

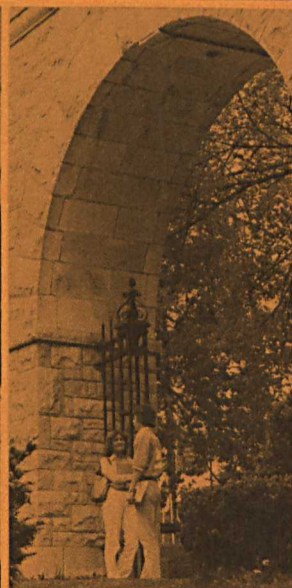
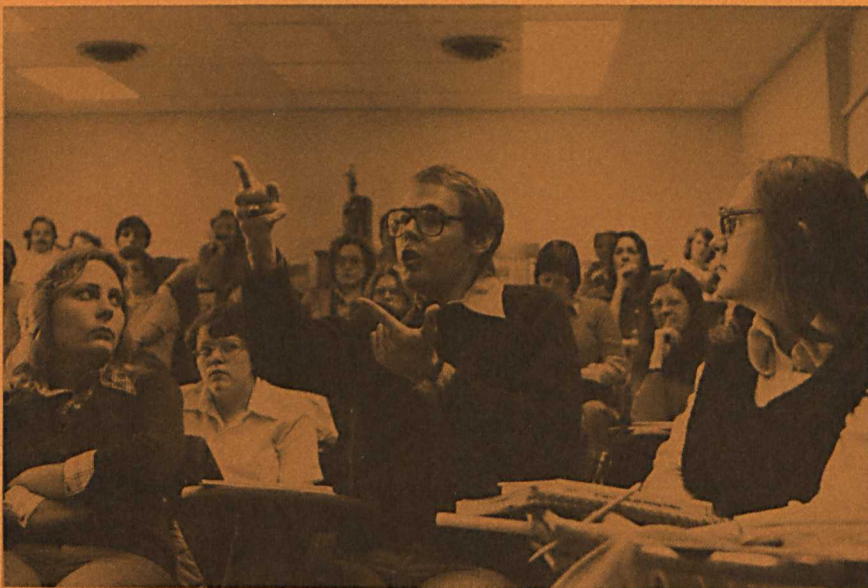
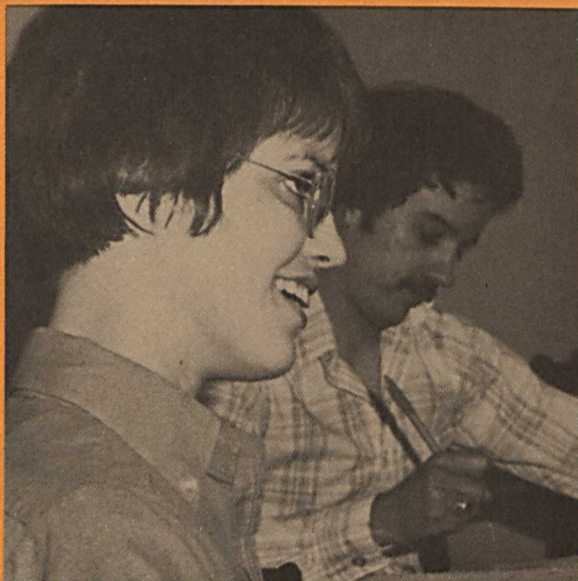
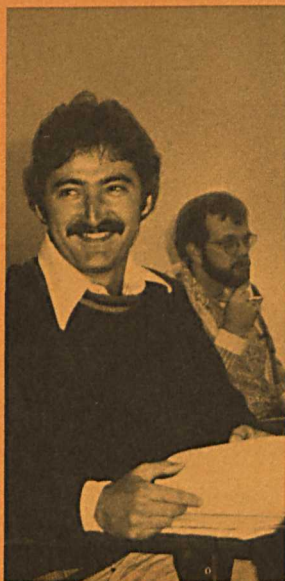
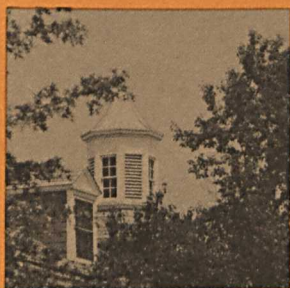
1977 SUMMER WORKSHOPS

Western Maryland College will offer a series of summer workshops meeting in Carroll Hall, (unless otherwise noted), during the summer. Sessions will be conducted Monday through Friday. Students already enrolled at Western Maryland College may register for these workshops in the usual fashion. Others interested may secure additional information and registration materials by writing or calling Dr. L.S. Bowsbey, Western Maryland College, 301-848-7000, extension 233. Dormitory accommodations are available. All credits are on the graduate level.

- June 22-30 SIMULATION, ROLE-PLAYING, GAMING
27:308G 3 sem. hr. (9 a.m.-4 p.m.) Coordinator: Dr. Robert Weber Mem.208
An examination of simulation, role playing and gaming as alternative teaching and learning methodologies in which students will be afforded the opportunity to participate in and direct simulations and games presently in use. In addition, each student will be afforded the opportunity to design a simulation appropriate to his or her own area of interest.
- June 27-July 1 THE EXCEPTIONAL CHILD IN THE REGULAR CLASSROOM
27S:571 3 sem.hr. (9 a.m.-4 p.m.) Coordinator: Dr. Donald Rabush
This one week workshop focuses on teaching mildly handicapped children in the regular classroom. The content will include the history of mainstreaming the laws and legislation that govern special placement of children. The primary thrust of the course, however, will be the teaching of academic skills to the special child and the development of special techniques to modify disruptive behavior. This workshop is for regular classroom teachers, not special educators.
- July 1-8 NEWSPAPER IN THE CLASSROOM
27:585 3 sem. hr. (9:00 a.m.-4:00 p.m) Coordinator: Ms. Molly Harrington
Focuses on how to use the newspaper to develop skills, concepts, and content in all subject areas for all grade levels. Students will be actively involved in developing lesson plans and independent activities aimed at incorporating the newspaper into the established curriculum. The guest speakers will include reporters, editors and artists from the Sunpapers; a tour of the Baltimore Sunpapers is also planned.
- July 11-22 ORGANIZATIONAL CLIMATE LEADERSHIP AND BEHAVIOR
27A:573 3 sem. hr. (9:00a.m.-12 noon) Coordinator: Dr. James Davis
The concept of organizational climate will be studied extensively as it relates to the effectiveness of school administration. Special attention will be given to the role of leadership and its effect on organizational behavior. The development and uses of organizational climate instruments such as the O.C.D.Q. will be studied. Focus will be on the practical applications for the improvement of school climates.
- July 11-22 FUNCTIONAL LITERACY: METHODS AND MATERIALS
27R:570 3 sem. hr. (1:00-4:00 p.m.) Coordinator: Ms. Barbara Kapinus
A practical workshop suitable for all grade levels and any content area. The workshop will feature active involvement by participants who will make materials for classroom use. Also, the workshop will emphasize classroom strategies which are helpful for developing the skills of functional reading.
- July 25-29 INTERPERSONAL COMMUNICATIONS
27G:571 3 sem. hr. (9:00 a.m.-4:00 p.m.) Coordinator: Dr. Dorothy Blum
This workshop is particularly designed for teachers, counselors, and other professionals in education. It involves the development of communication behavioral skill necessary in the classroom or useful in team teaching, modular scheduling, and differentiated staffing situations. The emphasis is on practicing the skills and further developing effective personal styles of communication. Participation, films, and audio-tapes are used in the workshop.
- July 25-29 #BEHAVIOR MODIFICATION IN THE CLASSROOM Lib.103
81:506 3 sem. hr. (9:00 a.m.-4:00 p.m.) Coordinator: Dr. Stephen Colyer
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.
- July 26-August 24 SPECIAL ADAPPTIONS FOR THE SECONDARY SCHOOL STUDENT Lib.101
27S:525 and 27S:526 (12:00-4:00 p.m.) Coordinator: Mr. Larry Norris
A series of 14 - 4 hour workshops with session 1 and session 14 mandatory. At the first session students will select any five additional sessions for 3 hours credit or all of the remaining 12 for 6 hours credit. Each session will have pre-reading requirements and some type of evaluation. The workshop will be held on Tuesday, Wednesday and Thursday from 12:00 noon until 4:00 p.m.
- August 1-5 #ALTERED STATES OF AWARENESS Lib 103
81:508 3 sem. hr. (9:00 a.m.-4:00 p.m.) Coordinator: Dr. Howard Orenstein
Exploration through reading, discussion, and laboratory demonstration of states of awareness that are different from what one considers to be the "normal" state of wakefulness. Topics include sleep, sensory deprivation, biofeedback (using brain waves and surface temperature of body), drugs, brain surgery, and medication.
- August 1-12 DIAGNOSTIC MATH TECHNIQUES (ELEMENTARY AND MIDDLE)
27:559 3 sem. hr. (9:00 a.m.-12:00 noon) Coordinator: Dr. Francis Fennell
This workshop will emphasize diagnosis of mathematical ability at levels K-8, and focus on the development of remedial and enrichment programs of elementary and middle school pupils. Competencies to be developed will be in the following areas: diagnostic testing, alternative algorithms for computational success, enrichment strategies, clinical use of case studies, and record keeping.
- August 15-19 NEW APPROACHES TO CLASSROOM DISCIPLINE
27:583 3 sem. hr. (9:00 a.m.-4:00 p.m.)Coordinator: Staff
This course will explore some new ideas for discipline both in the classroom and the total school setting. Ideas such as advisor groups, class meetings, Who Am I, and reality planning will be considered. Emphasis will be placed not only on the theory of classroom discipline but also on the reality of dealing with children in the classroom and the school.
- August 22-26 FUTURE IN EDUCATION
27:502 3 sem. hr. (9:00 a.m.-4:00 p.m.) Coordinator: Staff
Past standards and present processes can no longer be counted upon to meet rapid changes taking place in education. This course examines the nature and scope of change, present and projected, and implications for education. Emphasis is placed upon the impact of change for the classroom.
- ROOM CODE: E-Education Department (50-53) in Infirmary Basement, 101-102 in Carroll Hall)
L-Lewis Hall M-Memorial Hall Lib-Lower Library entrance AH-Alumni Hall

WESTERN MARYLAND COLLEGE

Graduate Catalog 1977-79



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Westminster, Maryland 21157
Telephone: Area Code (301) 848-7000
(from Baltimore: 876-2055)

The College reserves the freedom to change any programs, policies, requirements, or regulations published in this catalog.

Western Maryland College admits students of any race, color, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. It does not discriminate on the basis of race, color, religion, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college-administered programs.

Western Maryland College does not discriminate on the basis of sex in the educational programs or activities which it operates and is required by Title IX of the Education Amendments of 1972 and regulations of the Department of Health, Education, and Welfare not to discriminate in such a manner. The requirement not to discriminate extends to employment at Western Maryland College. Inquiries concerning Title IX can be referred to Title IX coordinator, Western Maryland College.

WESTERN MARYLAND COLLEGE

Graduate Catalog 1977-79



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 fields of education and the liberal arts. The development of responsible and creative graduates clearly entails commitment to develop an environment open to the pursuit of truth and the growth of

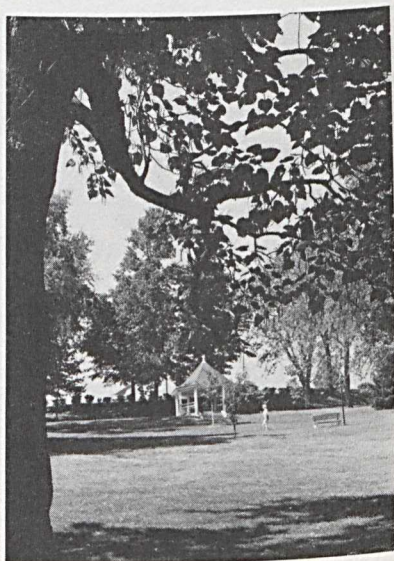
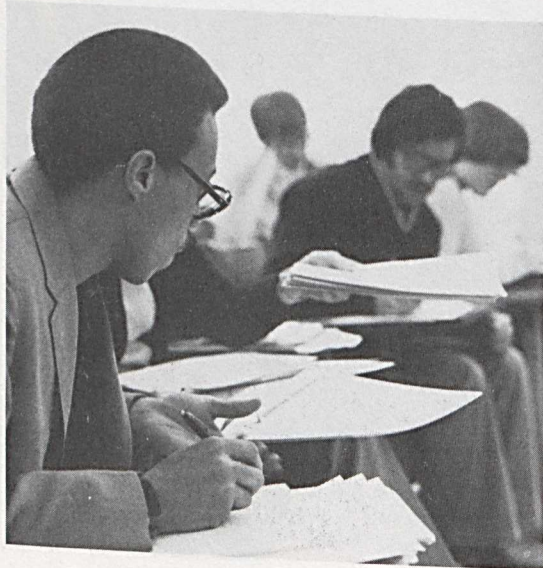
professional attitudes, ethical values, and critical judgment. This philosophical perspective and practice, intrinsic to the educational environment of Western Maryland College, must necessarily pervade its graduate programs.

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 Master of Liberal Arts program is an extension of the College's long tradition in study of liberal arts at the baccalaureate level. It is a non-research degree focusing upon a balanced program in varied liberal arts fields.

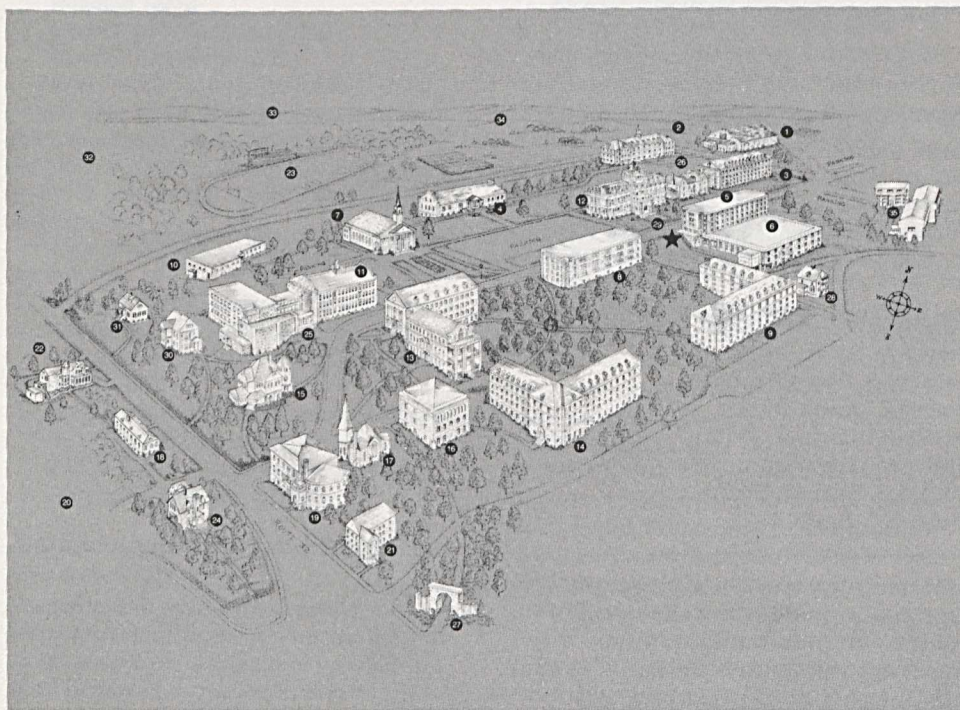
The graduate program leading to a Master of Education is designed to develop educators who will have:

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. Gill Gymnasium — Physical Education Department
2. Albert Norman Ward Hall — Residence Hall
3. Daniel MacLea Hall — Residence Hall
4. Hoover Library — Psychology Department on Lower Level
5. Rouzer Hall — Residence Hall
6. Englar Dining Hall/
Harlow Swimming Pool
7. Baker Memorial Chapel — Philosophy and Religion Department
8. Memorial Hall — Foreign Languages, Economics, Sociology, English, Classics, Political Science and History Departments, Computer Processing
9. Whiteford Hall — Residence Hall
10. Winslow Student Center — Snack Area, Post Office, College store
11. Lewis Recitation Hall — Laboratories and Classrooms
12. Elderdice Hall — Administration Building, Admissions Office
13. McDaniel Hall — Residence Hall
14. Blanche Ward Hall — Residence Hall and Gymnasium
15. President's home
16. Fine Arts Building — Art Department
17. Baker Chapel
18. Thompson Infirmary
19. Alumni Hall — Dramatic Art Department
20. Maintenance Shop
21. Levine Hall — Music Department
22. Harrison House — Alumni office, Publicity office
23. Hoffa Field
24. Carroll Hall — Education Department and Graduate Division
25. Lewis Hall of Science — Physics, Mathematics, Biology, Chemistry
26. Forlines House
27. Ward Memorial Arch
28. French House
29. Decker College Center (to be completed in 1978)
30. McDaniel House
31. Dean's Cottage
32. Spring House
33. Harvey Stone Park
34. Golf Course/Tennis Courts
35. Avenue Apartments



Calendar

Fall Term

First semester begins	Wednesday, September 21
Thanksgiving recess begins ..	Wednesday, November 23
Classes resume	Monday, November 28
Christmas recess begins	Friday, December 16
Classes resume	Monday, January 2
Semester ends	Friday, January 13

1977-1978

1978-1979

Monday, September 25
Wednesday, November 22
Monday, November 27
Friday, December 15
Wednesday, January 3
Friday, January 19

Spring Term

Second semester begins	Monday, February 6
*Spring recess begins	Monday, March 27
Classes resume	Monday, April 3
Semester ends	Friday, May 19
Commencement	Sunday, May 28

1978

1979

Monday, February 5
Monday, March 26
Monday, April 2
Friday, May 18
Sunday, May 27

*Summer Session

**First term begins	Wednesday, June 21
First term ends	Friday, July 21
Second term begins	Tuesday, July 25
Second term ends	Wednesday, August 23

1978

1979

Wednesday, June 20
Friday, July 20
Tuesday, July 24
Wednesday, August 22

*Schedule may vary in off-campus centers.

**No classes July 4.

OFFICERS OF ADMINISTRATION

Ralph Candler John, Ph.D., *President*
 William McCormick, Ph.D., *Vice President: Dean of Academic Affairs*
 James F. Ridenour, M.S., *Vice President for Development*
 Philip Blettner Schaeffer, A.B., *Vice President for Business Affairs and Treasurer*
 C. Wray Mowbray, Jr., M.A., *Vice President: Dean of Student Affairs*

GRADUATE AFFAIRS COMMITTEE

Robert P. Boner, Ph.D.
 Leonard S. Bowsbey, Ph.D.
 Donald E. Jones, Ph.D.
 William McCormick, Ph.D.
 Raymond C. Phillips, Jr., Ph.D., *Chairman*
 Donald R. Rabush, Ed.D.
 Isabel T. I. Royer, Ph.D.

Leonard S. Bowsbey, Ph.D., *Director of Graduate Program*
 Nancy L. Clingan, *Executive Secretary*
 Jeanette Witt, *Administrative Assistant*
 Hilbert Hughlett Dawkins, Jr., M.Ed., *Registrar*
 Jack A. Morris, M.B.A., *Accountant/Budget Officer*

The Program

Graduate courses are conducted during late afternoon and evening hours except during the Summer. Residence hall facilities are open to graduate students during the Summer and in limited amount during regular terms.

Master of Liberal Arts

The M.L.A. program consists of 30 semester hours divided as follows:

- 12 hours in at least 3 different departments in CULTURAL HERITAGE
- 6 hours in at least 2 different departments in CONTEMPORARY SOCIETY
- 3 hours in the CREATIVE PROCESS
- 9 hours of elective graduate credit

Note: Courses in each category will be so designated on semester course lists.

Master of Education

The M.Ed. program is available with the following areas of concentration:

- Educational Administration (27A)
- Education for the Deaf (27D)
- Guidance and Counseling (27G)
- Mathematics Education (57)
- Media (27M)
- Physical Education (72)
- Reading (27R)
- Secondary Education (27X)
- Special Education (27S)

Except in Secondary Education, which is thesis only, M.Ed. programs are available with or without thesis. Thesis programs include 30 credits; non-thesis programs require 33 credits and a comprehensive examination.

All programs are divided into three parts as follows:

- 1. Area of specialization — 12 to 18 hours.
- 2. Education — 6 to 9 hours including Introduction to Educational Research (27:550).
- 3. Synthesis — 9 hours in courses covering broad fields supporting the area of concentration, including Trends in American Thought (01:510).

Certificate of Advanced Study in Education

Students who have earned master's degrees may enroll for a program leading to an advanced certificate in the field of their degree. The programs (see samples

on p. 7) include 21 credits beyond masters, 9-12 hours in the area of specialization, the remainder in supporting areas approved by the faculty advisor. At least 12 hours must be at 600 level; no courses may be below 500 level.

Admission Requirements

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.

Matriculation

Anyone with a bachelor's degree may enroll for graduate work without a formal admissions procedure. Students entering a program leading to a master's degree must file an application including names of references, and transcripts of bachelor's degree work. The sub-committee on matriculation from the faculty Graduate Affairs Committee will select students for degree candidacy on the basis of:

- 1. Transcripts of previous college work
- 2. References and faculty recommendations
- 3. Grades in the first 9 credits of work at Western Maryland College
- 4. Scores on required examinations.

A test on English fluency will be administered by the College three times a year in February, July, and October. Fees are payable directly to the college (\$10).

Sample Programs

The following are sample programs for each area of specialization, designed in accordance with the thesis option. Students electing the comprehensive exam option will delete thesis and add 6 hours of credit (subject to approval of advisor) to the area of concentration. 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. 10 to 26.

M. Ed. Programs	Area of Specialization	Education	Synthesis
*Administration (27A) (Principal)	27A:501 27A:503 or 508 27A:505 3 additional hours in administration	27:550 27A:590 27:510 or 27:511	01:510 78:527 12:527
*Administration (27A) (Supervisor)	27A:501 27A:503 27A:513 27G:508	27:550 27A:590 27:510	01:510 6 hours in area to be supervised
*Education of the Deaf (27D)	27D:430G 27D:516 27D:521 27D:530	27:550 27D:590 27D:517	01:510 81:311G 36:401G
*Guidance (27G)	27G:501 27G:502 27G:503 27G:504	27:550 27G:590 27:505	01:510 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	01:510 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	01:510 81:502 or 503 30:520
Physical Education (72)	72:501 and 9 addi- tional hours in Physical Education	27:550 27:590 27:572	01:510 6 hours outside of Education & P.E.
†Reading (27R) (Specialist)	27R:501 27R:502 27R:503 3 additional hours in reading	27:550 27R:590 27R:525	01:510 6 hours in supporting fields
Secondary Education (27X)	12 hours in a program specially designed to meet the needs of the individual student.	27:550 27:590 27:505	01:510 6 hours outside of Education. Courses selected to provide background for the area of concentration.
†*Special Education (27S)	27S:515 27S:516 27S:517 27S:518	27:550 27S:590 27:505	01:510 81:510 81:506, 81:511, 81:512, or 27R:501

† Non-certification programs with an elementary education emphasis are available in these areas.

**Certificate of
Advanced Study****Area of Specialization****Supporting Courses**Administration
(27A)27A:601
27A:602
27A:60327G:601
27R:602 or 27S:601
two courses selected from
19:527, 27:502, 81:510, or
90:505Education of the
Deaf
(27D)27D:601
27D:602
27D:60327G:601
27A:527
36:601
27:510, 27:511, 27R:602
or 27S:603Guidance
(27G)27G:601
27G:602
27G:60327A:527
19:504 or
27S:601, 602, or 27R:602
27:510, 27:511, 27:514,
27:515 or 81:506, 510, 511Reading
(27R)27R:601
27R:602
27R:60327A:527
27G:601
27S:604
81:510 or 27S:601Special Education
(27S)27S:601
27S:602
27S:60327A:527
27G:601, 27G:604
27R:601, 602, or 525 or
27:559

Policies

All graduate programs are governed by the following policies:

1. 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.
2. 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.
3. A maximum of six transfer credits may be accepted from other accredited institutions.
4. In a total 30-credit program, 6 hours may consist of undergraduate courses listed for graduate credit (e.g. 81:311G). Additional work will be required of graduate students in these courses.
5. A maximum load of 6 hours is strongly recommended for part-time students in regular terms and for all students during the summer session.
6. To remain in good standing, graduate students must maintain a grade-point average (calculated on 4 points for an A, 3 for B, 2 for C) on the following basis:
 - 2.5 for matriculation and through first 18 hours
 - 3.0 at 21 hours and thereafter.

Students whose records fall below levels established above be placed on *academic probation* and their records so marked.

Students will be *academically dismissed* if grade index falls below 2.0 upon accumulation of 9-18 hours; 2.5 after completion of 21 hours. Such students may appeal dismissal to the matriculation subcommittee of the Graduate Affairs Committee at that time or prior to subsequent desire to return to the College.

The following pertain to M.Ed. students only:

1. *Trends in American Thought* must be included in the first 9 credits.
2. Only matriculated students are eligible for *Introduction to Educational Research*.
3. 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.

4. Comprehensive examinations should be taken after study in the area of concentration is complete, preferably during the last term before graduation. The test is administered three times a year in February, July, and October. These should be scheduled after consultation with faculty advisor.
5. Credits earned in internship courses apply toward certification, but not in the 30 credits required for the M.Ed.

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.

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 114,000 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 master's degree:

1. Completed course work commensurate with the degree with a B or better average, of which at least 15 semester

hours must have been taken on the campus at Westminster.

2. Completion of the program within a period of six years. (Students whose course work extends back beyond this time may be required to up-date their studies with additional hours.)
3. Students completing work are responsible for notifying the Registrar at the beginning of their final semester.

Deadline for thesis approval and/or graduation eligibility:

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: \$58 per credit hour; \$10 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 cancelled on accounts not paid within 30 days (14 days in summer sessions).

Application Fee: \$10. Payable once with application for a program leading to master's degree and/or certification.

Graduation Fee: \$8.

Test Fees: \$10. For college-administered tests: the English fluency test and the comprehensive exam for eligible M.Ed. graduates.

Internship: \$200 additional fee.

The College reserves the right to increase charges if costs rise significantly.

Optional Fees:

Room and Board

Regular Residence Halls: two or more per room — \$675 per semester (+\$25 for single occupancy); \$225 per 5-week summer term (+\$15 for single occupancy).

Garden apartment units (summer only): four students per unit — \$105 per semester plus \$145 board (optional as garden apartments have kitchen facilities).

Student Services Fee: \$50 per term. This fee applies for full-time graduate students for

attendance at movies, concerts, lectures; use of Swimming Pool, Golf Course, Student Center Game facilities; Health Services; I.D. card and other student services.

Placement Fee: \$10. Initiation and maintenance of a credentials file sent at student request to prospective employers. This service is provided without charge to students who pay the Student Services fee described above.

Financial Aid

A limited amount of financial assistance is available to full-time graduate students. The nature of these openings and the person from whom to seek additional information follow:

1. Employment as head resident in college housing: Associate Dean of Students.
2. Employment as graduate assistant in Education: Chairman, Education Department.
3. Employment as graduate assistant in Physical Education: Chairman, Physical Education Department.
4. Maryland scholarships in education for the deaf: Director of Financial Aid.

Students may also seek low-interest loans through a federally funded program, the Guaranteed Student Loan Program. Maximum loan amounts vary from state to state. In Maryland, for an academic year, graduate students may receive up to \$2000 through their local bank. Students who qualify receive a loan which does not accrue interest until after graduation. Those not eligible for an interest-free loan may still receive a federally subsidized loan at a rate of 7% per annum.

As far as loans through the College are concerned (the National Direct Student Loan Program, for example), there are no such programs on the graduate level.

Teaching Certificates

Western Maryland College M.Ed. programs are Maryland approved under the new "program approval" concept in the following fields: administration, counseling, reading, and special education. Under current reciprocity agreements, certification is granted to graduates in Maryland and many other signatory states.

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

3 credits

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

01:502 Seminar in American Studies

3 credits

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

01:510 Trends in American Thought (formerly 69:501)

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.

ART (03)

03:___G Studio Courses

3 credits

The Art Department will offer a variety of studio courses which may be taken as electives in either the M.Ed. or M.L.A. programs; in addition, these courses will also meet the M.L.A. "creative process" requirement. In some instances, a 100 or 200 studio course may be open to graduate enrollment; such courses will appear with a G suffix.

03:503 Art History Survey

3 credits

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.

BIOLOGY (09)

09:501 Dynamic Ecology

3 credits

The study of the patterns of adaptability and the responses of organisms to their environment, of the structure and functions of the ecosystem at the population and community levels, and of the application of these principles to spaceship economy.

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 Natural History

3 credits

A study of strategies for survival among organisms. Includes adaptation for biological rhythms, the senses in darkness, mechanics of locomotion, control of temperature, and methods of orientation during homing and migration.

09:504 The Evolutionary Process

3 credits

The study of the conditions and processes leading to the origin of life, of the mechanisms of organic evolution, and of the trends in evolution. Special emphasis is placed on human evolution and on future evolutionary possibilities.

BUSINESS ADMINISTRATION (12)

12:527 Economics and Financing of Education

3 credits

A study of the conceptual and legal bases for the financing of education through various alternative models. Also included are budgeting, maintenance of facilities and auxiliary services, and principles of school financial accounting.

CHEMISTRY (15)

15:504 Energy: Harnessing and Utilization

3 credits

An in-depth study of the present energy situation with emphasis on present and future technologies to meet the current and future energy demands of this nation and the world.

COMPARATIVE LITERATURE (17)

17:501 The Metamorphosis of the Hero in World Literature

3 credits

Readings from Eastern and Western literature, ancient and modern. Beginning with the ancient epic and tragic heroes of Homer and Greek tragedy, this course traces the changing types of the hero down to modern existentialism.

COMPUTER SCIENCE (19)

19:501 The Computer Impact

3 credits

Computer fundamentals such as logic, algorithms, flowcharting, and the study of a programming language are covered. The use of computers in problem solving and their impact on society are discussed. Individual research in a variety of areas is encouraged.

19:502 Computer Use in Research

3 credits

Prerequisite: 19:501 or consent of instructor.

Intermediate level computer science with emphasis on techniques for using the computer in support of research. The student will be shown how to plan a research project in order to make optimum use of computer assistance.

19:504 Computer Uses in Career Guidance

3 credits

This course deals with the new trend in the use of the computer and terminal devices for providing direct assistance to students in the making of educational and vocational decisions. Topics include the rationale for use of computer-assisted guidance systems, description of available systems, cost and effectiveness of systems, role of the counselor and computer, and direct experience with development of guidance materials for computer delivery.

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.

21:515 Introduction to Acting and Interpretation

3 credits

An introduction of the elements of self-awareness and theatrical expression for the beginning actor/interpreter.

ECONOMICS (24)

24:501 Economics of Environment

3 credits

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

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.

27:502 The Future in Education

3 credits

Past standards and present processes can no longer be counted upon to meet rapid changes taking place in education. This course examines the nature and scope of change, present and projected, and implications for education. Emphasis is placed upon the impact of change for the classroom.

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.

27:507 Construction of Classroom Tests**3 credits**

This course includes purposes and types of testing, construction of test items to meet specifications, and evaluation of test items. Particular emphasis is placed on construction of test items directed to higher levels of cognitive functioning.

27:508 Law-Related Education**3 credits**

The purpose of this course is to update the participants' knowledge, understanding and skills for teaching law and justice in the elementary, middle, and high school level. Participants will improve skills through experiencing simulation, inquiry, field study, case study method and other innovative techniques. Resource persons, such as lawyers, judges, law enforcement officials, etc., will assist the instructor.

27:510 Foundations of Curriculum**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.

27:511 Curriculum Design**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.

27:513 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.

27:515 Individualizing Instruction**3 credits**

This is a course for those interested in developing self-paced individualized instructional materials. The rationale for individualization and the effective use of such materials 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**

Continuation (when required) of 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.

27:530 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.

27:548 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.

27:557 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.

27:559 Diagnostic Math Techniques**3 credits**

(Elementary & Middle)

This course emphasizes diagnosis of mathematical ability at levels K-8, and focus on the development of remedial and enrichment programs of elementary and middle school pupils. Competencies to be developed will be in the following areas: diagnostic testing, alternative algorithms for computational success, enrichment strategies, clinical use of case studies, and record keeping.

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)**3 credits****27A:501 Functions of School Administration**

A study of management skills and administrative theory, stressing organizational behavior, leadership patterns, the change process, decision-making, and the planning and organizing functions. Recent research in the field is examined with a view toward implications for the school administrator.

27A:503 The Role of the Supervisor**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:505 The Role of The Principal**3 credits**

An overview of the specific duties and responsibilities of the school principal. Forces influencing the principal's role are examined, as are relationships with the central office, the faculty, students, parents, and the community as a whole.

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

An overview 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 relevant 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: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.

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:527 Administration of Specific Programs**3 credits**

An overview of the administrative process as it relates to specific programs, e.g., guidance, media centers, reading, special education. Topics include planning, organizing, leadership, control, and the change process. The course is so organized that portions are divided into small groups by area so that concepts may be related to the specific administrative roles anticipated by the students. (This course replaces 27G:506, 27M:504, and 27R:505.)

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.

27A:601 Operation of School Plants**3 credits**

Prerequisite: master's degree.

Administrative, operation, and supervision of school plants; custodial staff, heating and ventilation; cleaning operations; building and equipment maintenance.

27A:602 Case Studies in School Administration**3 credits**

Prerequisite: master's degree.

Analysis of case studies dealing with problems in school administration is the focus of the course. Students will examine the cases, propose alternative responses, and evaluate the probable effects of each response.

27A:603 Seminar: Educational Administration**3 credits**

Prerequisite: master's degree.

This course is designed to identify and examine the latest developments in the field and their implications for the school administrator at present and in the foreseeable future.

EDUCATION OF THE DEAF (27D)

Interpreters are provided only for courses prefixed 27D and for 27:550, 27S:518, 36:401G, 01:510 and 81:311G. Non-hearing students enrolling for other courses should check with the program coordinator.

3 credits

27D:331G Advanced Manual Communication

Prerequisite: 27:131 and 132 or equivalent.

A course to develop advanced skills in manual communication. Previous background in the subject is required.

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.

3 credits

27D:516 Learning Strategies for Hearing Impaired Children

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.

3 credits

27D:517 Diagnostic-Prescriptive Teaching with Exceptional Children

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.

3 credits

27D:521 Methods of Teaching Speech to Hearing Impaired Children

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 speech using auditory, visual, and haptic cues. Auditory training is included in this course. Frequent observations and practicum provided.

3 credits

27D:530 Methods of Teaching Language to Hearing Impaired Children

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.

3 credits

27D:551 Special Studies in Education of the Deaf

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.

3 credits

27D:552 Internship in Education of the Deaf

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: \$200.00.

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.

3 credits

27D:553 Internship in Education of the Deaf

Prerequisite — 27D:552.

3 credits

27D:571 Curriculum and Instruction: Practicum

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:590 Thesis in Education of the Deaf

Prerequisite — 27D:550.

3 credits

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

**27D:601 Applicable Learning Strategies for Multiple Handicapped
Hearing Impaired Children I****3 credits**

Prerequisite — *master's degree*

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:602 Learning Strategies for Multiple Handicapped
Hearing Impaired Children II****3 credits**

Prerequisite: master's degree and 27D:601.

This course deals with specific curricular implications of the multiple handicap on the hearing impaired child. Specific emphasis will be on methods and materials for the areas of Language, Mathematics, Motor, Social and Career Development.

27D:603 Seminar: Education of the Hearing Impaired**3 credits**

Prerequisite: master's degree.

Review of current literature, legislation (local, state, and federal) and delivery of service models in the field of Education of the Hearing Impaired. A discussion of the changing and expanding role of the teacher of the hearing impaired and his responsibilities to handicapped children, parents, regular classroom teachers, administrators, and the general public.

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 Theories and Techniques**3 credits**

A study of the theories of Rogers, Freud, Ellis, and the Behaviorists, etc., and an introduction to the techniques involved in applying these theories. The development of a personal theory of counseling will be stressed.

27G:503 Practicum in Counseling**3 credits**

Prerequisite — 27G:501, 27G:502.

A course designed to develop the skills involved in counseling through the use of one-way mirror, video and audio taping, and peer counseling. Students are required to bring to campus at least two clients for demonstration interviews.

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. The experiential component of this course provides an opportunity for individuals to examine their own prejudices.

27G:506 Organization and Administration of Guidance Programs**3 credits**

See 27A:527.

27G:507 Guidance in the Elementary School**3 credits**

Guidance in the Elementary School 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**

A study of the theory and practice of group dynamics. Students are required to participate in a personal growth group.

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.

27G:601 Consultation Techniques**3 credits**

Prerequisite: master's degree.

This course is designed for individuals to increase consultation skills particularly in working with parents in solving educational problems of children and youth. Effective communication skills and creative problem solving will be stressed.

27G:602 Advanced Practicum**3 credits**

Prerequisite: master's degree.

This course is designed to up-date skills and techniques involved in counseling through the use of demonstrations, active participation, inter-personal process recall, audio-taping, video-taping and films. The application of theory to problem solving will be stressed.

27G:603 Group Practicum**3 credits**

Prerequisite: master's degree.

The students in this course will develop or will have completed a practical proposal for group counseling. This course is designed to aid in implementing the proposal with facilitative skills in an actual group setting.

EDUCATION (MEDIA) (27M)**3 credits****27M:320G Cataloging and Classification**

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

27M:321G Reference and Bibliography**3 credits**

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

27M:501 Media Design, Production, and Evaluation**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**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 story-telling.

27M:503 Book Selection for Young Adults**3 credits**

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

27M:504 Administration of Media Programs

See 27A:527.

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.

27M:506 Automation and Informal Retrieval**3 credits**

An overview 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 Backgrounds 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.

27M:508 Photography for the Classroom Teacher**3 credits**

The theory, aesthetics, and technical aspects of photography with particular emphasis on the production and exhibition of quality prints and color slides, and the preparation of photographic aids for classroom teaching. The student must have a 35mm camera with adjustable shutter speeds and lens openings. (Lab Fee)

27M:509 Advanced Photography for the Classroom Teacher**3 credits**

Prerequisite — 27M:508.

The course will provide principles and practice in creative use of adjustable cameras by educators. Emphasis on individual projects will offer opportunities for students to refine skills in film selection; darkroom manipulation and display techniques. (Lab Fee)

27M:510 Advanced Television Utilization**3 credits**

Prerequisite — 27M:505.

The student will be involved in more detailed specific techniques of utilization of both broadcast television as well as video tape production. Individual and group projects will reflect the student's efforts to explore new and creative uses for television in the school curriculum.

27M:511 Film Making for the Classroom Teacher**3 credits**

Prerequisite — 27M:508.

The student will engage in projects designed to refine skills in production and utilization of Super 8 mm motion pictures. (Lab Fee)

27M:521 Seminar in Education Media**3 credits**

An overview of latest developments in the field of media and an examination of their implications for the media specialist and the classroom teacher.

27M:551 Special Studies in Media**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.

27M:552 Internship in Media**3 credits**

Prerequisite — Permission of the Director of the Graduate Program.

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**3 credits**

Prerequisite — 27M:552.

27M:590 Thesis in Media**3 credits**

Prerequisite — 27:550.

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****3 credits**

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.

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, 27R: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 Seminar: Current Issues in Reading** **0 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**
 See 27A:527.
- 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: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.
- 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.
- 27R:501 Teaching Reading to the Gifted** **3 credits**
Prerequisite: master's degree.
 An examination of current curricular adaptations in the field of reading for the gifted students. The course will also focus on the special reading needs and abilities of gifted students both in terms of types of book available and techniques for developing advanced reading skills.
- 27R:602 Adapting Materials** **3 credits**
Prerequisite: master's degree.
 A course designed for all specialty areas which examines general principles of adopting any type of curricular or guidance material for the needs of specific groups of students. The course will include the actual production of materials by class members.
- 27R:603 Advanced Clinic Practicum** **3 credits**
Prerequisite: master's degree.
 Intensive clinical experience which builds on prior clinic background. Students will work with more severely disabled readers, develop skills as resource personnel, work with gifted readers, and demonstrate advanced remedial techniques.

SPECIAL EDUCATION (27S)

- 27S:316G Teaching Children with Special Needs** **3 credits**
 The course consists of 16 video-taped lessons (also aired on Channel 67) and follow-up seminars/discussions covering teacher attitudes, observation of behavior, anecdotal records, short and long term behavior problem techniques, learning styles, receptive and oral language, reading methods, mathematic techniques, and referral processes.
- 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 Elementary Children** **3 credits**
 Methods, techniques, and models used for the analysis of specific tasks and selection of teaching strategies and materials to be employed with exceptional elementary 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 elementary 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:525-526 Special Adaptations for the Secondary School Student**3 or 6 credits**

A study of the affective and cognitive adaptations that are essential if we are to positively interact with the special secondary school student. Specific focus includes: assessment (affective, vocational and cognitive) strategies for programming the special student and teaching the student how to circumvent the system and survive.

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.

27S:601 Affective Concerns of Exceptional Children**3 credits***Prerequisite: master's degree.*

A major thrust of this course will be to emphasize the role of normal emotional adjustment while living through an abnormal experience. Understanding of the added emotional pressures of differing disabilities will be discussed as well as the development of techniques to enhance good affective growth.

27S:602 Clinical Practice**3 credits***Prerequisite: master's degree.*

Supervised clinical experience which emphasizes diagnostic-prescriptive teaching as well as increased facility as a resource person. Students are expected to design and execute individual educational management plans based on diagnostic information they gather through formal and informal assessment.

27S:603 Language Acquisition**3 credits***Prerequisite: master's degree.*

An in-depth study of language development specifically looking at experience, receptive language, all modes of expressive language, reading and writing. Assessment techniques and developmental milestones will be discussed as well as program implications in each area.

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.

30:505 Critical Approaches to Understanding Literature**3 credits**

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

30:510 Craft and Creativity**3 credits**

A study of what creative persons say about inspiration, craftsmanship, and their own process of creation, with emphasis on writing. An attempt to apply this understanding of the creative process to one's own writing — whether poetry, stories, or essays. Informal workshop and tutorial approach. Open to students at any level of competence in creative writing.

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.

FRENCH (33)**33:501 Other Ways of Western Thought: The French Way****3 credits**

Major themes in French thought concentrating on the classical, romantic, and modern periods. All readings, discussions, and assignments in English.

GENERAL 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.

36:601 Advanced Audiology**3 credits**

Prerequisite: master's degree and 36:401G.

The course emphasizes the use of residual hearing in the education of hearing impaired children. Current developments in hearing aid technology will be discussed. Students will be expected to develop competencies in aural rehabilitation (auditory training).

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 examples 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.

HISTORY (48)

48:501 America Hurrah

3 credits

A study of central themes in American history and culture, beginning with social and political thought during the era of the American Revolution and proceeding to examine significant changes and continuities in American life and values during the 19th and 20th centuries.

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.

48:505 Weimar and the Rise of Hitler

3 credits

Analysis of the politics, literature, arts, and philosophies of Germany in the 20's and 30's.

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 Modern Algebraic Structures

3 credits

Prerequisite: at least one course in abstract or linear algebra.

Groups, rings, fields, vector spaces, and linear transformations with in-depth attention to at least one of these areas.

57:502 Modern Geometry

3 credits

Elementary theory of the foundations of geometry, logical systems, and methods of proof; selected topics in Euclidian geometry with a brief study of finite and projective geometrics; an intuitive investigation of the basic ideas of non-Euclidian 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.

57:506 Number Theory

3 credits

A study of integers, divisibility, congruences, linear Diophantine equations, number-theoretic functions, quadratic forms, and other elementary topics.

57:507 Intuitive Topology

3 credits

An intuitive examination of some basic objects and problems in geometirc topology. Topics will include the four-color problem, non-planar networks, classification of surfaces, and bounding problems of surfaces in four-dimensional space.

57:510 Mathematical Ideas

3 credits

A slant-wise glimpse, rather than a direct immersion, into the field of mathematics. Readings and discussions will center on the nature of mathematics as a form of creative expression and its relevance to the world in which we live. As time and interests will allow, this will involve examination of the foundations of mathematics, the people involved in the development of mathematics, the various branches of mathematics, the impact of mathematics on today's society, including contemporary applications, etc. (This course does not count toward an area of concentration in 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.)

57:570 Applications of Secondary Mathematics

3 credits

A study of a number of applications of secondary school mathematics chosen from biology, music, astronomy, medicine, optics, sociology, economics, physics, etc. Participants will develop some applications relating to their specific junior or senior high school classroom activities.

MUSIC (63)

63:503 Vocal and Instrumental Textures

3 credits

A study of the combinations of musical lines as shown through the period of the baroque to the early 20th century.

63:504 Jazz and Its Influence

3 credits

The international ramifications of an American idiom.

63:505 Music Style — A Survey

3 credits

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

63:506 The 19th Century Social Revolutionary Musicians

3 credits

The study of individual composers as they reacted to and influenced their time.

63:507 Impressionism — A Social Phenomenon?

3 credits

The interrelatedness of art, music, drama, and poetry in impressionism as a style.

PHILOSOPHY (69)

69:501 Trends in American Thought

(See 01:510)

3 credits

69:502 Critical Thinking and Reasoning

Principles of logic with attention to concepts of meaning, truth, existence, reference, predication, and quantification with applications to philosophy, science, art.

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 Athletics

3 credits

A study of the history and rationale of administrative principles and practices as they relate to the conduct of athletic programs in American educational institutions.

72:506 Comparative Physical Education

3 credits

Physical education activities 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.

72:510 School and Community Health

3 credits

Principles and problems in the development, maintenance and improvement of school and community health.

72:514 Topical Studies in Physical Education and Sport

3 credits

A study of advanced topics in physical education and sport. Selected topics relevant to current issues, students' interests and goals are presented. (N.B.: No more than 6 credits of topical studies may be counted toward degree requirements)

72:515 History of Physical Education and Athletics

3 credits

Historical and philosophical development of physical education and athletics from early civilization to the present.

72:516 Sociology of Sport

3 credits

An examination of sport as a social phenomenon. Topics considered include the interrelationship of sport and politics, law, social change, economics, art and literature, and religion as well as the impact of sport upon the individual and social institutions.

72:517 Physiological Aspects of Physical Activity

3 credits

An examination of the basic physiological principles governing motor activity in athletics and physical education. Energy sources, ergogenic aids, diet and nutrition, current physiological research, performance factors, and other pertinent topics are considered.

72:518 Psychology of Sports

3 credits

The principles of psychology as they relate to motor learning, performance, motivation, arousal, perception, transfer, and other topics associated with physical activity and sport.

- 72:519 Physical Education Facilities

3 credits

A study of terminology, principles, and standards for planning, construction, use and maintenance of indoor and outdoor physical education, athletic and recreational facilities.
- 72:520-525 Coaching Seminars

3 credits

Theory and principles of coaching interschool sports. Primary emphasis is given to personnel analysis, examination and development of basic systems, safety considerations, and other organizational topics. (N.B.: No more than 6 hours of coaching seminars may be counted toward degree requirements)
- 72:526 Biomechanics of Physical Activity

3 credits

A study of the mechanical principles governing movement and performance in physical activity. Topics in applied anatomy will also be considered.

PHYSICS (75)

- 75:503 Contemporary Physics

3 credits

Prerequisite — Trigonometry.

A survey of physics during the 20th century. Emphasis will be placed upon the development of the relativistic and quantum concepts and upon their application to understanding recent advances in physics. The course is designed for students who have had no recent studies in physics.

POLITICAL SCIENCE (78)

- 78:501 Seminar on Organizational Behavior

3 credits

An analysis of human behavior in an organization context focusing on the problems of authority, incentives, communications, and change.
- 78:502 American Political Thought

3 credits

A seminar on American political thought. The development of contemporary American thought from its roots in classical political thought is traced.
- 78:503 Constitutional Issues

3 credits

An examination of the principal contemporary constitutional questions.
- 78:504 Nationalism

3 credits

A study of nationalism and national movements as political, historical, and psycho-social phenomena. These will be examined in their Western, Communist, and Third World contexts.
- 78:505 Problems in International Studies

3 credits

A seminar on approaches to the study of international issues. The historical, political, social, and economic background of significant political issues will be studied.
- 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)

- 81:311G 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 insights 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 and Interpersonal Relations**3 credits**

Principles of mental hygiene with emphasis on interpersonal relationships. Focus is on improving communication skills, identifying the effect of feelings on communication, and enriching personal-social adjustment.

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.

81:507 Psychology of Language**3 credits**

A basic course in psycholinguistics which includes psychological analysis of descriptive grammar, the role of learning in language, meaning, thought, and language development.

81:508 Altered States of Awareness**3 credits**

Exploration through reading, discussion, and laboratory demonstration of states of awareness that are different from what one considers to be the "normal" state of wakefulness. Topics include sleep, sensory deprivation, biofeedback (using brain waves and surface temperature of body), drugs, brain surgery, and medication.

81:509 Social Psychology**3 credits**

Analysis of the behavior of the individual as a member of social groups; focus on the areas of collective behavior, roles, symbolic interactionism, personality development, and small group research.

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.

SOCIOLOGY (90)**90:502 Anthropology: General and Applied****3 credits**

A study of the parallels between physical and cultural evolution with emphasis upon selected ethnographies of peoples representing various stages of cultural development. Emphasis upon the uses of anthropology in the modern world and its relationship to planned culture change.

90:503 Issues in American Society**3 credits**

An in-depth study of selected key issues in contemporary American society; the exploration of various sociological approaches to the analysis of these issues with particular attention to dominant trends in culture change.

90:504 Comparative Social Institutions**3 credits**

An analysis of selected social institutions within American society to determine their real functions and to assess their total effect upon the society.

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.

90:506 Urban Sociology

3 credits

The study of the differentiation of social structures and functions within urban communities; ecological processes involved in the growth of cities and metropolitan areas; an analysis of urbanism as a way of life.

90:507 Criminology

3 credits

The causes, incidence, treatment, and prevention of crime and delinquency.

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.

SPANISH (93)

93:501 Other Ways of Western Thought: The Hispanic Way

3 credits

Study of some literary works to acquaint the student with high points in the culture and literature of the Hispanic World: the conquest of the New World, Cervantes' view of man, and Borges' fictions.



FACULTY

William T. Achor, Ph.D., *Professor of Physics*
 Franklin G. Ashburn, Ph.D., *Associate Professor of Sociology*
 Dorothy Blum, Ed.D., *Assistant Professor of Education (Guidance and Counseling)*
 Robert P. Boner, Ph.D., *Associate Professor of Mathematics*
 JoAnn H. Bowsbey, Ed.D., *Professor in Research*
 Lenoard S. Bowsbey, Jr., Ph.D., *Professor of Education (Administration)*
 James R. Carpenter, Jr., M.Ed., *Instructor in Physical Education*
 H. Samuel Case, Ph.D., *Associate Professor of Physical Education*
 Richard A. Clower, Ed.D., *Professor of Physical Education*
 Gerald E. Cole, M.Mus., *Professor of Music*
 Joan D. Coley, Ph.D., *Associate Professor of Education (Reading)*
 Stephen W. Colyer, Ph.D., *Associate Professor of Psychology*
 Charles E. Crain, Ph.D., *Professor of Religion*
 David R. Cross, Ph.D., *Professor of Chemistry*
 Cornelius P. Darcy, Ph.D., *Associate Professor of History*
 William M. David, Ph.D., *Professor of Political Science*
 Margaret W. Denman, M.S., *Assistant Professor of Education (Media)*
 Max W. Dixon, M.A., *Associate Professor of Dramatic Art*
 Mary Ellen Elwell, M.S.W., *Associate Professor of Sociology*
 C. Roy Fender, M.F.A., *Assistant Professor of Art*
 Francis M. Fennell, Ph.D., *Assistant Professor of Education*
 Evelyn S. Hering, M.Mus., *Assistant Professor of Music*
 Reuben S. Holthaus, Ph.D., *Professor of Philosophy*
 Ronald F. Jones, M.Ed., *Associate Professor of Physical Education*
 Ralph B. Levering, Ph.D., *Assistant Professor of History*
 James E. Lightner, Ph.D., *Professor of Mathematics and Education*
 Wilbur L. Long, Ph.D., *Assistant Professor of Biology*
 Edmund E. Makosky, A.M., *Instructor in Physics*
 William G. Miller, Ph.D., *Professor of Psychology*
 Alexander G. Ober, Ph.D., *Assistant Professor of Physical Education*
 Howard R. Orenstein, Ph.D., *Associate Professor of Psychology*
 Melvin D. Palmer, Ph.D., *Professor of Comparative Literature*
 Leroy L. Panek, Ph.D., *Associate Professor of English*
 Donald L. Patrick, M.Ed., *Assistant Professor of Education*
 Raymond C. Phillips, Jr., Ph.D., *Professor of English*
 Hugh T. Prickett, Ed.D., *Assistant Professor of Education (Education of the Deaf)*

Donald R. Rabush, Ed.D., *Assistant Professor of Education (Special Education)*
 Jack R. Rayman, Ph.D., *Assistant Professor in Research*
 Harry L. Rosenzweig, Ph.D., *Associate Professor of Mathematics*
 Robert W. Sabora, Ph.D., *Assistant Professor of English*
 Ethan A. Seidel, M.B.A., *Assistant Professor of Economics*
 McCay Vernon, Ph.D., *Professor of Psychology*
 Robert J. Weber, Ph.D., *Associate Professor of Political Science*
 Samuel L. Weinfeld, A.M., *Assistant Professor of Dramatic Art*
 Laurence C. Wu, Ph.D., *Assistant Professor of Philosophy*
 Ira G. Zepp, Jr., Ph.D., *Associate Professor of Religion*

Adjunct Faculty

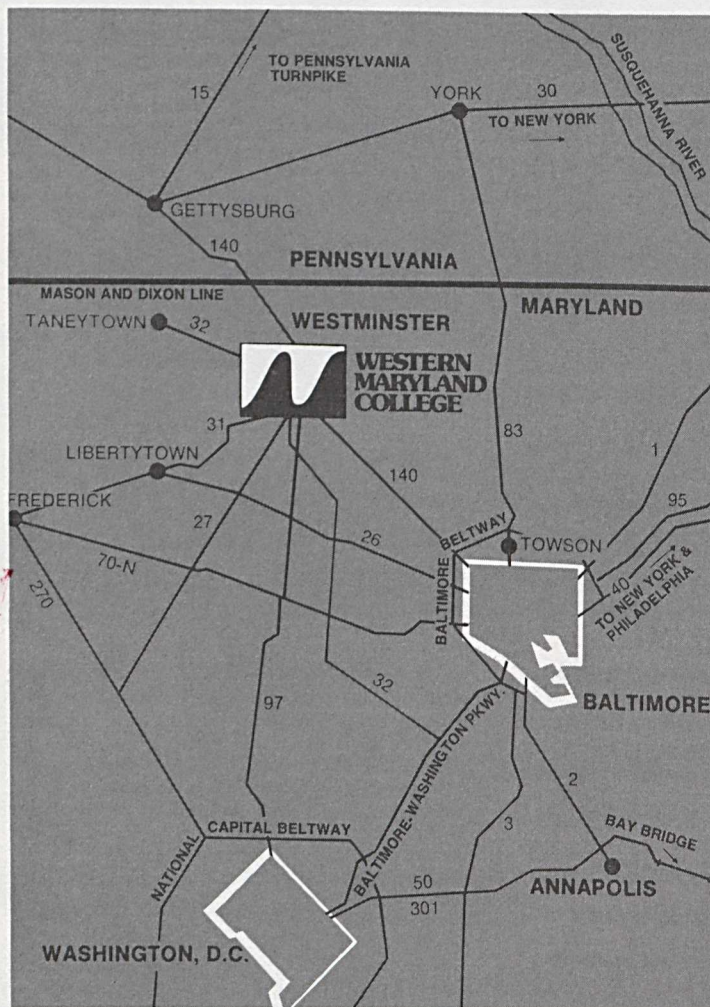
Algier, Donald K., Ph.D., *Administration*
 Barger, Elizabeth J., M.Ed., *Reading*
 Behling, Herman E., Ed.D., *Administration*
 Bell, Wilmer V., D.Ped., *Administration*
 Bennett, Edward J., M.Ed., *Reading*
 Bockmiller, Patricia R., M.Ed., *Reading*
 Bowen, Claudia R., M.A., *Special Education*
 Bradley, Thomas D., M.A., *Media*
 Brown, Fred J., Jr., Ed.D., *Administration*
 Bryant, Brenda L., M.A., *Reading*
 Callas, Peter G., Ed.D., *Administration*
 Carroll, Noel C., Ph.D., *Administration*
 Christiansen, Stephen B., M.A., *Science*
 Crawford, Lois H., M.Ed., *Reading*
 Crosby, J. Michael, M.A., *Social Studies*
 Davis, James R., Ed.D., *Administration*
 Duncan, David J., Ph.D., *Psychology*
 Ecker, William R., M.Ed., *Administration*
 Elseroad, John K., Ph.D., *Administration*
 Fenstermacher, C. Thomas, Ed.D., *Administration*
 Friedland, Bernice U., Ed.D., *Special Education*
 Hinrichs, Donald W., Ph.D., *Sociology*
 Huddle, Eugene W., Ph.D., *Guidance*
 Hyde, Sarah L., M.Ed., *Special Education*
 Jones, Martha A., M.S., *Psychology*
 Kapinus, Barbara A., M.Ed., *Reading*
 Kennedy, James M., Ed.D., *Administration*
 Kersey, Robert E., Ed.D., *Music*
 Kittner, Sabra C., M.Ed., *Media*
 Klein, Corinne S., M.Ed., *Education of the Deaf*
 Kopchik, George A. Jr., M.A., *Education of the Deaf*
 Kraft, James E., M.Ed., *Geography*
 LaFollette, Robert R., B.S., *Media*
 Levin, Walter S., L.L.B., *Administration*
 Lewis, J. Richard, Ph.D., *Education*
 Lindsay, Robert L., M.S., *Special Education*
 McKay, A. Bruce, Ed.D., *Administration*
 Mossowitz, Sid., M.Ed., *Guidance and Counseling*
 Mulhern, Edward J., M.A., *Guidance and Counseling*
 Norris, Larry G., M.S., *Special Education*
 O'Brien, Maureen S., M.Ed., *Special Education*
 Olson, Leslie H., M.Ed., *Media*
 Ottinger, Paula J., M.A., *Psychology*
 Paradis, Gerald, M.Ed., *Social Studies*
 Paskowitz, Pamela A., M.Ed., *Education of the Deaf*

Adjunct Faculty, Continued

Purcell, John R., Ph.D., *Administration*
Pyle, David A., M.Ed., *Administration*
Pyles, Donald M., M.Ed., *Administration*
Risk, Warren J., M.S., *Special Education*
Schaeberle, Dale L., Ph.D., *Administration*
Schultz, Jean S., M.A., *Special Education*
Scott, Craig K., Ed.D., *Education*
Sheridan, Vivian, Ed.D., *Psychology*
Shook, H. Kenneth, Ph.D., *Sociology*
Small, Michael F., M.Ed., *Special Education*
Smith, Ted. J., M.A., *Administration*
Stafford, Gerald E., Ph.D., *Reading*
Steinson, Barbara J., Ph.D., *History*

Sullivan, Martha G., M.Ed., *Special Education*
Sweeney, Carl M., M.Ed., *Guidance*
Tritt, John E., M.Ed., *Administration*
Troxell, Raymond R., M.A., *Administration*
Truitt, Ann, Ph.E., *Special Education*
Tulloss, Thomas C., M.A., *English*
Vogelstein, Ilene C., M.S., *Education of the Deaf*
Walker, Nancy C., M.A., *Education of the Deaf*
Warsofsky, Marilyn, E., M.F.A., *Drama*
Weis, W. Norris, M.Ed., *Administration*
White, Rudolph T., Ed.D., *Guidance and Counseling*
Young, David B., Ed.D., *Administration*

Location



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Graduate Summer Session 1978



Western Maryland College

Westminster, Maryland

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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 Route 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 Associate 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.

Western Maryland offers two master's programs: Master of Liberal Arts and Master of Education.

On-campus summer offerings include classes and a series of graduate-level workshops. Selected graduate courses also are offered at the following locations:

Baltimore County — Towson
Towson Junior High School
938 W. York Road

Montgomery County — Rockville
Southlawn Middle School
1000 First Street

Washington County — Hagerstown
Hagerstown Junior College
731 Robinwood Drive

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 fields of education and the liberal arts.

The development of responsible and creative graduates clearly entails commitment to develop an environment open to the pursuit of truth and the growth of professional attitudes, ethical values, and critical judgement. 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 judgement and skill in human relations essential to excellence in their professional situations.

Master of Liberal Arts

The Master of Liberal Arts program is an extension of the College's long tradition in study of liberal arts at the baccalaureate level. It is a non-research degree focusing upon a balanced program in varied liberal arts fields.

Master of Education

The graduate programs 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

Master of Liberal Arts

The M.L.A. program consists of 30 semester hours divided as follows:

12 hours in at least 3 different departments in CULTURAL HERITAGE

6 hours in at least 2 different departments in CONTEMPORARY SOCIETY

3 hours in the CREATIVE PROCESS

9 hours of elective graduate credit

Courses acceptable in the M.L.A. program are indicated by means of the following code: + cultural heritage, # contemporary society, @ creative process. M.Ed. students are also welcome in these courses as appropriate to their program.

Note: Courses in each category will be so designated on semester course lists.

Master of Education

The M.Ed. program is available with the following areas of concentration:

Educational Administration (27A)

Education of the Deaf (27D)

Guidance and Counseling (27G)

Mathematics Education (57)

Media (27M)

Physical Education (72)

Reading (27R)

Secondary Education (27X)

Special Education (27S)

Except in Secondary Education, which is thesis only, M.Ed. programs are available with or without thesis. Thesis programs include 30 credits; non-thesis programs require 33 credits and a comprehensive examination.

All programs are divided into three parts as follows:

1. Area of specialization — 12 - 18 hours
2. Education — 6 - 9 hours including Introduction to Educational Research (27:550).
3. Synthesis — 9 hours in courses covering broad fields supporting the area of concentration, including Trends in American Thought (01:510).

Certificate of Advanced Study in Education

Students who have earned master's degrees may enroll for a program leading to an advanced certificate in the field of their degree. The program includes 21 credits beyond masters, 9-12 hours in the area of specialization, the remainder in supporting areas approved by the faculty adviser. At least 12 hours must be 600 level; no courses may be below 500 level.

Admission, Registration, Policies

Admission Requirements

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.

Matriculation

Anyone with a bachelor's degree may enroll for graduate work without a formal admissions procedure. Students entering a program leading to a master's degree must file an application including names of references, and transcripts of bachelor's degree work. The sub-committee on matriculation from the faculty Graduate Affairs Committee will select students for degree candidacy on the basis of:

1. Transcripts of previous college work
2. References and faculty recommendations
3. Grades in the first 9 credits of work at Western Maryland College
4. Scores on required examinations.

A test on English fluency will be administered by the College three times a year in February, July, and October. Fees are payable directly to the College (\$10).

Policies

All academic policies covering the graduate programs may be found in the graduate catalog.

Registration Procedure

Registration may be accomplished by mail or in person at the Office of the Registrar. Materials are available at the Office of the Registrar (301-876-2948) and the Education Office (301-848-7000 ext. 233). Registration by June 9 for the first session and July 14 for the second session is encouraged in order to insure a place in the desired course; courses with insufficient enrollment will be canceled on June 14 for first session and July 18 for second session. Students will be notified of any cancellations. A late registration fee will be imposed on all first session registrations received after June 13 and second session registrations received after June 17.

Students normally take 6 - 7 semester hours each session. Students who wish to enroll in an additional course or two should consult with their advisor prior to registering.

The registration form should be fully completed and returned to the Office of the Registrar with a \$10 deposit for each course requested. This is a tuition deposit and will be credited to your charges, however it is non-refundable unless the college cancels the course. Please indicate the complete course number including suffix and section (when applicable).

Changes and Withdrawals

To be official, any changes in registration must be filed in writing at the Registrar's Office. Initiation or discontinuance of attendance or notification to an instructor does not constitute official registration for or withdrawal from a course.

Entering Courses

After the first day of classes, a course may be entered only with the approval of the instructor. No regular course may be entered after the third day of classes. (June 23, Session 1; July 27, Session II). Workshops may be joined after the first day only with the permission of the instructor and the director of the graduate program.

Withdrawing from Courses

No regular course may be dropped after July 7, first session; August 9, second session. On official withdrawal from a course after the third day of classes and by July 7, first session; August 9, second session, an entry of "W" (withdrew) will be noted on the record. A course of record as of July 7, first session; August 9, second session, and not completed satisfactorily for credit will have a notation of "F" (failure) entered on the record.

Grades

Regular grades in the college are A, B, C, F; also W (withdraw) and I (incomplete). The college uses A = 4.0 for each semester hour of credit when computing GPA.

Transcripts of Record

Students may have official transcripts mailed to other institutions, prospective employers, or other authorized agencies by completing a transcript request form available at the Registrar's Office. There is no charge for this service but money sent is added to the general fund to offset the incurred cost to the college. Transcripts can be issued only if a student's record is clear with the Finance Office.

College-administered Exams

On Saturday, July 22, 9 a.m. to 12 noon, the College will administer English fluency tests for new master's degree applicants and comprehensive exams for M.Ed. students who are completing their programs and have advisor's permission to enroll. Registration may be accomplished as follows:

English fluency test: 30:555

Comprehensive: area: 555 (example: 27D:555 comprehensive in Education of the Deaf)

Registration deadline for college-administered exams is July 7. Include \$10 for each test; there is no additional charge.

Changes

The College of necessity reserves the freedom to change, without notice, any programs, policies, requirements, or regulations. The catalog is not to be regarded as a contract.

Policy of Non-discrimination

Western Maryland College admits students of any race, color, religion, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the college. It does not discriminate on the basis of race, color, religion, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college administered programs.

Western Maryland College does not discriminate on the basis of sex in the educational programs or activities which it operates and is required by Title IX of the Education Amendments of 1972 and regulations of the Department of Health, Education and Welfare not to discriminate in such a manner. The requirement not to discriminate extends to employment at Western Maryland College.

Western Maryland College does not discriminate on the basis of handicap in admission or access to the college, in treatment or employment, or in the educational programs or activities which it operates. The responsible employee designated to coordinate compliance efforts with the 504 Regulation is Dr. William Miller.

Student Services

Graduate students may purchase an activities card from the Director of the Physical Plant at a cost of \$10 per term. This card entitles them to the use of the college golf course, the Harlow swimming pool, and the college tennis courts. If you desire the student services card please indicate yes to question 4 on the reverse of the course registration form.

Special Note: The college infirmary is not in operation during the summer. Students needing health services should contact a local physician.

Room and Board

Housing and food service are available to graduate students. There are several board plans, including purchasing single meals. Those interested in housing should so indicate on question #1 on the reverse side of the course registration form. Applications are available from the Student Affairs Office for housing and must be completed before a housing assignment can be made.

Expenses

Tuition - Per Semester Hour	\$63
Room - Regular Dorm - Double	\$85 per term
Regular Dorm - Single	\$100 per term
Apartments - Double	\$110 per term
Apartments - Single	\$125 per term
Board - Resident Students	\$155 per term

Meal tickets and single meals available.

Refund Policy

The \$10 deposit per course will be forfeited upon payment if the student withdraws from the course. At any point in time after the start of the semester the following *refund* policy will prevail based on class days for the regular term.

Tuition

Less than 3 days - 80%; between 3 and 4 days - 60%;
between 5 and 6 days - 40%; between 7 and 8 days - 20%;
over 8 days, no refund.

Room

No refund unless room can be filled with another student. If room is filled, refund will be pro-rated from date of withdrawal.

Board

A pro-rated refund for board will be made from date of withdrawal. The effective date of withdrawal is established by the Registrar.

Parking

All motor vehicles parked on the campus must be registered with the Director of the Physical Plant and the parking sticker displayed on the left bumper. Students should be aware that unregistered cars and unauthorized parking will result in the car's being towed to a local garage at the student's expense and/or a parking ticket from the College. The registration card and fee should be returned at the time of course registration. The registration fee is \$2 for summer school only (expiring August 23) or \$5 for summer school plus the regular school year (expiring May 31, 1979). A fee of \$1 is charged for each additional car registered. Parking regulations and the bumper sticker are issued at the time of course verification.

College Store

Students on campus may purchase books at the College Store 8:30 a.m. - 4:30 p.m. Students in off-campus classes may receive books during the first class; charges will be added to the tuition bill.

Courses of Instruction

First Term — On Campus

June 21 - July 21

(No classes on July 4)

Courses acceptable in the M.L.A. program are indicated by means of the following code: + cultural heritage, # contemporary society, @ creative process. M.Ed. students are also welcome in these courses as appropriate to their programs; * indicates prerequisite courses required — check the catalog; 600 level courses have prerequisite of the master's degree.

Semester hours appear in parentheses after course title.

@ 03:310G WATERCOLOR (3)

Mr. Palijczuk

1 - 4 p.m. MTT Art Bldg.

12:527 ECONOMICS AND FINANCING OF EDUCATION (3)

Dr. Moyer

9:45 - 11:20 a.m. MTWTF MEM. 204

@ 21:515 INTRODUCTION TO ACTING AND INTERPRETATION (3)

Ms. Warsofsky

12:30 - 2:05 p.m. MTWTF MEM. 104

27:505 METHODS OF PUPIL APPRAISAL (3)

Dr. Fennell

12:30 - 2:05 p.m. MTWTF MEM. 106

27:506 STATISTICS IN EDUCATION (3)

Dr. Ober

8 - 9:35 a.m. MTWTF MEM. 115

27:510 FOUNDATIONS OF CURRICULUM (3)

Dr. Holthaus

9:45 - 11:20 a.m. MTWTF MEM. 106

*** 27:550 INTRODUCTION TO EDUCATIONAL RESEARCH (3)**

Dr. Lightner and Dr. Law

8 - 9:35 a.m. MTWTF MEM. 106

27:572 SEMINAR: THE TEACHING OF PHYSICAL EDUCATION (3)

Mr. Carpenter

9:45 - 11:20 a.m. MTWTF LEWIS 206

27A:501 FUNCTIONS OF SCHOOL ADMINISTRATION (3)

Dr. Algier

8 - 9:35 a.m. MTWTF MEM. 206

27A:508 SUPERVISION AND EVALUATION OF SCHOOL PERSONNEL (3)

Dr. Weir

12:30 - 2:05 p.m. MTWTF MEM. 204

- 27A:513 SCHOOL-COMMUNITY RELATIONS (3)**
Mr. Weis
12:30 - 2:05 p.m. MTWTF LIB. 101
- * **27A:601 OPERATION OF SCHOOL PLANTS (3)**
Mr. Weis
9:45 - 11:20 a.m. MTWTF LIB. 101
- 27D:131 MANUAL COMMUNICATION I (1)**
Dr. Prickett
2:20 - 3:35 p.m. TT MEM. 106
- 27D:430G INTRODUCTION TO LANGUAGE AND COMMUNICATION (3)**
Ms. Grant
8 - 9:35 a.m. MTWTF MEM. 104
- 27D:517 DIAGNOSTIC-PRESCRIPTIVE TEACHING (3)**
Staff
9:45 - 11:20 a.m. MTWTF MEM. 104
- * **27D:601 LEARNING STRATEGIES FOR MULTIPLE HANDICAPPED (3)**
Staff
9:45 - 11:20 a.m. MTWTF MEM. 111
- * **27D:603 SEMINAR: EDUCATION OF HEARING IMPAIRED (3)**
Mr. Corbett
12:30 - 2:05 p.m. MTWTF MEM. 108
- 27G:501 PRINCIPLES OF GUIDANCE (3)**
Dr. Huddle
8 - 9:35 a.m. MTWTF MEM. 011
- * **27G:503 PRACTICUM IN COUNSELING (3)**
Staff
12:30 - 2:05 p.m. MTWTF ED. 50
- 27G:504 CAREER INFORMATION AND ACTIVITIES (3)**
Staff
9:45 - 11:20 a.m. MTWTF LEWIS 111
- * **27G:601 CONSULTATION TECHNIQUES (3)**
Staff
8 - 9:35 a.m. MTWTF MEM. 108
- 27M:321G REFERENCE AND BIBLIOGRAPHY (3)**
Ms. Kittner
8 - 9:35 a.m. MTWTF LIB. 200
- 27M:502 BOOK SELECTION FOR CHILDREN (3)**
Ms. Denman
12:30 - 2:05 p.m. MTWTF LEWIS 002
- + **27M:507 HISTORICAL DEVELOPMENT OF EDUCATION MEDIA (3)**
Ms. Denman
9:45 - 11:20 a.m. MTWTF LEWIS 002

@ 27M:508 PHOTOGRAPHY FOR THE CLASSROOM TEACHER (3)

Dr. Boner

Section 1 — 8 - 9:35 a.m. MTWTF LEWIS 105

Section 2 — 9:45 - 11:20 a.m. MTWTF LEWIS 105

NOTE: Student must have a 35mm camera with adjustable speeds and lens openings. Lab fee \$55.00

27R:501 FOUNDATIONS OF READING (3)

Dr. Campbell

Section 1 — 12:30 - 2:05 p.m. MTWTF ED. 53

(Non 27D)

Ms. Bockmiller

Section 2 — 12:30 - 2:05 p.m. MTWTF ED. 52

(27D only)

*** 27R:503 LABORATORY PRACTICUM IN READING (3)**

Dr. Coley

12 - 4 p.m. MTWTF MEM. 020

27R:506 READING IN THE SECONDARY SCHOOL (3)

Dr. Campbell

9:45 - 11:20 a.m. MTWTF ED. 52

*** 27R:601 TEACHING READING TO THE GIFTED (3)**

Staff

9:45 - 11:20 a.m. MTWTF ED. 53

27S:515 EXCEPTIONAL CHILD: MODELS AND THEORY (3)

Ms. Bowen

8 - 9:35 a.m. MTWTF LEWIS 206

27S:516 TEACHING STRATEGIES FOR EXCEPTIONAL ELEMENTARY CHILDREN (3)

Ms. Bowen

9:45 - 11:20 a.m. MTWTF LEWIS 206

*** 27S:601 AFFECTIVE CONCERNS OF EXCEPTIONAL CHILDREN (3)**

Staff

12:30 - 2:05 p.m. MTWTF LEWIS 206

30:501 MODERN APPROACHES TO STUDY OF THE ENGLISH LANGUAGE (3)

Dr. Hamel

8 - 9:35 a.m. MTWTF MEM. 005

30:506 POPULAR NOVEL (3)

Dr. Panek

9:45 - 11:20 a.m. MTWTF MEM. 005

36:401G SPEECH SCIENCE AND AUDIOLOGY (3)

Dr. Prickett

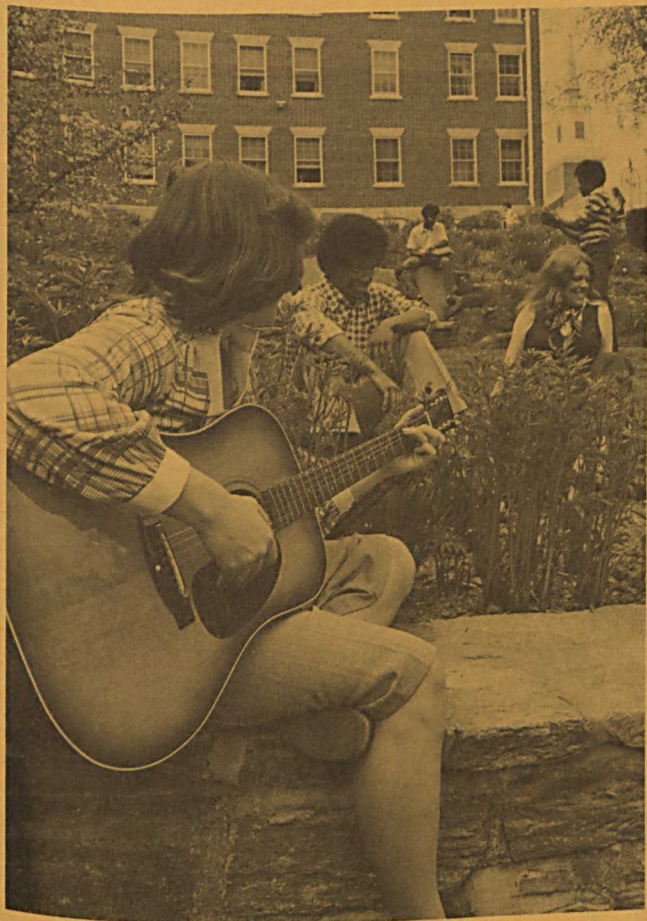
8 - 9:35 a.m. MTWTF LEWIS 111

+ 36:503 ASTRONOMY (3)

Mr. Makosky

8 - 9:35 a.m. MTWTF LEWIS 116

- # 48:323G TWENTIETH CENTURY EUROPE
(3)
Dr. Darcy
12:30 - 2:05 p.m. MTWTF MEM. 031
- + 48:507 THE ENGLAND OF THE TUDORS (3)
Dr. Darcy
9:45 - 11:20 a.m. MTWTF MEM. 020
- + 50:505 ANDROGYNY (3)
Dr. Tribby
8 - 9:35 a.m. MTWTF LEWIS 102
- + 50:507 THE ARTS IN AMERICAN SOCIETY
AND EDUCATION (3)
Dr. Tribby
12:30 - 2:05 p.m. MTWTF LEWIS 102
- * 57:501 MODERN ALGEBRAIC STRUCTURES
(3)
Dr. Rosenzweig
8 - 9:35 a.m. MTWTF LEWIS 104
- 57:502 MODERN GEOMETRY (3)
Dr. Lightner
9:45 - 11:20 a.m. MTWTF MEM. 108
- 69:503 ORIENTAL PHILOSOPHY (3)
Dr. Wu
9:45 - 11:20 a.m. MTWTF MEM. 011
- 72:501 STATISTICAL ANALYSIS IN PHYSICAL
EDUCATION (3)
Dr. Ober
8 - 9:35 a.m. MTWTF MEM. 115
- + 72:506 COMPARATIVE PHYSICAL
EDUCATION (3)
Dr. Case
9:45 - 11:20 a.m. MTWTF MEM. 208
- # 72:516 SOCIOLOGY OF SPORT (3)
Dr. Clower
9:45 - 11:20 a.m. MTWTF MEM. 206
- 72:517 PHYSIOLOGICAL ASPECTS OF
PHYSICAL ACTIVITY (3)
Dr. Case
8 - 9:35 a.m. MTWTF MEM. 208
- 72:518 PSYCHOLOGY OF SPORTS (3)
Mr. Carpenter
8 - 9:35 a.m. MTWTF LEWIS 206
- 72:520 COACHING SEMINAR: BASKETBALL (3)
Dr. Ober
12:30 - 2:05 p.m. MTWTF MEM. 206
- + 81:311G PSYCHOLOGY OF DEAFNESS (3)
Ms. Ottinger
9:45 - 11:20 a.m. MTWTF MEM. 113
- + 81:503 HUMAN GROWTH AND
DEVELOPMENT: ADOLESCENT (3)
Mr. Mossovitz
8 - 9:35 a.m. MTWTF MEM. 204



+ 81:505 PSYCHOLOGY OF PERSONALITY (3)

Dr. Duncan

12:30 - 2:05 p.m. MTWTF MEM. 113

+ 81:507 PSYCHOLOGY OF LANGUAGE (3)

Dr. Orenstein

9:45 - 11:20 a.m. MTWTF LIB. 103

84:328G LIBERATION MOVEMENTS AND HUMAN FREEDOM (3)

Dr. Zepp

8 - 9:35 a.m. MTWTF MEM. 031

+ 84-501 RELIGION AS AUTOBIOGRAPHY (3)

Dr. Zepp

9:45 - 11:20 a.m. MTWTF MEM. 031

#90:328G LIBERATION MOVEMENTS AND HUMAN FREEDOM (3)

Dr. Zepp

8 - 9:35 a.m. MTWTF MEM. 031

93:502 SPANISH POETRY THROUGH THE CENTURIES (3)

Dr. Rivers

12:30 - 2:05 p.m. MTWTF MEM. 007

First Term Off Campus

Special Dates: June 19 - July 21

Semester hours appear in parentheses after course title.

Baltimore County — Towson — Towson Junior High School, 938 W. York Road

All classes meet from 4:30 to 7:30 p.m.

- 27:511T CURRICULUM DESIGN (3)**
Dr. Elseroad TT
- 27A:503T ROLE OF THE SUPERVISOR (3)**
Mr. Paradis MW
- 27A:505T ROLE OF THE PRINCIPAL (3)**
Mr. Shilling MW
- 27A:510T SCHOOL-LABOR RELATIONS (3)**
Mr. Levin TT

Montgomery County — Rockville — Southlawn Middle School, 1000 First Street

All classes meet from 7 to 10 p.m.

- 27:511M CURRICULUM DESIGN (3)**
Dr. Leverenz MW
- 27A:505M ROLE OF THE PRINCIPAL (3)**
Dr. Weir TT
- 27G:505M COUNSELING MINORITY GROUPS (3)**
Dr. White TT
- 27R:501M FOUNDATIONS OF READING (3)**
Dr. Campbell TT
- # 78:527M SCHOOL LAW (3)**
Dr. Behling MW
- + 81:504M MENTAL HYGIENE (3)**
Dr. Truitt MW
- + 81:510M PSYCHOLOGY OF THE EXCEPTIONAL CHILD (3)**
Staff TT

Washington County — Hagerstown — Hagerstown Junior College, 731 Robinwood Drive

All classes meet from 4:30 to 7:30 p.m.

- 27:503W SEMINAR: TEACHING OF ART (3)**
Mr. Wilson TT
- 27:515W INDIVIDUALIZING INSTRUCTION (3)**
Ms. Trader TT
- 27A:503W ROLE OF THE SUPERVISOR (3)**
Dr. Lewis TT
- 27R:501W FOUNDATIONS OF READING (3)**
Ms. Barger MW
- # 78:527W SCHOOL LAW (3)**
Dr. Weir

Second Term On Campus July 25 - August 23

Semester hours appear in parentheses after course title.

01:510 TRENDS IN AMERICAN THOUGHT
(3)

Staff

Section 1 — 12:30 - 2:50 p.m. MWF MEM. 106

Section 2 — 9:00 - 11:20 a.m. MWF MEM. 106

19:501 THE COMPUTER IMPACT (3)

Dr. Eshleman

12:30 - 2:05 p.m. MTWTF LHS 105

@ 21:341G THE ORAL STUDY OF
LITERATURE (3)

Mr. Weinfeld

9:45 - 11:20 a.m. MTWTF MEM. 020

21:345G THEATER AND DRAMA BY AND
ABOUT WOMEN (3)

Mr. Weinfeld

12:30 - 2:05 p.m. MTWTF MEM. 020

+ 27:501 HISTORY AND PHILOSOPHY OF
EDUCATION (3)

Mr. Patrick

9:45 - 11:20 a.m. MTWTF LEWIS 111

27:502 FUTURE IN EDUCATION (3)

Staff

8 - 9:35 a.m. MTWTF ED. 53

27:511 CURRICULUM DESIGN (3)

Dr. Huddle

9:45 - 11:20 a.m. MTWTF LEWIS 104

27:536 SEMINAR: TEACHING OF SCIENCE (3)

12:30 - 2:05 p.m. MTWTF LEWIS 111

27:556 TEACHING MATH IN THE ELEMENTARY
SCHOOL (3)

Dr. Fennell

8 - 9:35 a.m. MTWTF MEM. 031

27:559 DIAGNOSTIC MATH TECHNIQUES (3)

Dr. Fennell

9:45 - 11:20 a.m. MTWTF MEM. 007

27A:503 ROLE OF THE SUPERVISOR (3)

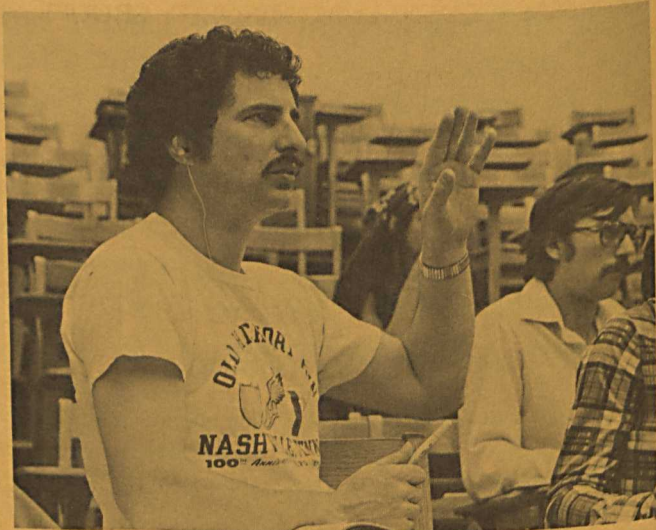
Mr. Martin

8 - 9:35 a.m. MTWTF LEWIS 104

27A:505 ROLE OF THE PRINCIPAL (3)

Dr. Kennedy

8 - 9:35 a.m. MTWTF LEWIS 102



27A:511 INNOVATIONS IN EDUCATIONAL ORGANIZATION (3)

Staff

9:45 - 11:20 a.m. MTWTF LEWIS 102

27A:527 ADMINISTRATION OF SPECIFIC PROGRAMS (3)

Mr. Phelps

8 - 9:35 a.m. MTWTF LEWIS 111

27D:132 MANUAL COMMUNICATION II (1)

Staff

3 - 4:25 p.m. TT MEM. 106

27D:516 LEARNING STRATEGIES FOR HEARING IMPAIRED (3)

Ms. Hyde

12:30 - 2:05 p.m. MTWTF MEM. 104

27D:521 METHODS OF TEACHING SPEECH TO HEARING IMPAIRED (3)

Dr. Baldwin

9:45 - 11:20 a.m. MTWTF MEM. 104

*** 27D:530 METHODS OF TEACHING LANGUAGE TO HEARING IMPAIRED (3)**

Mr. Grant

8 - 9:35 a.m. MTWTF MEM. 104

*** 27D:602 LEARNING STRATEGIES FOR MULTIPLE HANDICAPPED II (3)**

Staff

9:45 - 11:20 a.m. MTWTF MEM. 113

27G:502 COUNSELING THEORIES AND TECHNIQUES

Dr. Rayman

8 - 9:35 a.m. MTWTF MEM. 113

27G:505 COUNSELING MINORITY GROUPS (3)

Dr. White

12:30 - 2:05 p.m. MTWTF MEM. 113

**27G:506 ORGANIZATION AND
ADMINISTRATION OF GUIDANCE PROGRAMS (3)**
(see 27A:527)

27G:508 GROUP DYNAMICS (3)

Dr. Hinrichs

9:45 - 11:20 a.m. MTWTF LEWIS 002

*** 27G:602 ADVANCED PRACTICUM (3)**

Staff

12:30 - 2:05 p.m. MTWTF MEM. 007

**@ 27M:501 MEDIA DESIGN, PRODUCTION
AND EVALUATION (3)**

Ms. Denman

9:45 - 11:20 a.m. MTWTF ED. 50

**27M:504 ADMINISTRATION OF MEDIA
PROGRAMS (3)**

(See 27A:527)

**27M:506 AUTOMATION AND INFORMATION
RETRIEVAL (3)**

Mr. Olson

8 - 9:35 a.m. MTWTF MEM. 011

*** @ 27M:511 FILM MAKING FOR THE
CLASSROOM TEACHER (3)**

Staff

12:30 - 2:05 p.m. MTWTF LEWIS 002

*** 27R:502 DIAGNOSIS OF READING
DISABILITIES (3)**

Mr. Bennett

8 - 9:35 a.m. MTWTF ED. 52

*** 27R:504 SEMINAR: CURRENT ISSUES IN
READING (3)**

Dr. Berman

9:45 - 11:20 a.m. MTWTF ED. 52

**27R:505 ORGANIZATION AND SUPERVISION
OF READING PROGRAMS (3)**

(see 27A:527)

*** 27R:525 DIAGNOSTIC-PRESCRIPTIVE
TEACHING OF READING (3)**

Dr. Berman

12:30 - 2:05 p.m. MTWTF ED. 52

*** 27R:602 ADAPTING MATERIALS (3)**

Dr. Ammon

12:30 - 2:05 p.m. MTWTF ED. 53

*** 27S:517 DIAGNOSTIC-PRESCRIPTIVE
TEACHING WITH EXCEPTIONAL CHILDREN (3)**

Ms. Sprenkle

8 - 9:35 a.m. MTWTF MEM. 005

**27S:518 SEMINAR: EDUCATION OF
EXCEPTIONAL CHILDREN (3)**

Staff

12:30 - 2:05 p.m. MTWTF MEM. 005

30:503 MODERN AMERICAN SHORT STORY

Ms. Mangan

9:45 - 11:20 a.m. MTWTF MEM. 005

**# 30:520 STUDIES IN MASS
COMMUNICATION (3)**

Dr. Palmer

12:30 - 2:05 p.m. MTWTF MEM. 115

30:530 PROBLEMS OF ENGLISH (3)

Dr. Palmer

9:45 - 11:20 a.m. MTWTF MEM. 115

36:505 ENERGY FOR THE PEOPLE (3)

Mr. Makosky

8 - 9:35 a.m. MTWTF LEWIS 105

**+ 48:301G WOMEN IN AMERICA (19th and
20th Centuries) (3)**

Mr. Halm

8 - 9:35 a.m. MTWTF MEM. 020

**+ 48:310G CIVIL WAR AND
RECONSTRUCTION (3)**

Mr. Halm

12:30 - 2:05 p.m. MTWTF MEM. 009

78:314G INNER CITY SOCIALIZATION (3)

Dr. Neal

12:30 - 1:30 p.m. MTTF MEM. 011

(Wednesday afternoons will be spent in an inner city
environment)

78:527 SCHOOL LAW (3)

Mr. Troxell

12:30 - 2:05 p.m. MTWTF LEWIS 102

**+ 81:501 ADVANCED EDUCATIONAL
PSYCHOLOGY (3)**

Dr. Duncan

8 - 9:35 a.m. MTWTF LEWIS 002

**+ 81:502 HUMAN GROWTH AND
DEVELOPMENT: CHILD (3)**

Dr. Duncan

12:30 - 2:05 p.m. MTWTF LEWIS 104

**+ 81:510 PSYCHOLOGY OF THE
EXCEPTIONAL CHILD (3)**

Dr. Rabush

Section 1 — 8 - 9:35 a.m. MTWTF MEM. 108

Section 2 — 9:45 - 11:20 a.m. MTWTF MEM. 108

90:310G JUVENILE DELINQUENCY (3)

Dr. Tait

9:45 - 11:20 a.m. MTWTF MEM. 011

**# 90:505 SOCIOLOGY OF THE COMMUNITY
(3)**

Dr. Hinrichs

8 - 9:35 a.m. MTWTF MEM. 009

Second Term

Off Campus

Special Dates: July 24 - August 24

**Washington County — Hagerstown —
Hagerstown Junior College, 731 Robinwood Drive**

All classes meet from 4:30 to 7:30 p.m.

**27A:501W FUNCTIONS OF SCHOOL
ADMINISTRATION (3)**

Dr. Long MW

27A:510W SCHOOL-LABOR RELATIONS (3)

Dr. Harvey TT

**+ 81:505W PSYCHOLOGY OF PERSONALITY
(3)**

Staff MW

**+ 81:510W PSYCHOLOGY OF THE
EXCEPTIONAL CHILD (3)**

Staff TT

Course Descriptions

03:310G WATERCOLOR

Experimentation with at least ten different techniques of water color painting.

21:341G THE ORAL STUDY OF LITERATURE

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.

21:345G THEATRE AND DRAMA BY AND ABOUT WOMEN

A study of the unique place of women in our society as exemplified by female playwrights and their subject matter.

27:503W SEMINAR: TEACHING OF ART

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.

27:556 TEACHING MATH IN THE ELEMENTARY SCHOOL

An analysis of contemporary concerns in mathematics education at the elementary level. Methodology related to elementary mathematics is presented. Some of the topical areas are: The math-lab approach, geometry, readiness and mathematics instruction, the remedial and enrichment student, minimum competence, problem solving, measurement, and calculator use.

30:506 POPULAR NOVEL

Spies, Superheroes, Detectives, Cowboys, and Lonely Hearts.

36:505 ENERGY FOR THE PEOPLE

A survey of the current energy situation with emphasis on sources, current and future technology, practical devices, and related environmental, economic, and political problems.

48:301G WOMEN IN AMERICA (19th & 20th Centuries)

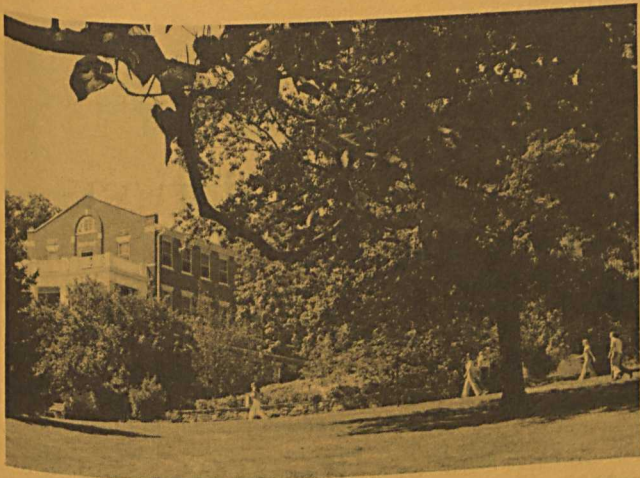
This course will examine the changing political, economic and social roles of American women, emphasizing the ideology of "women's sphere" and how it conformed to the reality of women's lives. Nineteenth-century feminism, women's status in modern America, and the current "women's liberation" movement will be stressed.

48:310G CIVIL WAR AND RECONSTRUCTION

Causes and consequences of the Civil War with emphasis on the experiences of black, white Southerners, and Northerners, and on the issues which prevented the achievement of national unity.

48:323G TWENTIETH CENTURY EUROPE

Europe between wars, the rise of totalitarian governments, the United Nations, and the crises of the '40s and '50s.



48:507 THE ENGLAND OF THE TUDORS

A portrait of the creative personalities of the Tudor Age as well as an analysis of the political, social, and economic forces of the 16th century.

50:505 ANDROGYNY

An interdisciplinary study of the concept of androgyny in the history of the arts, religion, philosophy, psychology, and an application of this tradition to a better understanding of today's rapidly changing concepts of sexual identity.

69:503 ORIENTAL PHILOSOPHY

A survey of the six orthodox systems and three heterodox systems in India, and the six schools of thought in China. Special attention will be given to the philosophical presuppositions concerning the cosmos, deity, man's plight, freedom and evil.

78:314G INNER CITY SOCIALIZATION

An analysis of socialization in the inner city with emphasis on: (1) how inner city youth gain political attitudes; (2) the failure syndrome; (3) the effect of the educational process on inner city attitudes toward political efficacy, cynicism, and alienation; (4) the effect of culture bias and culture shock on the view of self; and (5) the attitudes of the teacher. Students acquire both an understanding of the inner city and an opportunity to explore their attitudes, opinions and information on inner city youth.

84:328G LIBERATION MOVEMENTS AND HUMAN FREEDOM

The contribution of the current Native American, Black Chicano, Gay, and Women's movements to an understanding of human liberation, viewed from the perspective of Paulo Freire's typology of oppression, with special reference to the social, political, and religious forces making for oppression and for liberation.

84:501 RELIGION AS AUTOBIOGRAPHY

An investigation of the religious dimensions of one's personal story by studying the autobiographical reflections of such people as Augustine, Kierkegaard, Malcolm X, Gandhi, Dag Hammarskjold, Thomas Merton, etc.

90:310G JUVENILE DELINQUENCY

A study of the causal conditions, prevention, and treatment of delinquency. Several field trips are made to local agencies to investigate ways in which society is dealing with the problem.

1978 Summer Workshops

Western Maryland College will offer a series of summer workshops meeting in Carroll Hall, (unless otherwise noted), during the summer. Sessions will be conducted Monday through Friday. Students already enrolled at Western Maryland College may register for these workshops in the usual fashion. Others interested may secure additional information and registration materials by writing or calling Dr. L. S. Bowsbey, Western Maryland College, 301-848-7000, extension 233. Dormitory accommodations are available. All credits are on the graduate level.

Semester hours appear in parentheses after workshop title.

27:585 NEWSPAPER IN THE CLASSROOM (3)

Focuses on how to use the newspaper to develop skills, concepts, and content in all subject areas for all grade levels. Students will be actively involved in developing lesson plans and independent activities aimed at incorporating the newspaper into the established curriculum. The guest speakers will include reporters, editors and artists from the Sunpapers; a tour of the Baltimore Sunpapers is also planned.

Ms. Harrington Education 050
July 10 - 21 8:30 a.m. - 12 noon

27A:574 MAINSTREAMING: ITS EFFECT ON THE PRINCIPALSHIP (3)

An examination of the mainstreaming law and its implications for the principal, the kinds of handicaps involved in mainstreaming, the IEP, the principal's role in preparing faculty and community, and the implications of differing pupil interaction, discipline, counseling roles. The course will be structured around presentations by distinguished guests and will conclude with a panel of experts responding to major concerns.

Mr. Lockard Carroll 102
July 10 - 21 8:30 a.m. - 12 noon

27G:572 MAINSTREAMING: ITS EFFECT ON THE COUNSELOR (3)

An examination of the mainstreaming law and its implications for the school counselor, the kinds of handicaps involved in mainstreaming, the IEP, and the counselor's new role in working with students, parents, and the community. The course will be structured around presentations by distinguished guests and will conclude with a panel of experts responding to major concerns.

Mr. Lockard Carroll 102
July 10 - 21 12:30 - 4 p.m.

27M:572 or 27R:572 BUILDING LIFE-TIME READERS THROUGH CHILDREN'S LITERATURE (3)

A workshop with the focus of examining the problem of

building lifetime readers. Stresses the creative rises of children's literature to motivate students. Examines reading in a language arts context.

Dr. Ammon Carroll 102

August 7 - 18 8:30 a.m. - 12 noon

27R:571 MAINSTREAMING AND FUNCTIONAL READING (3)

A practical workshop suitable for all grade levels and any content area. The workshop will feature active involvement by participants who will make materials for classroom use. Also, the workshop will emphasize classroom strategies which are helpful for developing the skills of functional reading.

Ms. Kapinis Mem. 210

July 17 - 28 8:30 a.m. - 12 noon

27S:572 EXCEPTIONAL CHILD IN THE REGULAR CLASSROOM (3)

This one week workshop focuses on teaching mildly handicapped children in the regular classroom. The content will include the history of mainstreaming and the laws and legislation that govern special placement of children. The primary thrust of the course, however, will be the teaching of academic skills to the special child and the development of special techniques to modify disruptive behavior. This workshop is for regular classroom teachers, not special educators.

Dr. Rabush Mem. 307

July 10 - 21 8:30 a.m. - 12 noon

81:504 MENTAL HYGIENE (3)

Principles of mental hygiene with emphasis on interpersonal relationships. Focus is on improving communication skills, identifying the effect of feelings on communication, and enriching personal-social adjustment.

Dr. Miller Library 101

July 24 - August 4 12:30 - 4:00 p.m.

81:506 BEHAVIOR MODIFICATION IN THE CLASSROOM (3)

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 of behavioral terms, selection of methods to change behavior and to measure change.

Dr. Colyer Library - Davis Room

July 24 - August 4 8:30 a.m. - 12 noon

81:508 ALTERED STATES OF AWARENESS (3)

Exploration through reading, discussion, and laboratory demonstration of states of awareness that are different from what one considers to be the "normal" state of wakefulness. Topics include sleep, sensory deprivation, biofeedback (using brain waves and surface temperature of body), drugs, brain surgery, and meditation.

Dr. Orenstein

Section 1 — June 21 - July 6 12:30 - 4 p.m. Lib. 103

Section 2 — July 24 - Aug. 4 8:30 a.m. - 12 noon Lib. 103

**81:511 PSYCHOLOGY OF ABNORMAL
BEHAVIOR (3)**

A study of disorganized behavior of person, 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.

Dr. Miller Library 101

June 21 - July 6 12:30 - 4 p.m.