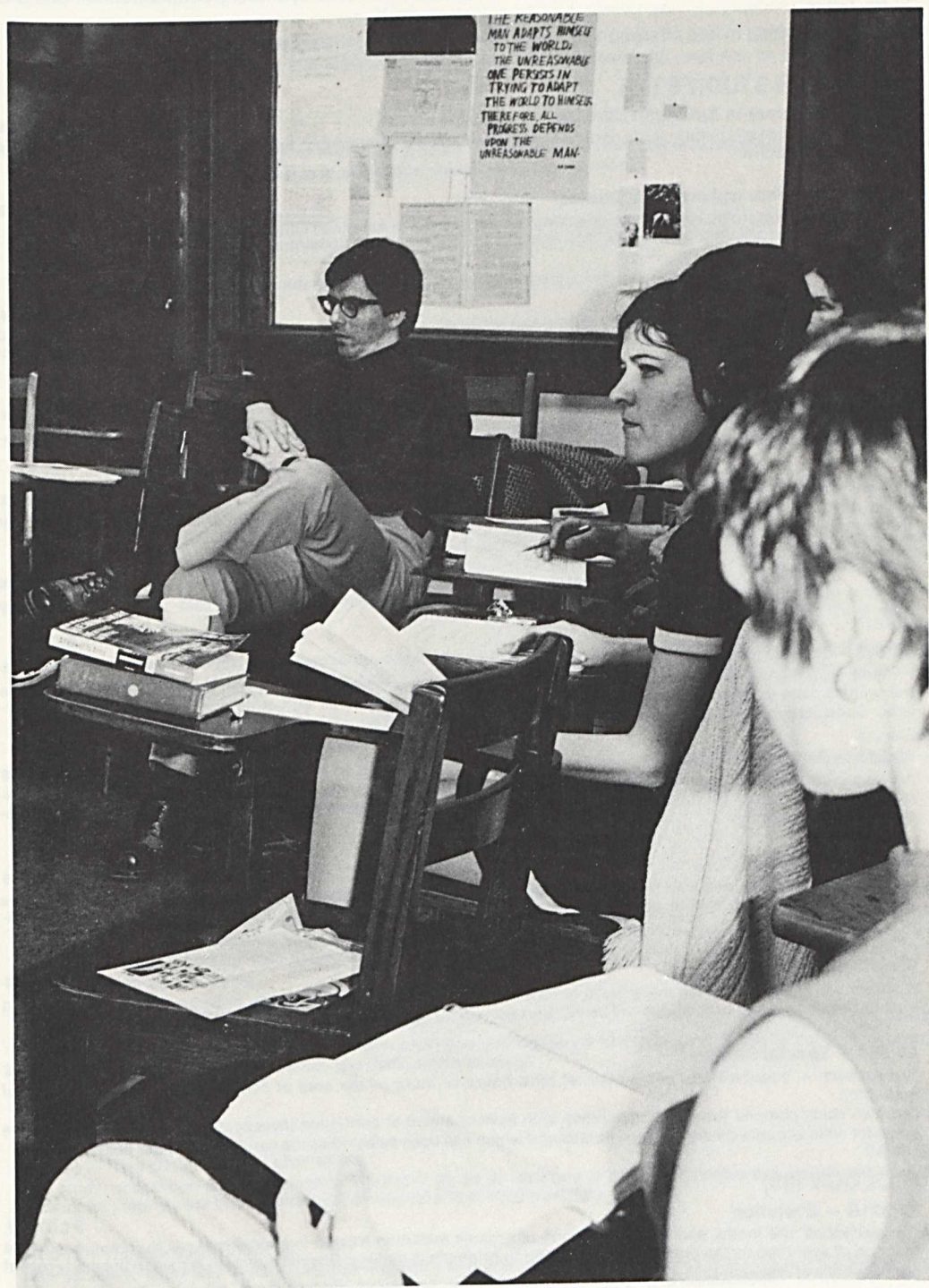




# Location Map



# Courses of Instruction





# Courses of Instruction

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.

Classes are held in late afternoon and evening except during the summer session.

## AMERICAN STUDIES (01)

### 01:501 — Seminar in American Studies

A survey of American culture with particular emphasis on the relationship among social conditions, intellectual history, and literature. **3 credits**

### 01:502 — Seminar in American Studies

An in-depth interdisciplinary study of a specific problem or issue in American culture, past or present. **3 credits**

## ART (03)

### 03:501 — Painting

A studio experience directed at personal solving of problems incorporating color, texture, value, intensity, and space, on a two-dimensional surface. The media and problems will be decided after consultation with the instructor. Imagination, variety of media, and technique will be stressed. **2 credits**

### 03:502 — Crafts

An investigation into several processes designed for inclusion into a school crafts program. Glass etching, enameling, found-object sculpture, and similar projects are planned. **2 credits**

### 03:507 — Weaving and Textiles

An in depth study of basic textile methods. These to include processes and use of the loom; stresses on current trends in the craft of weaving, macrame, batique, etc. **2 credits**

### 03:510 — Jewelry

A studio activity directed at the production of jewelry. Fabricated, centrifugal lost-wax cast, and set stone jewelry objects will be investigated. **2 credits**

### 03:513 — Print Making

Printing from the lithograph and intaglio surface will be the main concentration. Metal, linoleum, and wood will be the primary plate materials with serigraphy another possibility. Experiments with other printing methods are encouraged. Consultation with instructor will determine individual's objective. **2 credits**

### 03:515 — Art History-Survey

A comprehensive investigation of art trends from prehistoric times to the present. Painting, sculpture, and architecture, will be traced through the years in an effort to establish understanding of the always changing arts. Required of all candidates. **2 credits**

### 03:516 — Sculpture

A studio course concerned with the designing and control of the third dimension. Freeing the form from the positive material as well as fabrication processes will be employed. Consultation with instructor will determine the individual's objective. **2 credits**

### 03:517 — Ceramics

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. **2 credits**

### 03:551 — Special Studies

*Prerequisite — matriculation, completion of nine hours or more in the area of concentration, and permission of instructor.* **2 credits**

Directed study planned through consultation with advisor aimed at continued investigation in any one of the above areas for which course credit has been earned and which has been selected as the candidate's major field of interest.

## BIOLOGY (09)

### 09:321G — Evolution

The evidences, the mode, and the implications of organic evolution treated in such a manner as to emphasize the function of evolution as the greatest general unifying principle in biology. Special attention is paid to the many recent contributions of research to this field. **3 credits**

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**09:501 – Ecology****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.

**09:502 – Developmental Biology****3 credits**

A study of the molecular, cellular and organismic development of organisms with emphasis on differentiation and genetic control.

**09:503 – Cell Biology****3 credits**

A chemical and physical approach to the understanding of structure and function of nuclear and cytoplasmic components of the cell and their relation to reproduction, heredity and development.

**09:551 – Special Studies in Biology****3 credits**

*Prerequisite – matriculation, completion of nine hours or more in the area of concentration, and permission of instructor.*

Independent study and research under the guidance of a faculty member in this field.

**CHEMISTRY (15)****15:312G – Biochemistry****3 credits**

The chemistry and energetics of cellular processes; the application of thermodynamics to biochemical systems; kinetics of enzymatic reactions; metabolic processes involved in the production, storage, and utilization of energy.

**15:501 – Introductory Physical Chemistry****3 credits**

*Prerequisite – two years of college chemistry and one year of college mathematics. One year of college physics is desirable.*

A course concerned with the ideal and real gas laws, the three laws of chemical thermodynamics, physical and chemical equilibria, kinetics, electrochemistry, solution theories, and an introduction to the simple quantum mechanics of the chemical bond.

**15:502 – Pollution Chemistry****3 credits**

A study of the basic chemistry involved in the production and transport of pollutants in the environment. Consideration will also be given to the effects of pollutants on living organisms and to the methods available for the control of pollution.

**15:551 – Special Studies in Chemistry****3 credits**

*Prerequisite – matriculation, completion of nine hours or more in the area of concentration, and permission of instructor.*

Independent study and research under the guidance of a faculty member in this field.

**COMPUTER SCIENCE (19)****19:501 – Basic Concepts in Computer Science****3 credits**

The significance of computers and the fundamental techniques of computer science; concept of and properties of algorithms; language, notation, and style for describing algorithms; analysis of computational problems and development of algorithms for their solution; use of a programming language to solve problems over a wide range of applications on the computer.

**19:527 – Computer Uses in School Administration****3 credits**

Specific computer applications to school administration are discussed and evaluated. Areas of concern including scheduling, record control, curriculum, and institutional research.

**DRAMATIC ART (21)****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.



## **ECONOMICS (24)**

### **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.

## **EDUCATION (GENERAL) (27)**

### **27:501 — History and Philosophy of Education**

**3 credits**

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

### **27:504 — The Community College**

**3 credits**

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.

### **27:505 — Methods of Pupil Appraisal**

**3 credits**

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.

### **27:506 — Statistics in Education**

**3 credits**

A critical statistical analysis of measurement and evaluation in education. The tools and techniques of descriptive and inferential statistics are emphasized.

### **27:510 — Foundations of Curriculum**

**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 at elementary or secondary level and participate in critical group analysis of all problems.

### **27:511 — Curriculum Design**

**3 credits**

An analysis of curriculum theory including the interrelationships of the various disciplines of knowledge; the stages in curriculum development from initial planning through evaluation.

### **27:513 — Programmed Instruction**

**3 credits**

A study of the most practical programming techniques and related principles as an aid in constructing, evaluating, and selecting programs.

### **27:514 — The Open School Concept**

**3 credits**

A study of new techniques and methods for effective use of the open space concept in the public school. It is designed for those who are teaching in an open space school or who expect to do so. Topics include team teaching, effective grouping, management of space, and curriculum implications for individualizing instruction. Visits to open space schools are included.

### **27:550 — Introduction to Educational Research**

**3 credits**

*Prerequisite — matriculation in the master's program or permission of instructor.*

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.

### **27:551 — Special Studies in Education**

**3 credits**

*Prerequisite — matriculation, completion of nine hours or more in the area of concentration, and permission of instructor.*

Independent study and research under the guidance of a faculty member in the educational field under study.

### **27:552 — Internship**

**3 credits**

A semester under the guidance of a faculty member in an actual teaching situation. Supervision during this period will be shared by the college and the supervising staff of the institution involved.

**27:553 – Internship****3 credits***Prerequisite – 27:552.***27:590 – Thesis in Education****3 credits***Prerequisite – 27:550.*

The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.

**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****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.

**27:525 – Diagnostic-Prescriptive Teaching of Reading****3 credits***Prerequisite – 27R:501 or equivalent.*

Designed for teachers who have some background in reading. The emphasis is on those techniques and materials readily available to the classroom teacher to help cope with reading problems in the classroom.

**27:530 – Seminar: Teaching English Language Skills****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****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****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****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.

**27:549 – Conceptual Approach to Social Studies****3 credits**

A study of the inquiry approach to teaching social studies, using a conceptual base. Curriculum materials suitable for this approach are examined and new materials developed.

**27:557 – Seminar: Teaching of Mathematics I****3 credits**

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****3 credits***Prerequisite – 27:557.*

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.



**27:572 — Seminar: The Teaching of Physical Education****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.

**EDUCATION (ADMINISTRATION) (27A)****27A:501 — Functions of School Administration****3 credits**

Organization and administration of modern education. Stress is placed on the variety of roles played by the administrator or as a facilitator of the learning process.

**27A:502 — Administration of the Public School****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****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:504 — Introduction to Community Education****3 credits**

An investigation of the process and programs of community education. Planned to give the administrator and/or community school coordinator a deeper and clearer understanding of community education.

**27A:507 — School Finance****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.

**27A:508 — Supervision and Evaluation of School Personnel****3 credits**

An over-view of personnel practices and the evaluation of personnel. Management and human relations principles are stressed.

**27A:510 — School Labor Relations****3 credits**

A study in organized labor groups as they pertain to education. Topics to include negotiations, salary disputes, fringe benefits, unions, etc.

**27A:511 — Innovations in Educational Organization****3 credits**

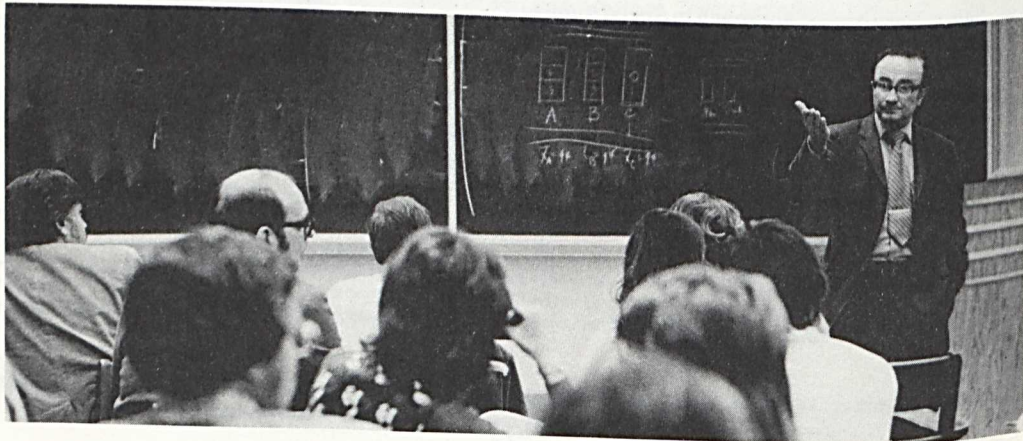
An examination of innovative modes of school organizations as they are relevant to present situations. Topics include the middle school, ungraded schools, the open school concept, differentiated staffing, team teaching, etc.

**27A:512 — Administration, Supervision, and Operation of School Plants****3 credits**

Operation of physical facilities; custodial staff; heating and ventilation; cleaning operations; building and equipment maintenance.

**27A:513 — School-Community Relations****3 credits**

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.



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**27A:514 – Administrative Theory and Organizational Behavior****3 credits**

This course will examine some of the more recent and most accepted contributions to administrative theory. With this as a foundation the students will then investigate reported research dealing with the application of these theories and the resulting organizational behavior. The role of theory in administrative leadership and the decision-making process will be focal points of the course.

**27A:515 – The Educational Administrator as Systems Analyst****3 credits**

An examination of the development, potential and concepts, of systems analysis. The products and processes of systems analysis are studied as they apply to the operation of contemporary school systems. Practical applications to be examined and applied are P.E.R.T., P.P.B.S., Operations Research, Cost Benefit Analysis, Administrative Support Systems, etc.

**27A:551 – Special Studies in Administration****3 credits**

*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.

**27A:552 – Internship in Administration****3 credits**

*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.

**27A:553 – Internship in Administration****3 credits**

*Prerequisite* – 27A:552.

**27A:590 – Thesis in Administration****3 credits**

*Prerequisite* – 27:550.

The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.

**EDUCATION OF THE DEAF (27D)****3 credits****27D:430G – Introduction to Language and Communication**

The study of language acquisition and development of language skills in hearing children. The effects of hearing loss on the development of communication skills in deaf children. This course will provide the student with a basic understanding of linguistics, psycholinguistics, transformational grammar and speech development. The effects of hearing loss on the development and effectiveness of oral and written language will be discussed as well as other disorders of language development. The historical background of speech reading, assessment, and methods and techniques of visual communication training is included. Frequent observations.

**27D:516 – Learning Strategies for Hearing Impaired Children****3 credits**

This course includes basic behavioral management strategies as well as means to develop cognitive and affective skills and curricula with hearing impaired children. Curriculum and instructional procedures common to education of the hearing impaired regular education and adaptations of the regular curriculum and instruction for the hearing impaired will be discussed. Observations, micro-teaching and practicum provided.

**27D:517 – Diagnostic-Prescriptive Teaching with Exceptional Children****3 credits**

The development of basic diagnostic competencies using both formal and informal techniques to assess the cognitive and affective strengths of exceptional hearing impaired children. Emphasis will be placed on the discussion of educational programs and on the development of these competencies by practical application with exceptional hearing impaired children.

**27D:521 – Methods of Teaching Speech to Hearing Impaired Children****3 credits**

*Prerequisite* – 27D:430G.

Reviews the phonological development of the normal hearing and the hearing impaired child. Phonetics and orthographic systems used in teaching and evaluating speech. Methods of teaching and correcting speech using auditory, visual, and haptic cues. Auditory training is included in this course. Frequent observations and practicum provided.

**27D:530 – Methods of Teaching Language to Hearing Impaired Children****3 credits**

*Prerequisite* – 27D:430G.

Principles and methods of developing language in hearing impaired children, including traditional and current methods. Evaluation of the oral and written language of hearing impaired children. Extensive readings in traditional and current literature and research. Frequent observations and practicum. Guest lectures and off-campus observation.



**27D:550 – Introduction to Educational Research****3 credits**

*Prerequisite* — matriculation in the master's program or permission of instructor.

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.

**27D:551 – Special Studies in Education of the Deaf****3 credits**

*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.

**27D:552 – Internship in Education of the Deaf****3 credits**

*Prerequisite* — Two summers of course work in the education of the deaf, or completion of the fall semester for full time students, or by special permission of the instructor. Extra fee: \$175.00.

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:553 – Internship in Education of the Deaf****3 credits**

*Prerequisite* — 27D:552.

**27D:571 – Curriculum and Instruction: Practicum****3 credits**

*Prerequisite* — Open to full time students only or by special permission of the instructor. January Term.

A four-week practicum utilizing the concepts developed in 27D:517, and the aspects of curriculum and instruction unique to education of hearing impaired. Students participating in this course will be assigned to a school or class for the deaf in their intended area of certification. A written project is required. Off campus. Students are responsible for travel and incidental expenses. (Board and room generally furnished by the various schools for the deaf.)

**27D:580 – Applicable Learning Strategies for Multiple Handicapped Hearing Impaired Children****3 credits**

*Prerequisite* — M.Ed. or permission of the instructor.

A general overview of the effects of additional handicapping conditions on the hearing impaired child and the resultant educational problems of the multiple handicapped. Emphasis will be placed on diagnosing functional abilities and developing educational strategies to be used with the atypical hearing impaired child.

**27D:590 – Thesis in Education of the Deaf****3 credits**

*Prerequisite* — 27D:550.

The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.

**EDUCATION (GUIDANCE AND COUNSELING) (27G)****27G:501 – Principles of Guidance****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****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****3 credits**

*Prerequisite* — 27G:501 and 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.

**27G:504 – Career Information and Activities****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.



**27G:505 – Counseling Minority Groups****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.

**27G:506 – Organization and Administration of Guidance Programs****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.

**27G:507 – Guidance in the Elementary School****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.

**27G:508 – Group Dynamics****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 goals of improved skills in human relationships.

**27G:511 – Organization and Administration of Vocational Rehabilitation Programs****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.

**27G:551 – Special Studies in Guidance and Counseling****3 credits**

*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.

**27G:552 – Internship in Guidance and Counseling****3 credits**

*Prerequisite – Permission of the Director of the Graduate Program.*

A semester under the guidance of a faculty member in an actual guidance and counseling situation. Supervision during this period will be shared by the college and the supervising staff of the institution involved.

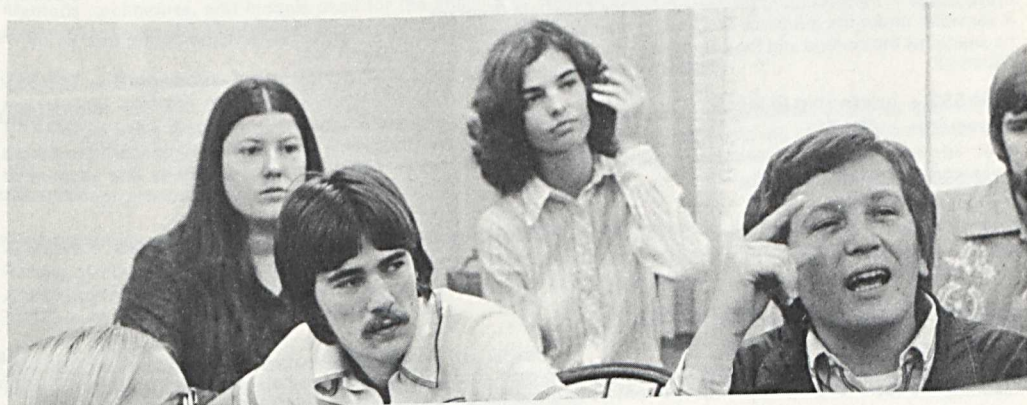
**27G:553 – Internship in Guidance and Counseling****3 credits**

*Prerequisite – 27G:552.*

**27G:590 – Thesis in Guidance and Counseling****3 credits**

*Prerequisite – 27:550.*

The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.





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## **EDUCATION (MEDIA) (27M)**

### **27M:320G — Cataloging and Classification**

Principles and techniques of cataloging materials, with special reference to school media centers.

**3 credits**

### **27M:321G — Reference and Bibliography**

Evaluation and use of various types of reference materials, print and non-print.

**3 credits**

### **27M:501 — Media Design, Production, and Evaluation**

Criteria for selection of hard and soft ware. Production of materials not commercially available to meet learning needs.

**3 credits**

### **27M:502 — Book Selection for Children**

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 story-telling.

**3 credits**

### **27M:503 — Book Selection for Young Adults**

Same as 27M:502, except books studied would be appropriate for use with secondary school students.

**3 credits**

### **27M:504 — Administration of Media Programs**

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.

**3 credits**

### **27M:505 — Classroom Television Techniques**

A study of various ways of using television instruction as a means of augmenting the curriculum and integrating the various components of classroom instruction.

**3 credits**

### **27M:506 — Automation and Informal Retrieval**

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.

**3 credits**

### **27M:507 — Development of Educational Media**

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.

**3 credits**

### **27M:508 — Photography for the Classroom Teacher**

A study of the art and science of photography emphasizing the tools and techniques available in school situations. An awareness of visual images and the development of instructional materials through photographic medium will be explored.

**3 credits**

### **27M:551 — Special Studies in Media**

*Prerequisite — matriculation, completion of nine hours or more in the area of concentration, and permission of instructor.*

**3 credits**

Independent study and research under the guidance of a faculty member in this field.

### **27M:552 — Internship in Media**

*Prerequisite — Permission of the Director of the Graduate Program.*

**3 credits**

A semester under the guidance of a faculty member in an actual school situation. Supervision during this period will be shared by the college and the supervising staff of the institution involved.

### **27M:553 — Internship in Media**

*Prerequisite — 27M:552.*

**3 credits**

### **27M:590 — Thesis in Media**

*Prerequisite — 27:550.*

**3 credits**

The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.

## **EDUCATION (READING) (27R)**

### **27R:501 — Foundations of Reading**

Survey course focused on the process of learning to read. Techniques and materials are evaluated for their use in teaching the basic reading skills with different types of learners in a variety of learning settings.

**3 credits**

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**27R:502 – Diagnosis of Reading Disabilities****3 credits***Prerequisite – 27R:501, 27:525.*

Designed to help develop competency in administration, scoring and interpretation of informal and standardized diagnostic instruments. Students will also develop facility in planning individual program based on test results.

**27R:503 – Laboratory Practicum in Reading****3 credits***Prerequisite – 27R:501, 27R:502, 27:525.*

Supervised clinic experience which emphasizes diagnostic-prescriptive teaching as well as increased facility as a resource person. Students are expected to design and execute a reading program based on diagnostic screening information.

**27R:504 – Evaluation of Reading Research****3 credits***Prerequisite – 27R:501.*

A course to deepen the student's knowledge and understanding of areas such as: contemporary issues in reading; special learning problems; related language arts; affective considerations; and causes of reading disability. Students also research topics of individual interest.

**27R:505 – Organization and Supervision of Reading Programs****3 credits***Prerequisite – 27R:501, 27R:502.*

The role of the reading specialist in the total school program is examined. Each student arrives at an operational model of a reading program designed for an individual school or a school system. The model accounts for variables such as the community being served, the resources available to the faculty, staff relationships, and the supervisory functions of the specialist.

**27R:506 – Reading in the Secondary Schools****3 credits**

The place of reading in the total school program is examined to help secondary teachers and reading specialists develop skills needed in content reading, recognize reading problems, and become aware of the unique needs of the secondary learner.

**27R:551 – Special Studies in Reading****3 credits**

*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.

**27R:590 – Thesis in Reading****3 credits***Prerequisite – 27:550.*

The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.

**SPECIAL EDUCATION (27S)****27S:515 – Exceptional Children: Conceptual Models and Applied Theory****3 credits**

Basic theoretical considerations involved in child development and learning, as applied to the field of special education (ED, LD, and MR).

**27S:516 – Teaching Strategies for Exceptional Children****3 credits***Prerequisite – 27S:515.*

Methods, techniques, and models used for the analysis of specific tasks and selection of teaching strategies and materials to be employed with exceptional children (ED, LD, and MR).

**27S:517 – Diagnostic-Prescriptive Teaching with Exceptional Children****3 credits***Prerequisite – 27:505, 27S:516*

A review of basic diagnostic procedures and the development of additional competencies in formal and informal assessment techniques which deal specifically with exceptional children. Emphasis will be placed on the study of techniques and strategies used to develop prescriptive educational programs. These competencies will be developed through practical application with exceptional children.

**27S:518 – Seminar: Education of Exceptional Children****3 credits**

Review of current literature, legislation (local, state, and federal), and practices in the field of special education. A discussion of the expanding role of the special educator and his responsibilities to parents, regular classroom teachers, administrators, and the general public.

**27S:527 – 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.



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**27S:528 — 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.

**27S:551 — Special Studies in Special Education****3 credits**

*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.

**27S:590 — Thesis in Special Education****3 credits**

*Prerequisite* — 27:550.

The presentation of a research proposal and subsequent thesis acceptable to the committee appointed by the college.

**ENGLISH (30)****30:501 — Modern Approaches to the Study of the English Language****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****3 credits**

Various critical approaches to literary criticism, beginning with Aristotle and continuing through to selected contemporary critics.

**30:520 — Studies in Mass Communication****3 credits**

A study of the impact of various media of mass communications 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****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.)

**30:551 — Special Studies in English****3 credits**

*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.

**SCIENCE (36)****36:401G — Speech Science and Audiology****3 credits**

A basic course in hearing and speech science for teachers of hearing impaired children. In addition to anatomy, physiology and neurology of the speech, hearing and visual mechanisms, the course includes introductory studies in audiology covering production, transmission, and reception of speech sounds and other sounds and various procedures for testing hearing and interpretations of hearing test results. Consideration is given to individual and group amplification. Observations and practicum are provided.

**36:501 — History and Philosophy of Science****3 credits**

A study of major scientific achievements from antiquity to the present, with particular emphasis on scientific theory and on the interactions between philosophy and scientific activity.

**36:502 — Earth Science****3 credits**

A review of basic geological concepts followed by a presentation of recent advances selected from the areas of environmental studies, economic geology, historical geology, geophysics, geochemistry, meteorology, and oceanography.

**36:503 — Astronomy****3 credits**

A review of basic astronomical concepts followed by a presentation of recent advances selected from the areas of astrophysics, cosmology, and space science.

**36:512 — Workshop in Science****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.

**36:551 — Special Studies in Science****3 credits**

*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.

**GEOGRAPHY (38)****38:510 — Geography: A Modern Synthesis****3 credits**

The course emphasizes the links between an academic tradition and areas of public concern; the focus is upon applied aspects of ecology, economic change and social issues; the attention to systems, cycles, trends as example of modern geographic analysis is pursued.

**38:511 — Principles of Human Geography****3 credits**

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

**38:513 — Historical Geography of North America****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.

**38:521 — Cultural Areas of the World****3 credits**

A background course providing an overview of content material needed by teachers of social studies at the middle school level. Classroom materials are developed in areas selected by students.





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## HISTORY (48)

### 48:502 — 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.

### 48:503 — World Problems Since 1945

3 credits

Study and discussion of selected problems currently important.

### 48:504 — Afro-American History

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.

### 48:551 — Special Studies in History

3 credits

*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.

## MATHEMATICS (57)

### 57:323G — Probability

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.

### 57:324G — Mathematical Statistics

3 credits

A study of multidimensional random variables, Chebychev inequality, Central Limit Theorem, sampling and statistical inference, descriptive statistics.

### 57:501 — Advanced Modern Algebra

3 credits

An in-depth treatment of modern algebraic structures, including work with linear transformations, finite dimensional vector spaces, and morphisms.

### 57:502 — Modern Geometry

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.

### 57:503 — 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.

### 57:504 — Concepts of Calculus

3 credits

A rigorous study of infinite sets, functions, limits, continuity, derivatives, and Reimann integrals, with applications of the concepts to the teaching of elementary calculus.

### 57:505 — History of Mathematics

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.

### 57:521 — Math for Middle School Teachers

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.)

### 57:551 — Special Topics in Mathematics

3 credits

*Prerequisite* — matriculation, completion of nine hours or more in the area of concentration, and permission of the instructor.

An individual directed study of one or more topics from advanced mathematics.

## **MUSIC (63)**

### **63:501 — Harmonic Analysis**

**3 credits**

The study of harmonic usage from 1750 to 1900 as found in the works of major composers of the period.

### **63:502 — Instrumentation**

**3 credits**

Scoring for instruments and/or voices from existing or original compositions.

### **63:505 — Music Style — A Survey**

**3 credits**

The approach to music history through the performance practice of the literature in all its periods.

### **63:510 — Applied Music**

**3 credits**

Performance study other than the major area except when the major area is found to be deficient.

### **63:551 — Special Studies in Music**

**3 credits**

*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.

## **PHILOSOPHY (69)**

### **69:501 — Trends in American Thought**

**3 credits**

This course involves the student in a critical examination of several of the major social and political problems confronting American society in the balance of the Twentieth Century. Attention is given to the larger philosophical questions surrounding each of the problem areas, with the student being challenged to formulate his own rationale and strategy for coping with the diverse crises.

## **PHYSICAL EDUCATION (72)**

### **72:501 — Statistical Analysis in Physical Education**

**3 credits**

A critical statistical analysis of measurement and evaluation in physical education. The tools and techniques of descriptive and inferential statistics are emphasized.

### **72:502 — Administration of Athletic Programs**

**3 credits**

A study of the history and current problems and standards associated with the organization and administration of interscholastic athletic programs.

### **72:503 — Physiological Basis of Athletics and Physical Education**

**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.

### **72:504 — Issues and Problems in Contemporary Sports**

**3 credits**

Recognition, discussion, and systematic analysis of controversial issues and problems encountered in organized athletics in contemporary American society.

### **72:505 — Theories and Techniques of Advanced Football Coaching**

**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.





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**72:506 — Comparative Physical Education****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.

**72:507 — 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.

**72:508 — Perceptual Motor Learning****3 credits**

The study of the theoretical aspect of the perception-learning processes and their relationship to the learning of movement skills.

**72:509 — 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.

**72:551 — Special Studies in Physical Education****3 credits**

*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.

**PHYSICS (75)****75:501 — Quantum Physics****3 credits**

*Prerequisite — One year of college physics and one semester of differential equations.*

A study of basic quantum concepts and their use in understanding the behavior and structure of elementary particles, atoms, nuclei, molecules, and solids.

**75:502 — Electromagnetism****3 credits**

*Prerequisite — One year of college physics and one semester of differential equations.*

A study of electrostatics, magnetostatics, and electromagnetic induction, with an introduction to Maxwell's equations.





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## **POLITICAL SCIENCE (78)**

### **78:511 — International Affairs**

**3 credits**

An examination of basic elements of the international system with particular emphasis on various functional problems of the contemporary world community.

### **78:527 — School Law**

**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 (81)**

### **81:330G — Psychology of Deafness**

**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.

### **81:501 — Advanced Educational Psychology**

**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.

### **81:502 — Human Growth and Development: Child**

**3 credits**

The 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 to be that of a psychologist, but materials from other disciplines in both biological and social sciences are used, as appropriate.

### **81:503 — Human Growth and Development: Adolescent**

**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.

### **81:504 — Mental Hygiene**

**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.

### **81:505 — Psychology of Personality**

**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**

**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.

### **81:510 — Psychology of the Exceptional Child**

**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.

### **81:511 — Psychology of Abnormal Behavior**

**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.

### **81:512 — Psycho-Social Aspects of Disability**

**3 credits**

Behavioral implications of disability 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 disabled are discussed. This course is oriented toward providing the student with informational background for the guidance and counseling of disabled children and adults.



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## **SOCIOLOGY (90)**

### **90:501 — 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.

### **90:505 — Sociology of the Community**

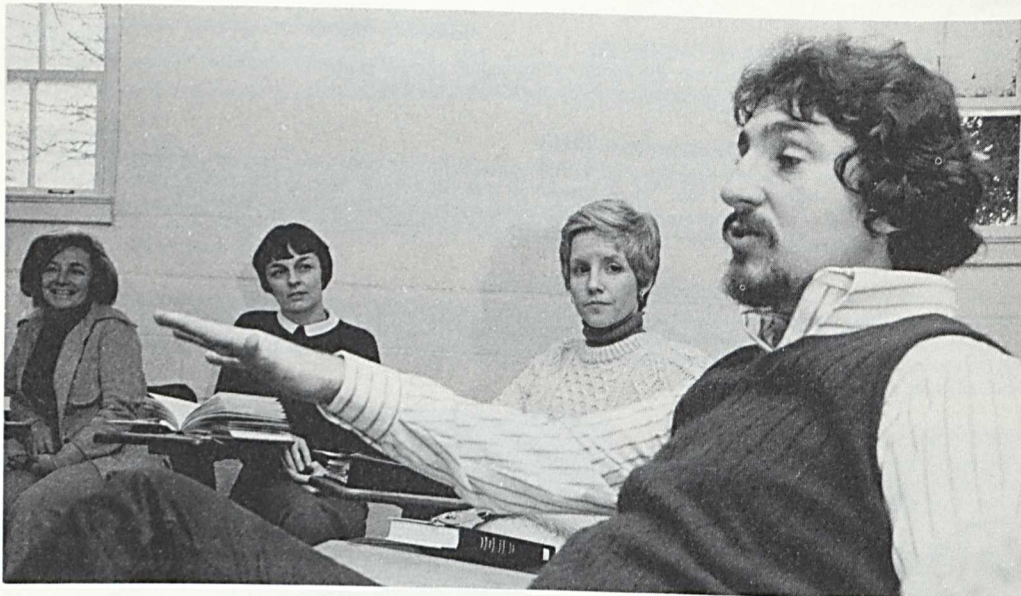
**3 credits**

The main objective of this course is to acquaint the student with some basic sociological concepts which can be applied to the analysis of the community in which he lives. Special focus is placed upon the school and the interpretation of the materials as they relate to this social institution. Special resource consultants are present in most of the classes to provide specific information pertaining to the area under discussion.

### **90:521 — Introduction to Social Services**

**3 credits**

Social welfare services in modern America; historical development, institutional nature, and current trends; evaluation of effectiveness of current programs. Characteristics of social agencies, their functions and personnel. Emphasis on agencies interacting with public education.



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 Lorraine C. Ziegler, M.A., Reading  
 Mildred S. Zimmerman, B.A., Deaf Education  
 Sister Arline Zurich, M.A., Media

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# Index

Admission Requirements — 10  
Campus Map — 5  
Courses of Instruction  
American Studies — 14  
Art — 14  
Biology — 14  
Chemistry — 15  
Computer Science — 15  
Dramatic Art — 15  
Economics — 16  
Education  
    General — 16  
    Subject Methods — 17  
    Administration — 18  
    Deaf, of the — 19  
    Guidance and Counseling — 20  
    Media — 22  
    Reading — 22  
    Special — 23  
English — 24  
Geography — 25  
History — 26  
Mathematics — 26  
Music — 27  
Philosophy — 27  
Physical Education — 27  
Physics — 28  
Political Science — 29  
Psychology — 29  
Science — 24  
Sociology — 30  
Evaluation — 10  
Fees — 11  
Graduation Requirements — 11  
Library — 11  
Location Map — 12  
Matriculation — 10  
Placement Service — 11  
Phi Delta Gamma — 11  
Philosophy and Objectives — 4  
Sample Programs — 8  
Withdrawal — 10