1961-1962 School of Education Graduate Bulletin

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UNIVERSITY OF DAYTON
GRADUATE BULLETIN
SCHOOL OF EDUCATION
1961—1962
THE UNIVERSITY OF DAYTON BULLETIN

ANNOUNCEMENT OF GRADUATE PROGRAMS

School of Education

1961-1962

THE UNIVERSITY OF DAYTON
DAYTON 9, OHIO
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CALENDAR

Evening and Saturday Morning Classes

FIRST SEMESTER — 1961-62

Sept. 5, 6, 7
Tues., Wed., Thurs.
(5:00-8:30 p.m.)

Sept. 14, Thursday
(4:00 p.m.)

Nov. 18, Saturday
(9:00 a.m.)

Jan. 20, Saturday
(9:00 a.m.)

SECOND SEMESTER — 1961-62

Jan. 30, 31
Tues., Wed.
(5:00-8:30 p.m.)

Feb. 5, Monday
(4:00 p.m.)

March 5, Saturday
(9:00 a.m.)

April 28, Saturday
(9:00 a.m.)

Summer School — 1962

June 11-23
Pre-session

June 25-Aug. 4
Regular Session

July 7, Saturday
Graduate Record Examination—Guidance Center
(9:00 a.m.)

Aug. 5
Graduation Exercises

Aug. 6-18
Post-session

ADMINISTRATION

ADMINISTRATIVE OFFICERS

VER RAYMOND A. ROESCH, S.M. .................. President
VER GEORGE B. BARRETT, S.M. .................. Vice-President
VER THOMAS A. STANLEY, S.M. ................. Dean of the University
VER CHARLES L. COLLINS, S.M. ............... Dean of Students
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MAURICE R. GRANEY .................. Dean, School of Engineering
HILARY R. BETH .......... Dean, School of Business Administration
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R. KATHLEEN WHETRO .......... Dean of Women
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ELMER C. LACKNER, S.M. .......... Assistant to the President, in charge of Public Relations
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DANIEL L. LEARY .......... Director, Student Teaching
JOHN R. WESTERHIZE .......... Director, Research Institute
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FRANCIS J. PERKO, S.M. .......... Business Manager
GERALD VONDERBRINK .......... Comptroller
WILLIAM D. BUSCH, S.M. .......... Treasurer
JAMES H. KLINE, S.M. .......... Purchasing Agent
AUSTIN J. HOLIAN, S.M. .......... Supervisor of Construction
JOSEPH E. WHITE .......... Assistant Dean, School of Education
JOHN B. STERNBREUGGE .......... Director, Division of Specialized Educational Services
LLOYD A. RENEL .......... Director of U.D. Testing Service
CHARLES H. SCHEIDLER .......... Director of Psychological Services
RICHARD C. SCHEINBER, M.D. .......... Medical Director, Campus Health Service
GOVERNING BODY

BOARD OF TRUSTEES

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Very Rev. Raymond A. Roesch, s.m.

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Rev. Thomas A. Stanley, s.m.
Bro. Francis J. Perko, s.m.

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Dr. Maurice R. Graney
Dr. Hilary R. Berts
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Bro. Louis J. Faerber, s.m. (Chairman)
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Simon Chavez, Ed.D., Elementary Education, Curriculum Adviser
Ellen A. Joseph, Ph.D., Guidance and Counseling, Curriculum Adviser
Daniel L. Leary, Ph.D., School Administration, Curriculum Adviser

Bro. Cletus Chuodo, S.M., Ph.D., Chairman, Department of Chemistry
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Bro. Thomas P. Schick, S.M., M.S., Acting Chairman, Department of Physics
Kenneth C. Schraut, Ph.D., Chairman, Department of Mathematics
Wilfred J. Steiner, Ph.D., Chairman, Department of History

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Gladys M. Anderson, M.A., Guidance
Rev. George B. Barrett, S.M., Ph.D., Guidance and Counseling
Erving Edward Beauregard, M.A., History
Sister M. Audrey Bourgeois, C.P.P.S., Ph.D., Education
Robert R. Benson, M.A., Psychology
Simon J. Chavez, Ed.D., Education
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Kenneth Crim, Ph.D., School Administration
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Rocco M. Donatelli, M.A., History
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Martinus H. M. Esser, Ph.D., Mathematics
Sylvester Eveslage, Ph.D., Chemistry
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Con J. Fischer, Ph.D., Economics
L. Howard Flatter, M.A., Education
Margaret Wilson Galileo, M.A., Psychology
Edward William Harkenrider, Ph.D., Philosophy
Daniel J. Higgins, Ph.D., Biology
Rev. Philip C. Hoelle, S.M., Ph.D., Theology
Lawrence A. Jahn, M.A., Mathematics
AIMS AND OBJECTIVES

The general objective of the School of Education coincides with the purpose of the University of Dayton: “To provide an academic atmosphere in which Christian principles of thought and action are the essential integrating and dynamic forces impelling the student to pursue, to cherish, and to disseminate what is true, good, and beautiful.”

The particular objective of the School of Education is to develop those special capacities of the student which enable him to become an effective practitioner in the field of professional education.

The programs leading to the Master of Science in Education degree are designed primarily to meet the needs of school personnel who are actually engaged in school work in order to:

1. Develop Master Teachers on the elementary and secondary school levels.
2. Enable those teachers with at least one year’s successful teaching experience to work toward certification as a guidance counselor.
3. Enable those teachers with at least three years’ successful teaching experience to qualify for certification as principal or as administrative assistant.

I. DEVELOPMENT OF MASTER TEACHERS

In undertaking the task of developing master teachers, the School endeavors to provide a continuation on the graduate level of a recognized baccalaureate teacher education program. It addresses itself to the needs of the in-service teacher and other professional school personnel who carry initial certification as teachers. Hence, the program represents an additional year beyond the professional baccalaureate degree involving work at a more advanced level than that which characterizes undergraduate study. (This Master’s program is not to be confused with the fifth year undergraduate program for graduates holding a liberal arts or other non-professional baccalaureate degree which the School of Education has carried for the past several years. The latter fifth-year undergraduate program simply prepares the candidate for initial teacher certification. For details of this undergraduate program, see University of Dayton Catalog, Program XI, page 147.)

Through sufficient curriculum flexibility, the undergraduate and graduate education of teachers at the University of Dayton represent parts of a carefully planned interlocking single program. The graduate level of this program simply focuses attention on those needs of an in-service teacher that go beyond his pre-service curriculum.

A. Master High School Teachers—To develop master teachers on the secondary school level, a program is provided to enable the teacher to advance himself primarily in the SUBJECT-MATTER of his teaching field.

B. Master Elementary School Teachers—To develop master teachers on the elementary school level, a program is planned to fit the special needs of each teacher involving provision on the graduate level for greater depth in general education, or greater mastery of an academic subject field, or greater proficiency in professional practice, or a combination of two or all three of
the above. Considerable attention is directed to those objectives which are established through a clear conception of what the competencies and qualities of a skilled teacher should be.

II. PREPARATION OF GUIDANCE COUNSELORS

This program is designed to prepare school personnel for specialized services in the area of school counseling and guidance. This preparation calls for the development of competencies that enable the counselor to perform such duties as:

1. Counseling pupils on their curricular programs, extra-curricular activities, in their personal-social adjustment, in occupational adjustment, in placement problems, and in other related problems.
2. Working with teachers in studying the students, planning and conducting group guidance activities, utilizing community resources, and participating in in-service teacher education activities.
3. Working with the administrative staff in problems involving planning, developing and conducting orientation programs, curriculum placement, instructional grouping; public relations, research, and curriculum study.
4. Working with lay groups and individuals in coordinating school and community resources and activities which contribute to improve pupil personnel services.

III. PREPARATION OF SCHOOL ADMINISTRATORS

This program endeavors to develop in the candidate such attributes as the following:

1. Knowledge of the purposes of the work to be administered and a sincere loyalty to those purposes.
2. Appreciation and use of the strategic institutional structure to carry out the purposes.
3. Knowledge of the large principles of administration (the science of administration) to apply them particularly in personnel administration.
4. Knowledge and practice of the principles of effective supervision.
5. Understanding of the processes of evaluation of the whole school program in the light of its philosophy and objectives, plus the ability to apply these processes to curriculum improvement.
6. Ability in social and professional leadership in both school and community which will cause the candidate to be recognized as an organizer and leader.
7. Ability to locate and solve problems within a school or school system on the basis of sound research, understandings, and practices.
8. Functional knowledge of the ethics of the teaching profession.

TITLE AND MEANING OF THE DEGREE

The title of the Master's degree to which all three of the indicated programs lead is the MASTER OF SCIENCE IN EDUCATION. Insofar as this degree represents the attainment of a definite and inclusive professional objective, it may be viewed as a terminal degree; i.e., it is not planned as a step toward the doctor's degree even though the latter may not necessarily be concluded.

The awarding of this degree means that the candidate has completed a program of graduate work designed to give him the following characteristics:

1. Broader knowledge of an advanced nature of the tested psychological and philosophical theories of education.
2. Essential understandings and skills necessary for intelligent consumption of educational research.
3. More extensive knowledge and skill involved in teaching, or in guidance counseling, or in school administration.
4. Ability to contribute toward the improvement of school conditions and/or professional practice through action research.

AUTHORIZATION

The University of Dayton's offerings in graduate work leading to the Master of Science in Education degree have the approval of the North Central Association of Colleges and Secondary Schools and of the State of Ohio, Department of Education.

The programs in Guidance Counseling and in School Administration lead to Provisional Certification by the State of Ohio.

The Master Teacher program may lead to Eight Year Professional or to Permanent Certification depending on the years of successful teaching performed under the previous certificate held.

The University of Dayton is officially accredited by the following agencies:

1. The State of Ohio, Department of Education.
3. The National Council for Accreditation of Teacher Education (for preparation of elementary and secondary school teachers with the B.S. in Education degree).
4. The American Medical Association (for the Pre-Medical Program).
5. The American Chemical Society (for Chemistry).
6. The Engineers' Council for Professional Development (for Chemical, Civil, Electrical, and Mechanical Engineering curricula; also for programs of Electrical, and Mechanical Engineering curricula; also for programs of Electrical, Industrial, and Mechanical Technology in the Technical Institute).

The University holds institutional membership in the following professional education organizations:

1. The Association of American Colleges
2. The American Association of Colleges for Teacher Education
3. The American Council on Education
4. The American Society for Engineering Education
5. The International Council on Education for Teaching
ADMISSION REQUIREMENTS

The School of Education accepts those students into its graduate program who can present undergraduate records which show them capable of meeting the standards of graduate work and of becoming leaders in their respective fields of professional education.

Applicants may be admitted either as special students or as regular students. Special students are those who do not intend to become candidates for the Master's degree or are deficient in entrance requirements. Special students may later be admitted as regular students when the requirements are met.

Regular students are those who are admitted with the expressed intention of following a program leading to the Master's degree.

In order to apply for registration in any graduate course, both special students and regular students must hold a teacher's certificate on a bachelor's degree from an accredited institution (at least State Accreditation) and must have attained an undergraduate quality-point average of at least 2.500 on hours attempted.

The Graduate Record Examination (Aptitude Test) is required of all students, and the results must be on file with the Graduate Committee, School of Education, prior to candidacy for the degree. It is given four times annually at a number of Universities, including the University of Dayton. One may register for the examination by (1) requesting application forms from the Education Office at U.D. (Room C-213), and (2) forwarding the completed forms with the necessary fees to the Educational Testing Service, Princeton, New Jersey; thirty days before the examination is to be held.

An applicant who is not a graduate of the University of Dayton must submit complete official transcripts of all of his previous college studies. These transcripts should be sent directly to the “Chairman of the Graduate Committee, School of Education” from the degree-granting institution at least twenty days before the opening of the semester or summer session in which the student expects to enroll.

Inquiries concerning admissions and requests for application forms should be addressed to the “Chairman of the Graduate Committee, School of Education.”

Admission to graduate study as a special student or as a regular student does not imply admission to candidacy for a degree.

ADMISSION TO CANDIDACY FOR DEGREE

A student becomes a candidate for the Master of Science in Education degree upon approval of his credentials. At this time the candidate is assigned to an official adviser who will guide the student in his degree program and direct his Field Project.

To receive the approval, the student must meet the following conditions:

1. Application should be filed with the Graduate Committee after the completion of at least the prescribed nine semester hours in the core subjects and after the results of the Graduate Record Examination are on record in the student’s confidential folder (in Education office).

The most important consideration in the admission of a student to candidacy is the qualitative standard of the student’s record in his graduate work. Applicants who are deemed unqualified at this point will be advised to discontinue their program.

2. The applicant must submit the following kinds of evidence, depending on his field of concentration:

a. Applicants who are pursuing the Master Teacher program must present evidence of at least one year of successful teaching.

b. Applicants with a concentration in Administration must present evidence of at least three years of successful teaching, a letter of recommendation to the program from an administrator in position to judge the potential ability of the applicant, and must submit to careful screening to guarantee wholesome leadership qualities.

c. Applicants with a concentration in Guidance Counseling must present evidence of at least one year of successful teaching and must submit to careful screening to guarantee wholesome personal, emotional, and social adjustment. (To facilitate this screening, recommendations of school supervisors and principals under whom the candidate has taught shall be examined together with recommendations of the U.D. Guidance Center through interpretation of appropriate tests.)

3. The applicant must submit an acceptable preliminary plan regarding his Field Project as developed in Edu 503.

CREDITS ALLOWED IN TRANSFER

A maximum of six semester credit hours of graduate work may be allowed in transfer from other accredited institutions provided the work be of “B” grade quality or better.

COURSE LOAD

A student employed on a full-time basis may earn no more than six semester credit hours in one semester or in one six-week summer session.

USE OF ADVANCED UNDERGRADUATE COURSES IN THE GRADUATE PROGRAM

1. Not more than six graduate semester credit hours of the student’s total graduate program may be selected from designated upper-division (300-400) courses.
2. When upper-division courses are permitted for credit on the graduate level, the average quality work done in such courses shall be of "B" grade or better.

GRADUATE MARKING SYSTEM
The following symbols are used in the evaluation of course work:

A—Excellent ....................... 4 quality points*
B—Good ................................ 3 quality points*
C—Passing ............................... 2 quality points*
F—Failure ................................ 0 quality point
*For each credit hour allowed toward the Master's degree.

TIME LIMIT
As a rule, the work for the Master of Science in Education degree must be completed within five years after admission to candidacy.

REQUIREMENTS FOR THE DEGREE
1. Credit Hours—The minimum requirement for the Master of Science in Education degree is a total of 30 semester credit hours. This includes the research for a Field Project done in conjunction with EUS 590 FIELD PROJECT.
2. Required Average—Students on regular status must achieve an average of at least 3.00 ("B" average) in all work undertaken in order to qualify for graduation.
3. Field Project—The student must submit three typed copies of his Field Project Report together with a publishable article on his field project.
4. Oral Examination—The student must pass a final oral examination held by his examining board. This examination covers the whole field of the student's graduate studies including his Field Project. This examination may be taken after the completion of his Field Project but not later than two weeks before graduation. A student who fails his oral examination may be given permission to take a second examination at the discretion of the examining board at least one semester or summer session, but no later than one academic year, after the first examination. No third examination is given.

LIBRARY
Graduate students have the privilege of open access to the stacks in the Albert Emanuel Library upon presentation to the librarian of their registration card.
A large air-conditioned reading room is available in the Albert Emanuel Library.
A well-equipped curriculum library, located in C-202 Chaminade Hall, is open for use.

REGISTRATION
Graduate students register on the regular registration days at the beginning of each semester or summer session. Registration dates are shown in the calendar on the opening page of this Bulletin.

ADVISEMENT
The Dean of the School of Education acts as general adviser to all graduate students before their admission to candidacy for the Master's degree. In this capacity, he will counsel students with a view toward orienting them in the purposes and requirements of graduate work and will assist them until they are admitted to candidacy and a special adviser is appointed.

GRADUATE OFFICE, SCHOOL OF EDUCATION
The Graduate Office, School of Education, is located in Chaminade Hall, Room 213. The office is open during the following hours:
12:30 p.m. to 9:30 p.m.—Monday through Thursday,
8:00 a.m. to 12:30 p.m.—Saturday
Students seeking special consultation with the Dean should phone BA 2-6721, Ext. 333, for reservation of a specific time, to avoid undue waiting.

TUITION AND FEES
Registration Fee .................................. $ 2.00
Tuition for undergraduate credit courses:
per registered credit hour for lecture course ................... 18.00
per clock hour for laboratory course ..................... 12.00
Tuition for courses taken for graduate credit:
per credit hour for lecture course ..................... 24.00
per credit hour for laboratory course ..................... 18.00
Graduation Fee .................................... 25.00

PROGRAM OF STUDIES
I. CORE COURSES (9 SEM. HRS.)
To insure proper orientation and a measure of integration in the programs for the Master of Science in Education degree, all candidates must include three core courses which are planned to supply a basic synthesis for the proper guidance of educational theory and practice. These courses are:
EUS 501 ADVANCED PSYCHOLOGY OF LEARNING ........... 3 SEM. HRS.
EUS 502 COMPARATIVE PHILOSOPHIES OF EDUCATION ........ 3 SEM. HRS.
EUS 503 RESEARCH METHODOLOGY AND STATISTICS .... 3 SEM. HRS.

II. AREA OF CONCENTRATION
To insure mastery of a particular area of education, all candidates must include in their programs one of the following areas of concentration:
1. Master High School Teachers.......................... (12 SEM. HRS.)
For high school teachers, concentration must be in an academic field for furtherance of subject-matter mastery in a recognized teaching field.

2. Master Elementary Teachers.......................... (6 SEM. HRS.)
For elementary teachers, concentration must be in specified professional education courses, as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 511</td>
<td>Elementary School Curriculum</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 519</td>
<td>Principles of Guidance</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 520</td>
<td>Psychology of Individual Differences</td>
<td>2 SEM. HRS.</td>
</tr>
</tbody>
</table>

(Teachers who wish to move from elementary to high school teaching should follow the Master High School Teacher Program.)

3. Guidance Counseling Program
Concentration must include:

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 448</td>
<td>Psychodynamics of Behavior</td>
<td>3 SEM. HRS.</td>
</tr>
</tbody>
</table>

(or a combination of undergraduate courses in Mental Hygiene and Abnormal Psychology).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 519</td>
<td>Principles of Guidance</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 523</td>
<td>Occupational Information and</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td></td>
<td>Community Resources</td>
<td></td>
</tr>
<tr>
<td>EDU 530</td>
<td>Psychology of Individual Differences</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 533</td>
<td>Psychometrics</td>
<td>3 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 541</td>
<td>Case Studies in School Guidance and Counseling</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 543</td>
<td>Principles and Techniques of Counseling</td>
<td>3 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 544</td>
<td>Practicum in Counseling Techniques</td>
<td>2 SEM. HRS.</td>
</tr>
</tbody>
</table>

4. School Administration Program
Concentration must include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 505</td>
<td>Principles of Administration</td>
<td>3 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 507 or 508</td>
<td>Elementary School Administration,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary School Administration</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 509</td>
<td>Supervision of Instruction</td>
<td>3 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 511 or 512</td>
<td>Elementary School Curriculum, or Secondary School Curriculum</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 513 or 514</td>
<td>Elementary School Evaluation, Secondary School Evaluation</td>
<td>2 SEM. HRS.</td>
</tr>
</tbody>
</table>

III. ELECTIVES

To round out the candidate's needs in line with the major purpose to be served through the Master's degree, the candidate may elect under advisement sufficient credit hours of pertinent course work depending upon the number of indicated hours required in the area of concentration.

1. Master High School Teachers.......................... (6 SEM. HRS.)
Elective courses should preferably be selected from the student's teaching field or allied fields; they may also be selected with the approval of the adviser from courses in general education or professional education.

2. Master Elementary Teachers.......................... (12 SEM. HRS.)
The student is directed into one of the following areas:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>EDU 539</td>
<td>Administration of a School Guidance Program</td>
<td>2 SEM. HRS.</td>
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<tr>
<td>EDU 547</td>
<td>Psychology of Exceptional Children</td>
<td>2 SEM. HRS.</td>
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<tr>
<td>EDU 550</td>
<td>Reading Problems and the Guidance Program</td>
<td>2 SEM. HRS.</td>
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</table>

4. School Administration Program
Future administrators are advised to elect six additional semester hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDU 515</td>
<td>School Law</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 517</td>
<td>School Business Management</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 519</td>
<td>Principles of Guidance</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 521</td>
<td>School Public Relations</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 530</td>
<td>Psychology of Individual Differences</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 539</td>
<td>Administration of a School Guidance Program</td>
<td>2 SEM. HRS.</td>
</tr>
<tr>
<td>EDU 543</td>
<td>Principles and Techniques of Counseling</td>
<td>3 SEM. HRS.</td>
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</tbody>
</table>

IV. FIELD PROJECT

To prepare the candidate as a qualified contributor toward locating and solving problems within a school or school system or in his own teaching or counseling performance, the candidate must evidence proficiency in research through conducting a successful field project.

The actual manuscript (not necessarily in final and bound form) together with "the publishable article" as derived from the project need to be completed before the close of the semester or summer session during which the student has registered for "EDU 590 FIELD PROJECT." If the requirements are not met by the close of the given semester or summer session, the student receives the grade of "W" for "withdrawn."

The student must then re-register for EDU 590 during another semester or summer session, in which case he will again be required to pay the tuition fee.
Ordinarily, a student may not register more than twice for *The Field Project*. (For details on the nature and requirements for acceptable research, consult the brochure on *The Field Project*, issued by the Graduate Office, School of Education.)

**COURSES OF INSTRUCTION**

When the here-in listed upper-division (300-400) undergraduate courses are applied toward the M.S. in *Education* degree, credit for such courses will count in full providing the student has earned a "B" grade or better. Credits in these courses earned to fulfill requirements for the bachelor's degree may not be applied toward the master's degree.

**EDUCATION (Edu)**

*Dr. Louis J. Faerber, s.m., Chairman*

Function of the social studies in the elementary school; appraisal of teaching procedures in the field; formulation of definite principles to use in the selection of suitable contents and methods; testing the results of instruction.

**Edu 412. Measurement in Education**  3 sem. hrs.
The measurement of student achievement is approached as one important aspect of the broad field of evaluation confronting the future teacher. Attention is directed toward the place of measuring student achievement in the overall evaluative school program. Major emphasis is placed upon the construction of teacher-made achievement tests and the analysis of test results. Basic statistics as they relate to classroom use will be studied. *Prerequisite:* Completion of Edu 208 The Learning Process or equivalent.

**Edu 422. School and Society**  3 sem. hrs.
The relationship of the school to the total cultural pattern and the development of interaction between school and community are appraised and concrete suggestions are presented. The nature of the individual child and his relations with society and culture; the special culture of the school and its accompanying social world; school, teacher, and community relations.

**Edu 431W. Visual and Other Sensory Aids in Education**  3 sem. hrs.
Studies the aims and psychological bases of the use of visual and other sensory aids in the classroom; the techniques of the various types, including slides, motion pictures, television, maps, charts, radio, field trips, etc.; demonstration lessons applying sensory methods to the subjects of the curriculum. Includes laboratory experience.

**Edu 435W. Arithmetic in Intermediate and Upper Grades Level Two**  3 sem. hrs.
This workshop deals with the Individualized Arithmetic Program in grades 4, 5, 6, 7, 8. It is designed for those who have completed Level One workshop or the equivalent.

Studies the different traits and abilities of pupils and ways whereby teaching might be adjusted to these differences. Special attention focused on the slow learner, the gifted student, and the educationally retarded child. *Prerequisite:* Edu 207 Growth and Development of the Learner and 208 The Learning Process or equivalent.

**Edu 441. Diagnosis and Remedial Reading**  3 sem. hrs.
A study of the major factors associated with reading difficulties, techniques that might be used to diagnose the nature and causes of pupil difficulty, and the methods by which remedial adjustments can be made. Demonstrations and directed observation of teaching. *Prerequisite:* Edu 303 Reading in the Elementary School or 320 Reading and Language Arts in Elementary School.

**Edu 448. Psychodynamics of Behavior**  3 sem. hrs.
An intensive and highly selective treatment of core concepts from Mental Hygiene, Personality Theory, and Abnormal Psychology. Aims at instilling in the Guidance Counselor trainee a sound understanding of the behavioral dynamics of human personality. Stresses the positive, integrative, and self-actualizing aspects of human behavior as well as the range of individual maladjustments represented in the school-age population. *Prerequisites:* This course replaces the previous prerequisites of Mental Hygiene and Abnormal Psychology for the Guidance and Counseling Program; students who have already completed this dual requirement on the undergraduate or graduate level should not take this course.

**Edu 451W. Advanced Kindergarten-Primary Instruction**  3 sem. hrs.
Deals with problems and practices as they relate to the whole school program for teachers of kindergarten through the third grade. *Prerequisite:* Edu 450W Kindergarten-Primary Instruction or other Kindergarten Methods course.

**Edu 461W. Advanced Science in Elementary School**  3 sem. hrs.
This workshop is designed to train elementary school teachers to integrate science with all phases of the curriculum—by research projects in the basic areas of astronomy, biology, chemistry, geology, physics, and air-age education. Teachers also have the opportunity to study and evaluate the visual aids now available in the field of science. *Prerequisite:* Edu 460W Science in the Elementary School or another college course in physical science.

**Edu 490W. Teaching Slow Learning Children**  3 sem. hrs.
For teachers of slow learning children in special classes; (when identified through intelligence tests, these children usually hover between 50 and 75 I.Q.). Emphasis is placed on instructional techniques. Demonstrations with an actual slow learning class. Accredited in *Special Education* by the State of Ohio. *Prerequisite:* Teaching experience.
EDU 495W. GROUP TECHNIQUES IN THE CLASSROOM  3 SEM. HRS.
A comprehensive study of classroom grouping in both primary and intermediate
areas of the elementary school. A practical approach is planned for the study of
all phases of grouping; initial class appraisals, deciding individual needs, class
grouping, manipulation of social differences, and planning for effective group
instruction; homogenous and heterogeneous grouping; also, a unique plan of
random grouping will be presented.

EDU 496W. CURRICULUM FOR SLOW-LEARNING CHILDREN  3 SEM. HRS.
A workshop planned for teachers of slow-learning children in special classes;
(when identified through intelligence tests these children usually hover between
50 and 75 I.Q.). Emphasis is on curriculum construction and organization.
Accredited in Special Education by the State of Ohio. Enrollment limited to
teachers with positions in special education.

EDU 501. ADVANCED PSYCHOLOGY OF LEARNING  3 SEM. HRS.
Major theories of learning and current issues in the principal areas of the
psychology of learning, e.g., transfer of training. Prerequisite: Teaching cer-
tificate.

EDU 502. COMPARATIVE PHILOSOPHIES OF EDUCATION  3 SEM. HRS.
The historical development of educational philosophies. Evaluation of major
current philosophies. Significant problems of the present day in educational
philosophy. Prerequisite: EDU 419 or 423 Philosophy of Education, or equiv-
lent where the student has already achieved a norm for evaluating the theories
of modern education.

EDU 503. RESEARCH METHODOLOGY AND STATISTICS  3 SEM. HRS.
Comprehension of educational statistics and terminology of research. Major
techniques and methods of research for intelligent consumption. Specific tech-
niques and guides for efficiently locating research on a given problem, reading
critically, and drawing logical inferences. (The student will here be expected
to initiate plans for an acceptable Field Project.) Prerequisite: Teaching Cer-
tificate.

SCHOOL ADMINISTRATION
Dr. Daniel Leary, Curriculum Adviser

EDU 505. PRINCIPLES OF ADMINISTRATION  3 SEM. HRS.
The administrative functions of planning, organizing, and controlling are
presented as a basis for subsequent courses that emphasize the application of
the principles of administration. Emphasis is placed on personnel administration
in elementary and secondary schools.

EDU 507. ELEMENTARY SCHOOL ADMINISTRATION  2 SEM. HRS.
This course seeks to apply the principles of administration to the elementary
school. Particular attention is placed upon human relationships, in-service
education of the professional staff, securing community participation in school
policy formation, pupil personnel problems, curriculum development, and
managerial responsibilities of the principal. Field observation required.

EDU 508. SECONDARY SCHOOL ADMINISTRATION  2 SEM. HRS.
A study of the organization and administration of secondary schools with
emphasis on the major duties, opportunities and responsibilities of principals
in junior and senior high schools.

EDU 509. SUPERVISION OF INSTRUCTION  3 SEM. HRS.
A course in planning, organizing, and administering instructional supervision
in public and private (parochial) school systems. Field observation required.

EDU 511. ELEMENTARY SCHOOL CURRICULUM  2 SEM. HRS.
A fundamental course in curriculum development designed to prepare the stu-
dent for effective participation in cooperative efforts to improve the curriculum.
Attention is directed to curriculum issues and to desirable instructional practices
in the major areas of curriculum.

EDU 512. SECONDARY SCHOOL CURRICULUM  2 SEM. HRS.
A fundamental course in curriculum development designed to prepare the stu-
dent for effective participation in cooperative efforts to improve the cur-
riculum. Attention is directed to curriculum issues and to desirable instructional
practices in the major curriculum areas.

EDU 513. ELEMENTARY SCHOOL EVALUATION  2 SEM. HRS.
Centers attention on systematic, total school self-evaluation as the basis for
school improvement programs.

EDU 514. SECONDARY SCHOOL EVALUATION  2 SEM. HRS.
Centers attention on systematic, total school self-evaluation as the basis for
school improvement programs.

EDU 515. SCHOOL LAW  2 SEM. HRS.
Problems in school administration which may give rise to court action. Ohio
school law will be emphasized.

EDU 517. SCHOOL BUSINESS MANAGEMENT  2 SEM. HRS.
A course for school administrators covering administrative and technical prob-
lems of budgeting, purchasing, accounting, borrowing and safeguarding school
funds.

GUIDANCE AND COUNSELING
Dr. Ellis Joseph, Curriculum Adviser

EDU 519. PRINCIPLES OF GUIDANCE  2 SEM. HRS.
Deals with educational, vocational, and socio-civic-ethical guidance and the
use of standardized tests in guidance. The application of basic principles of
guidance in the daily contact with students is emphasized.
Edu 521. School Public Relations 2 SEM. HRS.
Covers philosophy and techniques of school-community relations for educational leaders. Attention given to parent contacts, citizens' participation, press, radio, television, printed material and other media.

Edu 523. Occupational Information and Community Resources 2 SEM. HRS.
Selection, utilization, and evaluation of educational and occupational information materials. Familiarization with standard labor market data and resources of the local community.

Edu 530. Psychology of Individual Differences 2 SEM. HRS.
Nature, extent, and significance of variability; hereditary and cultural influences; theories of intelligence; trait organization; group differences.

Edu 533. Psychometrics 3 SEM. HRS.
Lectures and demonstrations in the principles and application of psychological measurement, with particular emphasis on standardized group tests of intelligence and scholastic achievement, interest tests, personality tests, and other areas pertinent to the guidance function. Practicum in test selection, use, and interpretation. Prerequisites: Edu 448, 503. Recommended: Edu 519.

Edu 539. Administration of a School Guidance Program 2 SEM. HRS.
Planning, developing and administering school testing and guidance services and group guidance in the homeroom. This course covers also such matters as in-service training of guidance personnel, facilities, supplies, assembling and disseminating educational and occupational information, and liaison with both teachers and school administrators.

Edu 541. Case Studies in School Guidance and Counseling 2 SEM. HRS.
Supervised experiences in typical school counseling and guidance policies and practices. Such experiences will include: group guidance in the homeroom, vocational guidance, educational guidance and curriculum structures, cumulative folder, interpretations, counseling procedures. Prerequisite: Edu 519.

Edu 543. Principles and Techniques of Counseling 3 SEM. HRS.
Basic theories, principles and techniques of counseling. A consideration of directive, non-directive and eclectic techniques as a function of the intelligence and grade-level of the child. Ethical considerations. Prerequisites: Edu 448, 503, 533. Recommended: Edu 519.

Edu 544. Practicum in Counseling Techniques 2 SEM. HRS.
Supervised experience in counseling, using role-playing and actual counseling cases. Both group and individualized instruction and supervision. Guidance Center facilities will be utilized as a training center. Prerequisites: Edu 448, 503, 519, 533, 543. Recommended: Edu 523.

Edu 547. Psychology of Exceptional Children 2 SEM. HRS.
Deals with the intellectual deviate, the socially and emotionally maladjusted. Concentration on educational guidance for the gifted and the mentally retarded. Prerequisites: Edu 448, Psy 306 or Edu 207.

Edu 550. Reading Problems and the Guidance Program 2 SEM. HRS.
Understanding the nature of the problem. Practicum in diagnostic and remedial reading. Prerequisite: Edu 519.

Edu 590. Field Project 3 SEM. HRS.
An on-the-job research project that investigates a problem that stems from an actual need for the purpose of effecting improvement of either one's own professional practice or of the school setting in which the investigator works. It is accompanied by a seminar session on the campus held once a week. Prerequisite: Admission as a candidate for the degree.

Biology (Bio)

Dr. Paul Machowiec, S.M., Chairman

Prequisite for enrollment in any of the following courses for credit toward the M.S. in Education degree is standard teacher certification in the field of Biology.

Bio 303. Physiology 3 SEM. HRS.
Bio 303L. Physiology Lab. (3 clock hours) 1 SEM. HR.
Prerequisites: Bio 101-102 General Biology, Chem 123-124 General Chemistry or Chem 110, or equivalents.

Bio 312. General Genetics 3 SEM. HRS.
Bio 312L. General Genetics Lab. (2 clock hours) 1 SEM. HR.
Prerequisites: Bio 101-102, Math 107 College Algebra or Math 121, or equivalents.

Bio 316. Plant Morphology 2 SEM. HRS.
Bio 316L. Plant Morphology Lab. (2 clock hours) 1 SEM. HR.
Prerequisite: A course in General Botany.

Bio 324. Entomology 2 SEM. HRS.
Bio 324L. Entomology Lab. (2 clock hours) 1 SEM. HR.
Prerequisite: Bio 101-102, or equivalent.

Bio 330. Plant Physiology 3 SEM. HRS.
Bio 330L. Plant Physiology Lab. (3 clock hours) 1 SEM. HR.
Prerequisites: A course in General Botany, Chem 123-124 General Chemistry, or Chem 110, or equivalents.

Bio 360. Invertebrate Zoology 3 SEM. HRS.
Bio 360L. Invertebrate Zoology Lab. (3 clock hours) 1 SEM. HR.
Prerequisite: Bio 101-102, or equivalent.

Bio 500. Microbiology 3 SEM. HRS.
This course is designed to cover the general field of microscopic organisms, both plant and animal; some aspects of parasitology will be included.
Bio 502. VERTEBRATE ZOOLOGY 3 SEM. HRS.
A survey course of the vertebrates, their morphology, development, and ecology.

Bio 504. BIO-LAB TECHNIQUES 3 SEM. HRS.
Methods of collecting, preserving, and preparing biological materials for classroom use.

Bio 506. FRONTIERS OF BIOLOGY 2 SEM. HRS.
A combination seminar-discussion course dealing with modern trends and discoveries with applications to the human race.

Bio 508. FIELD BIOLOGY 3 SEM. HRS.
A survey of the local flora and fauna, interrelationship of organisms and their environments.

Bio 510. ECOLOGY 3 SEM. HRS.
A course dealing with the mutual relations between organisms and their environment. Some aspects of biological productivity of lakes will be included.

CHEMISTRY (CHM)

Dr. Cletus Chugg, S.M., Chairman
Prerequisite for enrolling in any of the following courses for credit toward the M.S. in Education degree is standard teacher certification in the field of Physical Science or in Chemistry.

CHM 412. INTERMEDIATE ORGANIC CHEMISTRY 3 SEM. HRS.
Prerequisite: One year of Basic Organic Chemistry.

CHM 417. INORGANIC CHEMISTRY 3 SEM. HRS.
Prerequisite: CHM 215-216 Quantitative Analysis, or the equivalent.

CHM 501. PRINCIPLES OF CHEMISTRY I 3 SEM. HRS.
The subjects treated in this course are: atomic structure, chemical bonding, chemical equilibrium, inorganic nomenclature, theory of solutions, acid-base concepts, periodic properties of the elements, radiochemistry and nuclear reactions.
Prerequisite: One year of College Chemistry.

CHM 502. PRINCIPLES OF CHEMISTRY II 3 SEM. HRS.
The subjects treated in this course are: thermodynamics, chemical kinetics, redox reactions, organic chemistry (nomenclature, functional groups, preparation and properties of organic compounds).
Prerequisite: CHM 501.

ECONOMICS (ECO)

Dr. Edmund B. O'Leary, Chairman
Prerequisite for enrolling in any of the following courses for credits toward the M.S. in Education degree is "Eco 201-202 Principles of Economics" or the equivalent.

ECO 501. ADVANCED PRINCIPLES OF ECONOMICS 3 SEM. HRS.
A review and analysis of the fundamental principles underlying the economic system.

ECO 503. HISTORY OF ECONOMIC DOCTRINE 3 SEM. HRS.
Development of economic concepts and theories from the Mercantilists to the present period.

ECO 505. CONSUMER ECONOMICS 3 SEM. HRS.
A study of the economic forces which influence the consumer in his choice and use of goods and services; and of the public and private agencies which afford protection, information, and assistance to the consumer.

ECO 507. CURRENT ECONOMIC PROBLEMS 3 SEM. HRS.
An analysis and discussion at an advanced level of current economic issues and problems.

ECO 520. ECONOMICS OF GOVERNMENT 3 SEM. HRS.
A survey of government and business relationships in the American economy and the impact of government on private enterprise.

ECO 525. GRADUATE SEMINAR IN ECONOMICS 3 SEM. HRS.
Special studies and discussions of economic problems and trends.

ENGLISH (ENG)

Rev. Adrian McCarthy, S.M., Ph.D., Chairman
Prerequisite for enrolling in any of the following courses for graduate credit toward the M.S. in Education degree is teacher certification in English with at least 24 sem. hrs.

ENG 340. ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY 3 SEM. HRS.

ENG 428. LITERARY CRITICISM 3 SEM. HRS.

ENG 429. CHAUCER 3 SEM. HRS.

ENG 430. HISTORY OF THE ENGLISH LANGUAGE 3 SEM. HRS.

ENG 501. ENGLISH PROSE STYLE 3 SEM. HRS.
A study of representative selections of English prose. It includes an investigation of the complementary arts of composition and rhetoric as seen in the writings of the master authors of English prose.

ENG 510. SPECIAL PROBLEMS IN LITERARY CRITICISM 3 SEM. HRS.
A study of the possible critical approaches to works of non-dramatic poetry suitable for study on the secondary school level. Specific works to be discussed will be determined by the needs of the class.

ENG 520. SHAKESPEARE I 3 SEM. HRS.
A study of the tragedies of Shakespeare. All the tragedies are read; some are
taken through in detail in the lecture periods and the rest are assigned for out of class reading. Class discussion is encouraged, and students are tested on the assigned readings.

Eng 521. Shakespeare II
A study of the comedies and most important history plays of Shakespeare. The same procedure is followed as in Eng 520.

Eng 530. Great Novels for Young Adults
A course designed to give teachers a more thorough acquaintance with novels appropriate for reading in the secondary schools. Lectures will be given and discussions conducted on the most important novels; other works will be assigned for regular reports by the students.

HISTORY (Hst)
Dr. Wilfred J. Steiner, Chairman

Prerequisite for enrolling in any of the following courses for graduate credit toward the M.S. in Education degree is the completion of 18 sem. hrs. of undergraduate credit work in History.

Hst 301. Medieval Europe
Hst 302. Renaissance and Reformation
Hst 309. Ancient History
Hst 319. France Since 1815
Hst 340. The Revolutionary Era, 1789-1918
Hst 351. American Colonial History
Hst 355. The American Revolution and Confederation
Hst 364. History of Ohio
Hst 368. Problems of Latin American History
Hst 409. Europe Since 1918
Hst 415. Soviet Union Since 1917
Hst 421. History of England Since 1688
Hst 424. Africa, 19th and 20th Centuries
Hst 427. The Westward Movement
Hst 435. The Middle East, 19th and 20th Centuries
Hst 441. Modern European Thought
Hst 445. The Far East, 19th and 20th Centuries
Hst 449. Recent American History
Hst 451. Civil War and Reconstruction

Hst 468. The Republics of Latin America 3 sem. hrs.

Hst 500. Historiography
The course will concentrate on a study of the principal historians and the chief contributions to the development of historical writing as a historical science with its own method and objectives.

Hst 501. Greek and Roman Civilization
This course seeks to understand life in Ancient Greece and Rome. The method of inquiry is comparison and contrast: first between Athens and Sparta, the focal points of the Hellenic era, and then between the republican and imperial periods of Rome. In each case, Hellenic and Rome, the course probes economic, social, religious, and cultural forces. A general knowledge of Ancient History is presupposed.

Hst 506. Medieval Civilization
An interpretation of the culture of the Middle Ages, including Christian thought from St. Augustine to St. Thomas Aquinas, humanism and the classical revival, the rise of vernacular literature, the fine arts, education, and scientific development. A general knowledge of medieval history is presupposed.

Hst 510. Seminar in Historical Method
The course centers around the writing of a paper based upon original research and discussions of limited historical fields and general historical problems. Emphasis will be placed upon methods of research and the mechanics of composing a research paper.

Hst 511. The Age of the Crusades
A discussion of the Medieval Crusading movement including causes; major crusades; lesser crusades; results; their influence on their times; bibliography; and conclusions.

Hst 520. Tudor England
A study of England — Henry VII through Elizabeth I — with particular emphasis on the development of the national state, royal absolutism, and the reformation. The social and economic aspects of the 15th and 16th centuries, as well as the diplomacy of the period, will be fully treated.

Hst 531. The Civilization of the Far East
The purpose of this course is to acquaint the High School history teacher with the cultural, religious, social, and economic development of the Far East. The importance of this area in recent world events has given the Far East much greater significance in World History courses. A general knowledge of World History is presupposed.

Hst 540. Interpretations in World History
Specific topics will be chosen for investigation and interpretation as deter-
mined by the Instructor. The course will be designed to assist teachers of World History in following recent trends in the interpretation of historical events. A general knowledge of World History is a prerequisite.

HST 454. Seminar in Non-American History 3 SEM. HRS.
Discussions; oral and written reports. The topics will depend, in part, upon the interests of the members of the class.

HST 455. Philosophy of History 3 SEM. HRS.
The course in Philosophy of History will be concerned primarily with speculative historical writing—i.e., the study of the principal philosophers of history beginning with Greek antiquity and including St. Augustine, Hegel, Marx, Spengler, and Toynbee.

HST 456. The Immigrant in America 3 SEM. HRS.
A study of the various immigrant groups that combined to establish the distinctive features of American civilization. Attention will be focused on the contributions of these nationality groups in the development of our social, economic, political, cultural, and religious institutions. A general knowledge of American History is presupposed.

HST 461. Populism and Progressivism, 1890-1917 3 SEM. HRS.
The history of early attempts to cope with the problems of industrialization in the United States. Political and economic topics discussed: the Populist Party; Progressivism in the major political parties; the formation of the Progressive Party; and Progressivism at the state and local level. Social and intellectual topics discussed: Darwinist ferment; Pragmatism and Progressive reform; the movement for rural and urban social reforms; the literature of reform; and social protest in the arts.

HST 470. The Old South 3 SEM. HRS.
A study of political, social, economic, and cultural history, emphasizing prevailing themes of pre-Civil War Southern life—ruralism, cotton culture, extractive economics, slavery, developing political minority status in the nation. A general knowledge of American History is a prerequisite.

HST 480. History of the Labor Movement in the U.S. 3 SEM. HRS.
After a brief survey of classic instances of early labor organization from the 1790's through the 1850's, major attention is given to the conditions of labor in the post-Civil War United States and the movement toward national organization of labor. Thereafter, discussion turns to the economic, political, social, and intellectual emphasis and programs of national labor organizations in the environment of late 19th century and 20th century United States.

HST 485. American Science and Technology 3 SEM. HRS.
A descriptive and interpretative study of the role of American scientists, inventors, and technologists in American history from the colonial era to the present time, with particular emphasis upon the Machine Age. A general knowledge of American history is a prerequisite.

HST 590. Interpretations in American History 3 SEM. HRS.
Specific topics will be chosen for investigation and interpretation as determined by the Instructor. The objective of the course is to assist High School teachers of American History in keeping abreast of the most recent literature in the field and to study new interpretations of historical events. A general knowledge of American History is a prerequisite.

HST 595. Seminar in American History 3 SEM. HRS.
Students will examine selected topics in American History. Emphasis will be on discussion based on individual reading and interpretative essays.

MATHEMATICS (MTH)

Dr. Kenneth C. Schraut, Chairman

Prerequisite for enrolling in any of the following courses for graduate credit toward the M.S. in Education degree is standard teacher certification in Mathematics with at least 21 sem. hrs. in Mathematics.

MTH 501-502. Fundamental Concepts of Algebra 6 SEM. HRS.
An introduction to the basic concepts of abstract algebra such as number postulates, groups, rings, fields, mappings, classes, and sets, as well as certain concepts taken from the classical theory of equations. An intensive study of the relation of these topics to the topics of high school algebra as proposed by the several curriculum revision groups.

MTH 503-504. Fundamental Concepts of Geometry 6 SEM. HRS.
A study of the axioms and concepts upon which various geometries are built. A comparison is made between Euclidean metric and projective geometries and to a lesser extent consideration is given to non-Euclidean geometries. A comparison is also made between synthetic and analytic methods of proof with some consideration given to vector notations. An intensive study of the relation of these topics to the topics of high school geometry as proposed by the several curriculum revision groups.

MTH 505-506. Fundamental Concepts of Probability and Statistics 6 SEM. HRS.
Topics to be discussed include: the basic laws of probability, frequency distribution (Binomial, Poisson, Normal, etc.) sampling, estimation of parameters, sampling distributions, confidence intervals, tests of hypotheses, regression, and analysis of variance. An intensive study of the relation of these topics to the topics of high school probability and statistics as proposed by the several curriculum revision groups.

MTH 507. Fundamental Concepts of Analysis 3 SEM. HRS.
This course will include the concepts of number, sequence, function, limit, continuity, derivative, integral, and infinite series, as well as their relation to the material in the high school curriculum.
MTH 508. **Introduction to Applied Analysis**  
3 sem. hrs.  
A survey of the application of differential equations and infinite series to classical problems in physics, science, and engineering.

MTH 510. **Theory and Practice of Computer Programming** 3 sem. hrs.  
A study of the universal compilers agol and cobol, followed by a survey of the computer solution of selected problems taken from science, technology, and business. Attention will be given to the analysis of errors.

**PHILOSOPHY (Phl)**

Rev. Edmund L. Rhodes, S.M., Chairman

Prerequisite for enrolling in any of the following courses for graduate credit toward the M.S. in Education degree is the completion of the 12 sem. hrs. of the basic undergraduate sequence of philosophy courses.

Phl 413. **Philosophy of the State**  
3 sem. hrs.  
*Prerequisites:* Phl 103 Logic, Phl 207 Philosophical Psychology or equivalent, and Phl 404 Ethics.

Phl 430. **Philosophy of Plato**  
3 sem. hrs.  
*Prerequisites:* Phl 103 Logic, Phl 207 Philosophical Psychology or equivalent.

Phl 432. **Philosophy of Aristotle**  
3 sem. hrs.  
*Prerequisites:* Phl 103, and Phl 207 or equivalent.

Phl 434. **St. Thomas Aquinas**  
3 sem. hrs.  
*Prerequisites:* Phl 103, and Phl 207 or equivalent.

Phl 450. **Problems in Philosophy**  
3 sem. hrs.  
*Prerequisites:* Phl 103, and Phl 207 or equivalent.

Graduate courses in philosophy will be included in future listings upon evidence of demand.

**PHYSICS (Phy)**

Bro. Thomas P. Schick, S.M., Acting Chairman

Prerequisite for enrolling in any of the following courses for graduate credit toward the M.S. in Education degree is the completion of undergraduate requirements for standard teacher certification in Physics or in Physical Science plus the completion of one year of college mathematics.

Phy 351. **Introduction to Astronomy**  
3 sem. hrs.  
*Prerequisites:* Mth 202 Differential and Integral Calculus II, and Phy 206, 207, 208 General Physics.

Phy 450. **Advanced Astronomy**  
3 sem. hrs.  
*Prerequisites:* Phy 351 Introduction to Astronomy.

Phy 500. **Modern Physics I**  
3 sem. hrs.  
The object of the course is to familiarize high school science teachers with some of the current advances in physics. The great present day interest in atomic and nuclear physics stems both from the basic nature of the problems attacked and from the technical applications, which are world in importance. An understanding of the foundations of the subject, together with some of the chief results and trends, is a necessity for high school teachers of science.

Phy 500L. **Modern Physics Lab I**  
2 sem. hrs.  
A laboratory course intended to allow the student to perform experiments discussed in the lecture, to measure fundamental particles, charges, and constants, both modern and classical.

Phy 501. **Modern Physics II**  
3 sem. hrs.  
A continuation of Phy 500. Modern Physics I.

Phy 501L. **Modern Physics Lab II**  
2 sem. hrs.  
A continuation of Phy 501L. Modern Physics Lab I.

**PSYCHOLOGY (Psy)**

Robert L. Noland, Acting Chairman

Psy 312. **Abnormal Psychology**  
3 sem. hrs.  
*Prerequisite:* Psy 305 Mental Hygiene, or equivalent.

Psy 401. **Advanced Statistics**  
3 sem. hrs.  
*Prerequisites:* Psy 302 Elementary Statistics, or Edu 503.

Psy 408. **Social Psychology**  
3 sem. hrs.  
*Prerequisites:* Six hours of Psychology or Educational Psychology.

Psy 420. **Industrial Psychology**  
3 sem. hrs.  
*Prerequisites:* Psy 302 or Edu 503.

Psy 470. **Critique of Psychoanalytic Theory**  
3 sem. hrs.  
*Prerequisites:* Psy 305, 312, and 409 History of Psychology.

**THEOLOGY (Thl)**

Rev. William Cole, S.M., S.T.D., Chairman

Prerequisite for enrolling in any of the following courses for graduate credit toward the M.S. in Education degree is completion of the undergraduate sequence of Theology and Philosophy courses, namely 12 sem. hours in Theology and 12 sem. hours in Philosophy, or the equivalent.
Advanced undergraduate courses in Theology that may be used for graduate credit are the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 433</td>
<td>Survey of Mariology II</td>
<td>2</td>
</tr>
<tr>
<td>THL 444</td>
<td>Survey of Mariology II</td>
<td>3</td>
</tr>
<tr>
<td>THL 450</td>
<td>New Testament Problems</td>
<td>3</td>
</tr>
<tr>
<td>THL 462</td>
<td>Mystical Theology</td>
<td>3</td>
</tr>
<tr>
<td>THL 467</td>
<td>Theology of Liturgy</td>
<td>3</td>
</tr>
<tr>
<td>THL 470</td>
<td>Social Doctrine of Pius XI</td>
<td>2</td>
</tr>
<tr>
<td>THL 471</td>
<td>Social Doctrine of Pius XI</td>
<td>3</td>
</tr>
<tr>
<td>THL 472</td>
<td>Atheistic Communism</td>
<td>2</td>
</tr>
<tr>
<td>THL 473</td>
<td>Atheistic Communism</td>
<td>3</td>
</tr>
<tr>
<td>THL 490</td>
<td>Techniques of the Marianist Sociality</td>
<td>3</td>
</tr>
</tbody>
</table>

Required courses for the completion of a field of concentration in Theology are the following: THL 500 Philosophy of Religion, and THL 501 History of Religion.

The graduate Theology offerings include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 500</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A systematic interpretation of the essential bond that unites man with God in a real relation of creature to Creator; — A Christian philosophic approach to this personal social relationship in the dimensions of immanence and transcendence; — an exposition of the sacred and the eternal in the human and divine society effected by faith and love in man made to the image and likeness of God.</td>
<td></td>
</tr>
<tr>
<td>THL 501</td>
<td>History of Religion</td>
<td>3</td>
</tr>
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<td></td>
<td>The comparative role of Christianity and non-Christian religions in the molding of world civilization and, in particular, Western culture. Among all religions, the unique doctrinal, moral and liturgical features of Christianity, with special investigation of their processive incarnational character.</td>
<td></td>
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<tr>
<td>THL 505</td>
<td>Theology of the Incarnation</td>
<td>3</td>
</tr>
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<td></td>
<td>An appreciative study of the Incarnation of the Word of God divinely revealed in Sacred Scriptures and Tradition as the pivotal truth of Christianity, together with its doctrinal developments and precisions necessitated by the key Christological controversies of the Patristic, medieval and contemporary eras, as well as its consequent influence on Christian life and practice during these same periods.</td>
<td></td>
</tr>
<tr>
<td>THL 520</td>
<td>Role of the Mother of God in the Incarnation</td>
<td>3</td>
</tr>
</tbody>
</table>

The Divine Maternity, principle of Mary's excellence; the Spiritual Maternity: the meaning of the doctrine, pronouncements of the Magisterium, the evidence from Scripture; the voice of Tradition, the theological explanation; relation to other privileges, special questions of the 19th and 20th century authors. The Universal Mediation of Mary — (1) Redemption — meaning, various theological opinions, pronouncements of the Magisterium, the evidence from Scripture, Tradition, arguments against, importance of this role; (2) Dispensation of all Graces — meaning, pronouncements of Magisterium, evidence of Scripture, Tradition, objections, relation to other privileges, special questions. Prerequisites: THL 342 or 444.

THL 540. THE CHURCH OF CHRIST 3 SEM. HRS.
Institution and organization of the Church of Christ. Functions and characteristics of the Church. The hierarchy and the Roman Pontiff. The Church as the Mystical Body of Christ.