

# WESTERN MARYLAND COLLEGE 1981/83

Graduate

Catalog



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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 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.

## **WESTERN MARYLAND COLLEGE**

**Westminster, Maryland 21157**

**Telephone: Area Code (301) 848-7000**

**(from Baltimore: 876-2055)**

**TTY/Voice**



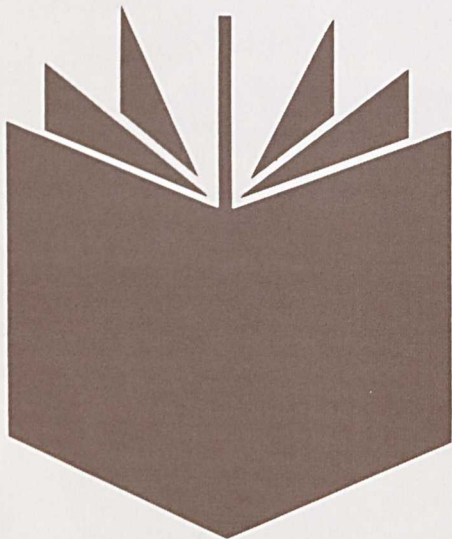
# WESTERN MARYLAND COLLEGE 1981/83

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# College Profile



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.

Founded in 1867, Western Maryland was the first private coeducational institution south of the Mason-Dixon Line.

## **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.



## Calendar

### Summer Session

	1981	1982
First term begins .....	Monday, June 22	Monday, June 21
First term ends .....	Wednesday, July 22	Wednesday, July 21
Second term begins .....	Thursday, July 23	Thursday, July 22
Second term ends .....	Friday, August 21	Friday, August 20

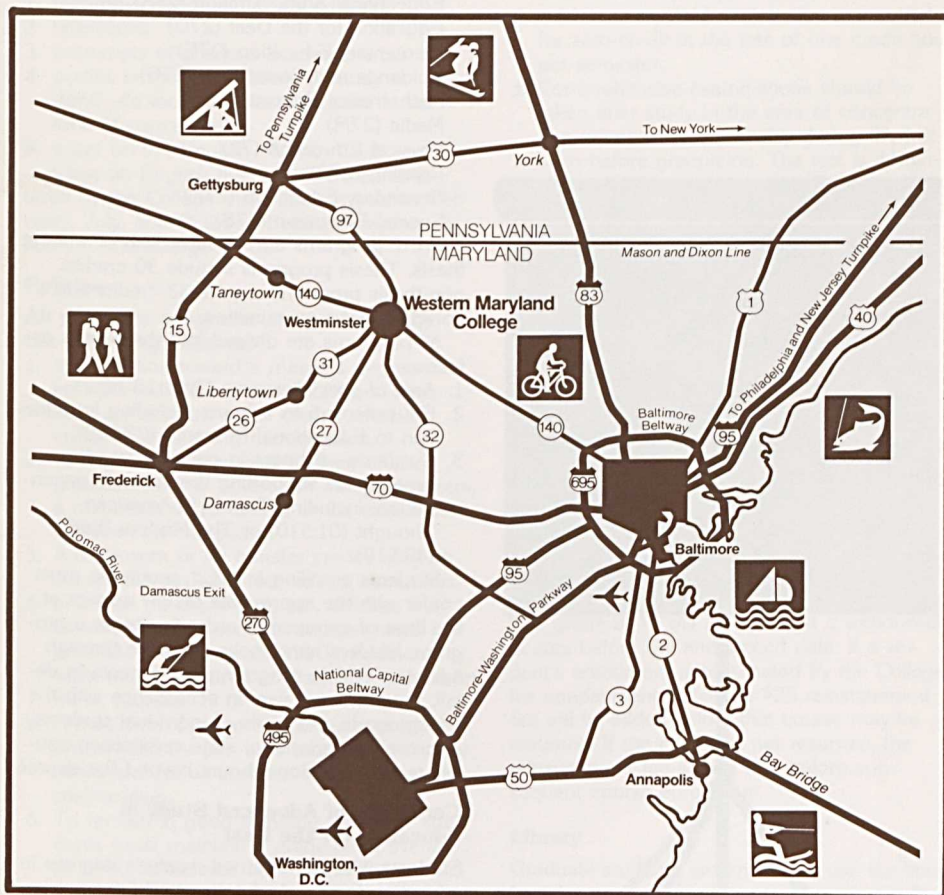
### Fall Semester

	1981	1982
First Semester begins .....	Wednesday, September 9	Wednesday, September 15
Thanksgiving recess begins .....	Wednesday, November 25	Wednesday, November 24
Classes resume .....	Monday, November 30	Monday, November 29
Semester ends .....	Friday, December 18	Friday, December 24

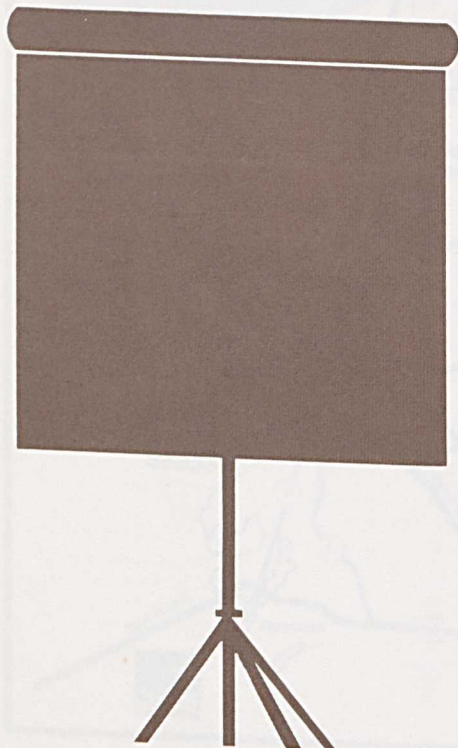
### Spring Semester

	1982	1983
Second Semester begins .....	Monday, February 1	Monday, January 31
*Spring recess begins .....	Monday, March 22	Monday, March 21
Classes resume .....	Monday, March 29	Monday, March 28
Semester ends .....	Friday, May 14	Friday, May 13
Commencement .....	Saturday, May 22	Saturday, May 21

\* Schedule may vary at off-campus centers



# Educational 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 CULTURAL HERITAGE (+), including 49:509 and 49:510, the remaining courses each in a different department, other than 49
- 6 hours in 2 different departments in CONTEMPORARY SOCIETY (#)
- 3 hours in the CREATIVE PROCESS (@)
- 9 hours of elective graduate credit

Note: Courses in each category are designated on pp. 0-00

## Master of Education

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

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

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) or The Modern World (49:510).

Students enrolling in M.Ed. programs must confer with the appropriate faculty advisor at the time of entrance in order to design a program. Student handbooks, available through advisors, explain program requirements in detail. Programs will vary in accordance with the backgrounds and goals of individual students. Approved programs for state certification usually require additional hours beyond the degree.

## Certificate of Advanced Study in Education for the Deaf

Students who have earned master's degrees in education for the deaf may enroll for a pro-



gram leading to an advanced certificate in this field or in administration of schools for the deaf.

### 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 academic 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 subcommittee on matriculation from the faculty Graduate Affairs Committee will select students for degree candidacy on the basis of:

1. recommendation of faculty advisor
2. references
3. transcripts of previous academic work
4. grades in the first 9 hours of study at WMC—to include at least 6 hours in the area of concentration
5. score on the English Fluency Test

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 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 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 at WMC (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 will be placed on *academic probation* and their records so marked.

Students will be *academically dismissed* if grade index for graduate hours attempted 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. Only matriculated students are eligible for *Introduction to Educational Research*.
2. 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 completed, registration is required for zero-credit at the rate of one credit hour per semester.
3. 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.
4. 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.

### Withdrawal

In case of withdrawal from a course, the student must notify the Graduate 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 nonpayment 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 under-



graduate 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 115,000 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 (WMC courses), 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 15 for January completion of degree requirements

### Fees

**Tuition:** \$77 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:** \$300 additional fee may be required.

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

### Optional Fees:

#### Room

\$362.50 per semester (+\$25.00 for single occupancy); \$110.00 per 4½ week summer term regular residence halls (+\$15.00 for single occupancy).

#### Board

\$600.00 per semester; \$200.00 per 4½ week summer term. (Board is required of all resident students during summer term.)

### 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.

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 "program approval" concept in the following fields: administration, counseling, education for the deaf, media, reading, and special education. Under current reciprocity agreements, certification is granted to graduates in Maryland and many other signatory states.

### College Events

A calendar of events of interest to the college community is available at the Information Desk in Decker College Center. A full program of cultural and recreational activities is presented by the Student Government Association, the Office of College Activities, musical organizations and the Drama Department. Most programs are open to the entire College community. Inquiries should be directed to the Office of College Activities.



## Career Services

The Office of Counseling and Career Services makes available to graduate students upon request a credential service. There is no charge to establish a credential file but a fee of one dollar per copy of the file will be required in advance to cover the cost of duplicating and mailing. The office also maintains and circulates a job placement bulletin every two weeks. Copies of the bulletin are available in the Student Affairs Office and are posted on the main bulletin board on the middle level of Decker College Center.

## Decker College Center

The use of Decker College Center is available to graduate students on the same basis as undergraduates. The College Center houses lounges, TV areas, grille, post office, bookstore, and game rooms. Mail box assignments are available to resident graduate students upon request. A WMC student I.D. card is required for use of the College Pub at a charge of \$5.00.

## Food Services

The College has one dining hall with cafeteria-style meals and a college grille. Although designed to serve residents on the full board plan, other students may purchase meals in the dining hall at guest rates. The grille located in Decker College Center operates on an a-la-carte basis. Hours and regulations may be found in the *Graduate Student Handbook* and are posted in the appropriate areas.

## Health Services

The facilities of the College Infirmary are available to all currently enrolled full-time graduate students living in college residence facilities during the regular academic year at a cost of \$8.00 per visit. Medication used for very frequent diseases is supplied at no cost. Special medications prescribed by either the student's personal physician or the college physician must be obtained at the student's own expense. Infirmary services do not cover fees for specialists, laboratory tests, x-rays, allergy shots, immunization shots, visits to the doctor's office, etc. There is a fee for the GYN clinic. The College has no financial obligation for any service rendered by the hospital, including treatment done in the emergency room. Dispensary and doctor's hours are listed in the *Graduate Student Handbook* and are posted in the Infirmary.

## Housing Services

A limited amount of housing services are offered to graduate students. A listing of off-campus apartments and rooms for rent is

available for inspection in the Office of Student Affairs.

Students may make application to the Associate Dean of Students for assignment to housing space on campus, but a very limited amount of space is available. Rooms are assigned on a semester basis and a non-refundable deposit is required.

## I.D. Cards

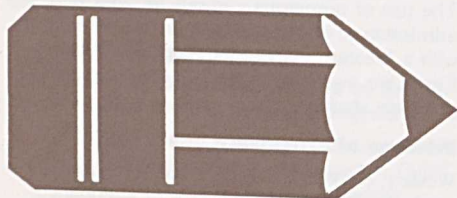
The use of numerous campus facilities and admission to some events is limited to students with a Western Maryland College I.D. card. Cards are available for each currently enrolled graduate student.

## Privilege of Attendance

Western Maryland College extends to qualified graduate students the privilege of attendance. The College expects and will require of all its students cooperation in developing and maintaining high standards of scholarship and conduct.

The College wishes to emphasize its policy that all students are subject to the rules and regulations of the College currently in effect or which may be put into effect by the appropriate authorities of the College. Guidelines are listed in the *Graduate Student Handbook* available in the Student Affairs Office and the Education Department.

# 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.

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

- (+) Cultural Heritage
- (#) Contemporary Society
- (@) Creative process





## 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** **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 both to the thematic and mythic background and 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.
- 03:504 Studies in Art History: Civilization** **3 credits**  
Selected topics in art history. Students will develop an understanding of the basic artistic monuments of one historical period and place them in their contemporary political, philosophical and religious context. A different topic may be selected each semester.

## 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.
- + 09:505 Human Origins: Evolution and Embryology** **3 credits**  
A layman's guide to the nature of humanity, interpreted according to man's biological origins and limits. No prerequisites, no special experience required for enrollment.

## 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.

## 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.

**+ 17:502 Utopias in Literature****3 credits**

Beginning with the classical statements of Plato and Sir Thomas More, this course then emphasizes modern treatments of utopia in the works of Dostoevsky, Zamiatin, Huxley, Orwell, and B. F. Skinner.

**COMPUTER SCIENCE (19)****19:505 Introduction to Computer Programming****3 credits**

Computer fundamentals such as logic, algorithms, flowcharting, and the study of the FORTRAN programming language on a time-sharing system. Emphasis is placed on the effective use of computers in solving numeric problems.

**# 19:506 The Computer, the Individual, and Society****3 credits**

An introduction to the use of a time-sharing computer system and a survey of the various uses and effects of computers in today's society. The BASIC programming language is used to solve elementary numeric and non-numeric problems. This course is particularly appropriate for teachers who should have the background to discuss with their students applications of computers and the decisions society is likely to face regarding computers.

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

**# 21:514 Theatre and Drama By and About Women****3 credits**

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

**+ 21:516 Shakespeare on Stage****3 credits**

The student, through the reading of plays, texts, and listening to lectures, will familiarize himself with the Elizabethan Period, the Elizabethan stage, and Shakespeare's work. The student, through selected reading of scenes (aloud) and class discussion, will place the works of Shakespeare to better grasp the visual imagery inherent in Shakespeare's text.

**+ 21:517 Japanese Film and Traditional Theatre****3 credits**

A general survey of the history and content of Japanese film and Japanese traditional theatre emphasizing the aesthetic and cultural implications of the forms. Films, readings and discussions will form the core work of this course.

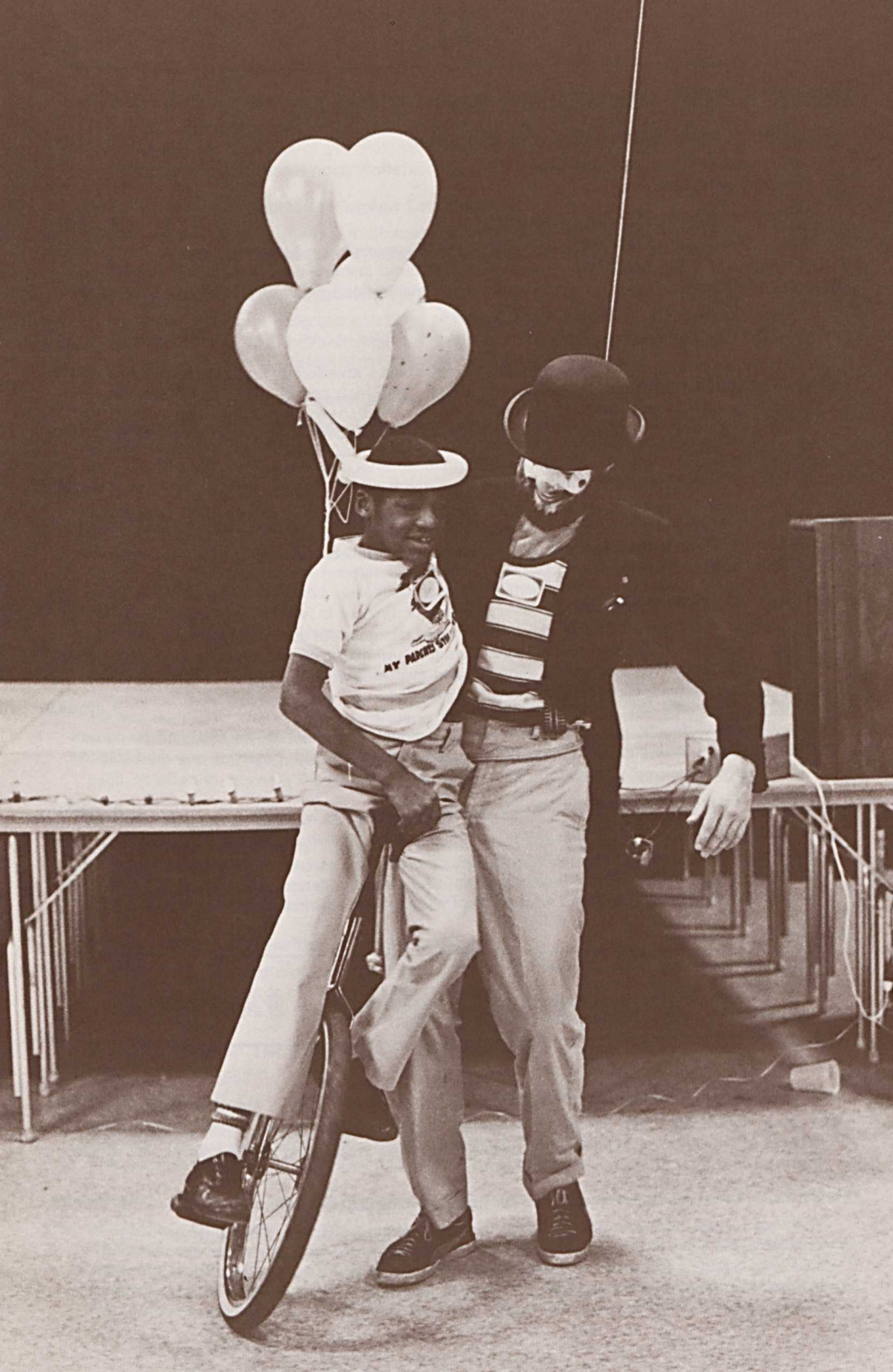
**ECONOMICS (24)****# 24:501 Economics of Environment****3 credits**

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, growth, urban problems, poverty, health, education, transportation, population, agriculture, international trade and finance, labor, inflation, unemployment, and energy.





## 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.

### 27:505 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.

### 27:508 Law-Related Education

3 credits

The purpose of this course is to update the participant's 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 and the various forces influencing curriculum decisions: learning theory, philosophy of education, school goals, subject disciplines, the community, and society at large. Curriculum models in current use will be studied and evaluated in terms of both cognitive and affective goals.

### 27:511 Curriculum Design

3 credits

An analysis of present curriculum development and designs with attention to several models of implemented curriculum are studied; strategies for curriculum design are examined, and specific proposals for implementation are developed and evaluated in detail.

### 27:512 Seminar: Trends in Curriculum

3 credits

A study of new directions in curriculum—local, regional, and national—as indicated by current literature of the field. Implications of these trends will be projected, based on standard forecasting techniques.

### 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.

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### Subject Methods

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

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### 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.

### 27:522 Creative Dynamics in the Elementary Classroom

3 credits

A course for teachers who are interested in supplementing cognitive skills and knowledge in the creative application of the lively arts and other dynamic forms as a dimension in classroom instruction. Setting conditions for creative teaching are explored and developed through practical integration utilizing literature, drama, movement, arts, crafts, music, verbal and non-verbal communication.



**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 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.

**27:537 Whys and Wherefores: An Inquiry into Elementary Science Education 3 credits**

An investigation of the whys and wherefores in methods which could be used to illustrate science concepts in the elementary school. Topics to be included: energy, motion, matter, molecules and living organisms. Demonstrations will be constructed from readily available materials, and a concerted attempt will be made to construct a project for \$5.00 or less.

**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.

**27:554 Calculating & Computing****3 credits**

The course is intended for teachers who want to become familiar with calculators and computers and their uses in education. Participants will learn how to use calculators for personal use applications and to motivate and develop problem solving skills with students. Programmable calculators and mini-computers will be utilized also. The BASIC programming language will be used. In addition teachers will develop appropriate learning activities for their students.

**27:556 Teaching Math in the Elementary School****3 credits**

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.

**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 diagnostic 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)****27A:501 Introduction to School Administration****3 credits**

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: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 organized labor groups as they pertain to education. Topics to include negotiations, salary disputes, fringe benefits, unions, 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:516 Case Studies in School Administration****3 credits**

*Prerequisite—permission of program coordinator*

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:517 Seminar: Human Relations in Administration****3 credits**

This course is a study of affective concerns in the management process. Through a study of current literature on human relations development, the student will review various interaction models and apply them in situations requiring accurate perception of client needs and selection of appropriate responses.

**27A:518 Seminar: Educational Administration****3 credits**

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, 36:403G, 01:510 and 81:311G. Non-hearing students enrolling for other courses should check with the program coordinator.

**27D:331G Advanced Manual Communication****3 credits***Prerequisite: 27:131 and 132 or equivalent.*

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

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

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

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

Examines problems underlying the acquisition of speech by hearing-impaired children and establishes a framework for the orderly development of speech communication skills, within a Total Communication setting. It includes anatomy of the speech mechanism and acoustical and physiological characteristics of speech production. Phonetics and orthographic systems are learned in conjunction with speech evaluation procedures. Various techniques for developing functional speech in the hearing impaired child are explored. Methods of auditory training and speechreading are reviewed and practiced. The course is designed to assist the classroom teacher in establishing and maintaining a systematic speech program (based on an auditory approach) from birth through the school years. Frequent observation and practicum.

**27D:522 Practicum: Speech and Speech Reading****3 credits***Prerequisite: 27D:521*

The major goal of this experience is to further develop those skills acquired in 27D:521 (Methods of Teaching Speech to Hearing-Impaired Children), as outlined in the competency checklist, and to use them in a practical situation. Encompasses performing evaluations, development of target behaviors, correcting and developing speech patterns, implementing an effective program of speech and speech reading within the classroom.

**27D:529 Introduction to Language and Communication****3 credits**

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

**27D:530 Teaching Language to Hearing Impaired Children****3 credits***Prerequisite—27D:529*

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

**27D:542 Curriculum and Instruction: Practicum****3 credits***Prerequisite—Open to full time students only or by special permission of the instructor. January Term.*

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

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

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:581 Learning Strategies for Multiple Handicapped  
Hearing Impaired Children II**

**3 credits**

*Prerequisite: 27D:580*

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:601 Current Issues in Curriculum for the Hearing Impaired**

**3 credits**

*Prerequisite: master's degree*

This course will focus on current curriculum topics which have major impact on the education of the hearing impaired. Specific content of the course will vary. Students will be required to research individual topics as assigned.

**27D:602 Consultation Skills for Teachers of the Hearing Impaired**

**3 credits**

*Prerequisite: master's degree*

This course will examine the rapidly growing role of the teacher as a consultant. Focus will be on teacher-teacher, teacher-parent, teacher-administrator consultation skills enabling the teacher to fulfill his/her multi-dimensional role in conjunction with PL 94-142.

## **EDUCATION (COUNSELOR EDUCATION) (27G)**

**27G:501 Introduction to Counseling**

**3 credits**

An orientation to the role and function of the counselor. The course will focus on the students' understanding of the context in which counselors work, the skills they must acquire, and the need to be increasingly aware of their own competencies, responsibilities and values. Emphasis will be placed on the development and application of basic listening and attending skills.

**27G:502 Counseling Theories and Techniques**

**3 credits**

A study of the major counseling theories and an introduction to the techniques involved in applying these theories. Emphasis will be placed on the development of a personal theory of counseling.

**27G:503 Laboratory Practicum**

**3 credits**

*Prerequisites—27G:501, 27G:502*

The further development, integration, and application of counseling skills in a laboratory setting. Emphasis will be placed on individual counseling although small group techniques may be stressed when appropriate. Each student must have access to at least one client in an ongoing counseling relationship. Enrollment is limited to ten students.

**27G:504 Career Development**

**3 credits**

A course designed to assist counselors in becoming aware of their role in career development. A survey of major career development theories and their implications for the counselor.

**27G:505 Cross Cultural Communications**

**3 credits**

A course designed to prepare the counselor to work more effectively with minority group cultures. Special attention is given to a sociological survey of minority cultures in the United States. Cross cultural communication will be stressed.

**27G:506 Organization and Administration of Counseling Programs**

**3 credits**

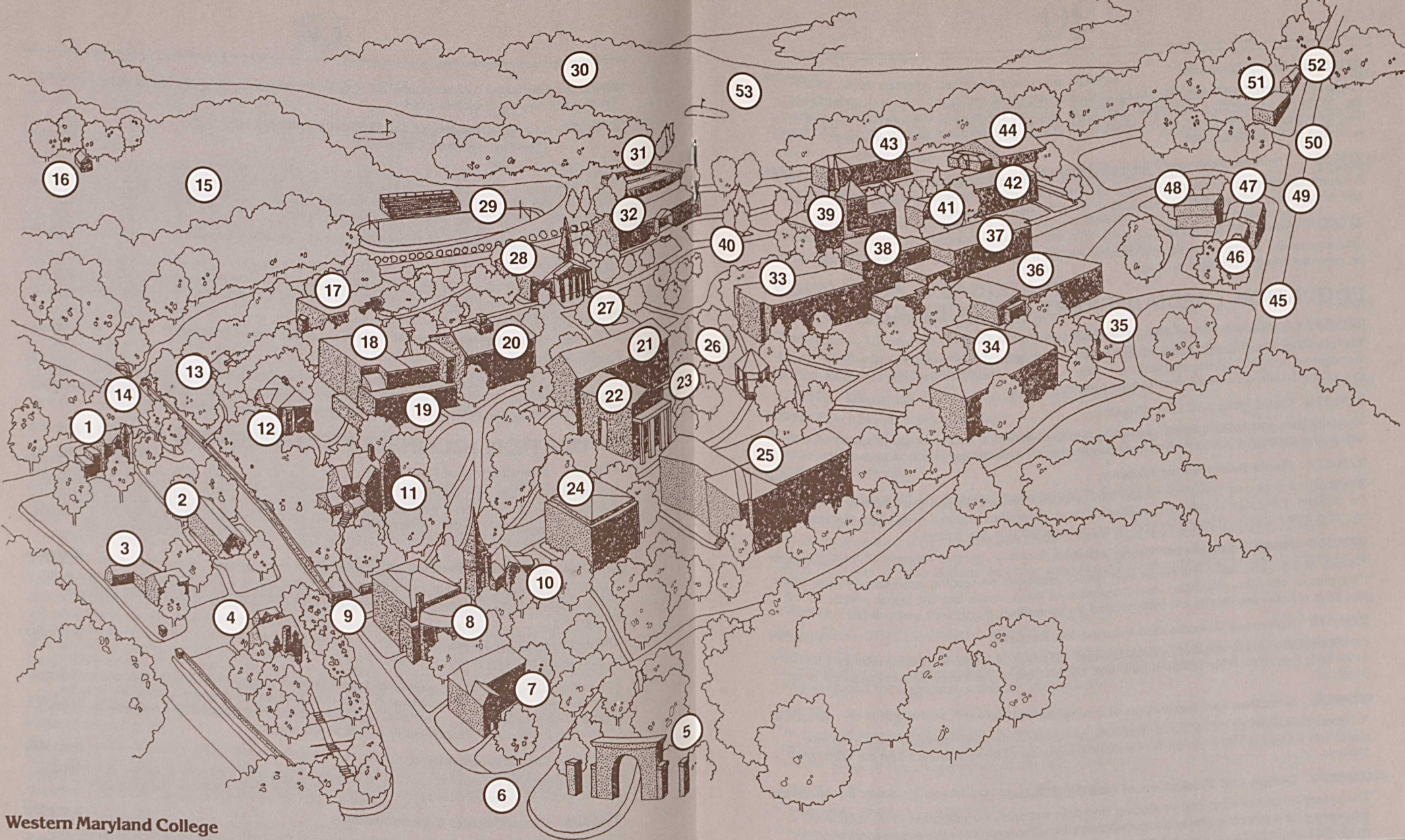
Problems and procedures in initiating and conducting guidance programs. Emphasis is placed on the administrative structure of the guidance program within the organization of the entire school system. Responsibilities of administrative and supervisory personnel are considered.

**27G:507 Elementary School Counseling**

**3 credits**

The study of theory, method, and evaluation techniques which are unique to this setting. The focus will be on individual and group counseling with the elementary student as well as play therapy.





# Western Maryland College

- |                                    |                                      |   |   |   |                          |
|------------------------------------|--------------------------------------|---|---|---|--------------------------|
| 1. Harrison House                  | 12. McDaniel House                   | 23. Robinson Garden                                       | 34. Whiteford Hall—<br>Residence Hall   | 39. Elderdice Hall—<br>Administrative offices,<br>Admissions Office | 45. East Entrance        |
| 2. Thompson Infirmary              | 13. Dean's Cottage                   | 24. Fine Arts Building                                    | 35. Chandler House—<br>Residence Hall   | 40. Visitor Parking   | 46. Avenue Apartments    |
| 3. Service Building                | 14. West Entrance                    | 25. Blanche Ward Hall—<br>Residence Hall and<br>Gymnasium | 36. Englar Dining Hall—<br>Harlow Swimming Pool   | 41. Forlines House—<br>Residence Hall                               | 47. Frederick Hall       |
| 4. Carroll Hall<br>Graduate Office | 15. Athletic Fields                  | 26. Carpe Diem  | 37. Rouzer Hall—<br>Residence Hall  | 42. Daniel MacLea Hall—<br>Residence Hall                           | 48. Whipp Hall           |
| 5. Ward Memorial Arch              | 16. Spring House                     | 27. Ensor Plaza   | 38. Decker College Center—<br>(Information)<br>—President's office,<br>Lounge area, Post<br>Office, College store | 43. Albert Norman Ward Hall<br>—Residence Hall                      | 49. North Entrance       |
| 6. South Entrance                  | 17. Winslow Center                   | 28. Baker Memorial Chapel                                 |   | 44. Gill Gymnasium  | 50. Gill Gym Entrance    |
| 7. Levine Hall                     | 18. Lewis Hall of Science            | 29. Scott S. Bair Stadium                                 |   |   | 51. Maintenance Building |
| 8. Alumni Hall                     | 19. Decker Auditorium                | 30. Harvey Stone Park                                     |   |   | 52. Golf Club House      |
| 9. Visitor Entrance                | 20. Lewis Recitation Hall            | 31. Tennis Courts   |   |   | 53. Golf Course          |
| 10. Baker Chapel                   | 21. McDaniel Hall—<br>Residence Hall | 32. Hoover Library  |   |   |                          |
| 11. President's Home               | 22. McDaniel Lounge                  | 33. Memorial Hall   |   |   |                          |



**27G:508 Group Dynamics****3 credits**

Provides an overview of major group theories, knowledge of group process, and understanding the relationship between group goals and group process. Develops group participant, observer, and facilitator skills. Students are required to participate in a personal growth group. Enrollment is limited to fourteen students.

**27G:509 The Counselor and Family Relationships****3 credits**

A course designed to familiarize the counselor with the major theories and techniques of family and couple counseling. Practical application of skills will be stressed.

**27G:510 Consultation Skills****3 credits**

This course will examine the rapidly growing role of the educator as a consultant. Emphasis will be given to creative problem solving.

**EDUCATION (MEDIA/LIBRARY SCIENCE) (27M)****27M:515 Administration of the School Library Media Center****3 credits**

The planning, organization, administration, and coordination of the library media center into the instructional program of the elementary, middle and high school, with special emphasis on the role of the media specialist in curriculum planning.

**27M:516 Cataloging and Classification****3 credits**

The principles and techniques of classifying media utilizing the Dewey Decimal system and of descriptive cataloging using ALA guidelines are studied and applied in practical experiences.

**27M:517 Media Selection for Children****3 credits**

The study of print and non-print media, with emphasis on authors and illustrators of materials for children. Principles of selection, evaluation, and integration of these media into the elementary and lower middle school classrooms are incorporated in the course.

**27M:518 Media Selection for Young Adults****3 credits**

A study of print and non-print media with special emphasis on reading interests of young adults. Principles of selection, evaluation, and integration of these media into the upper middle school and high school classrooms are incorporated in the course.

**27M:519 Reference Sources and Information Retrieval****3 credits**

An introduction to the selection, evaluation, and utilization of basic reference materials. Guidance in locating information for research purposes and for locating answers to user questions is emphasized.

**27M:520 Selection and Evaluation of Non-print Media****3 credits**

A critical evaluation of instructional materials, using recommended selection criteria, for purchase and utilization in the classroom, and the integration of these materials into the curriculum process.

**@ 27M:522 Design and Production of Non-print Media****3 credits**

The principles of planning and producing non-print materials for utilization in instruction. All elements of the planning process are emphasized in preparation for the actual application of production techniques.

**27M:525 Library Systems and Networks****3 credits**

An introduction to the basic principles of automated information storage and retrieval systems, with emphasis on those relating to school media centers. A discussion of library networking and the impact of this process on access to information.

**+ 27M:526 Library as a Social Institution****3 credits**

An overview of the historical development of libraries, from the earliest times to the modern library is discussed; the library profession, its historical development and its status today, is studied; and a discussion of the library in our society today and in the past culminates the study of the library as a social institution.

**@ 27M:528 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:529 Advanced Photography for the Classroom Teacher****3 credits**

*Prerequisite*—27M:528

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)

**EDUCATION (READING) (27R)****27R:515 Reading in the Elementary School****3 credits**

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

**27R:516 Diagnostic-Prescriptive Teaching of Reading****3 credits**

*Prerequisite*—27R:515 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:517 Advanced Diagnostic/Prescriptive Teaching of Reading****3 credits**

*Prerequisite*—27R:516

Designed to develop ability to deal with more severely disabled readers. Students develop competence in administration, scoring, and interpretation of informal and formal diagnostic instruments. Students will also develop facility in prescribing individual reading programs based on diagnosis.

**27R:518 Laboratory Practicum in Reading****3 credits**

*Prerequisites*—27R:515, 27R:516, 27R:517

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:520 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:521 Seminar: Current Issues in Reading****3 credits**

*Prerequisite*—27R:515 or 27R:520

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:522 Organization and Supervision of Reading Programs****3 credits**

*Prerequisite*—27R:515 or 27R:520

Provides an overview of reading programs in Maryland and throughout the country. Reading programs are evaluated with respect to parent education, teacher education, testing, instruction and materials, and research. Students examine their own school reading programs and develop modern programs.

**27R:523 Teaching Reading to the Gifted****3 credits**

*Prerequisite*—27R:515 or 27R:520



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:524 Adapting Materials for Reading Instruction 3 credits**

Emphasis will be on rewriting currently existing materials to meet the needs of gifted, average, and disabled readers. Emphasis will also be on the production of new materials in areas such as functional reading and basic reading skills.

**27R:531 Teaching Reading to the Hearing Impaired 3 credits**

A survey course which focuses on the process of learning to read as it is applicable to the hearing impaired child. Techniques and materials are evaluated for their use in teaching basic reading skills to the child with a mild, moderate, severe/profound hearing loss.

## **SPECIAL EDUCATION (27S)**

**27S:515 Exceptional Children: Conceptual Models and Applied Theory 3 credits**

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

**27S:516 Teaching Strategies for Exceptional 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:520 Administration of Special Education 3 credits**

The total role of the special education administrator will be examined. Specific attention will be paid to supervisory functions, budgetary concerns, delivery of service models, administrative responsibilities and the consulting/coordination skills required. Students will design and develop a special education model of services for an individual system or group of school systems.

**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:527 Teaching Exceptional Children: The Gifted 3 credits**

An analysis of educational provisions for superior and creative students, including characteristics, identification and special problems of underachievement and social adjustment.

**27S:528 Curricular Adaptations for the Gifted 3 credits**

This course will expose students to curriculum development, instructional techniques, and basic content adaptations necessary for elementary and secondary gifted students. In addition, special attention will be paid to legislation, parenting and counseling for these highly able students.

**27S:529 Physical Activity and the Special Child 3 credits**

The course will include discussion of social and emotional problems of the handicapped, hand-





icapping conditions, normal and abnormal development, evaluation and implementation of motor programming, importance and implications of PL 94-142 and structured experiences.

**27S:530 Strategies for the Non-Verbal Child/Adult** **3 credits**

The course will provide an overview of normal language development and speech development; etiology and ramifications of intellectual, cognitive and physical handicaps upon communication; an overview of assessment of the communicatively impaired child both from a speech pathologist's viewpoint and a team approach; emphasis upon the range, scope and utility of four major modes of supplemental communication: Ameslan signing, Amerind signing, communication boards, Blissymbolics.

## ENGLISH (30)

**30:001 Writing Workshop (formerly 30:530)** **0 credit**

Using a clinical approach, this course is designed to provide individualized assistance to students needing intensive review of writing skills. Grading is pass/fail and course length is variable: students may test out at mid term and be reimbursed half of tuition; others may remain longer than one semester, owing one-half tuition for subsequent semesters of enrollment.

**# 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**

A study of a major figure, theme, genre, or period from British literature. A different topic is selected each session.

**+ 30:503 Seminar: Major American Writers** **3 credits**

A study of a major figure, theme, genre, or period from American literature. A different topic is selected each session.

**+ 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. Particular attention is given to possible influences of media on the minds of the young.

## 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)

**36:403G Audiology** **3 credits**

A basic course in audiology for teachers of hearing impaired children. In addition to anatomy and physiology of the hearing mechanism, 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. Observations and

practicum are provided. Auditory training techniques as well as individual and group amplification are presented.

- + 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.
- + 36:504 Weather Science** **3 credits**  
A basic study of meteorology emphasizing the influence of weather on technology and culture.
- # 36:505 Energy: Now and Future** **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.
- 36:601 Advanced Audiology** **3 credits**  
*Prerequisite—master's degree and 36:403G.*  
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).

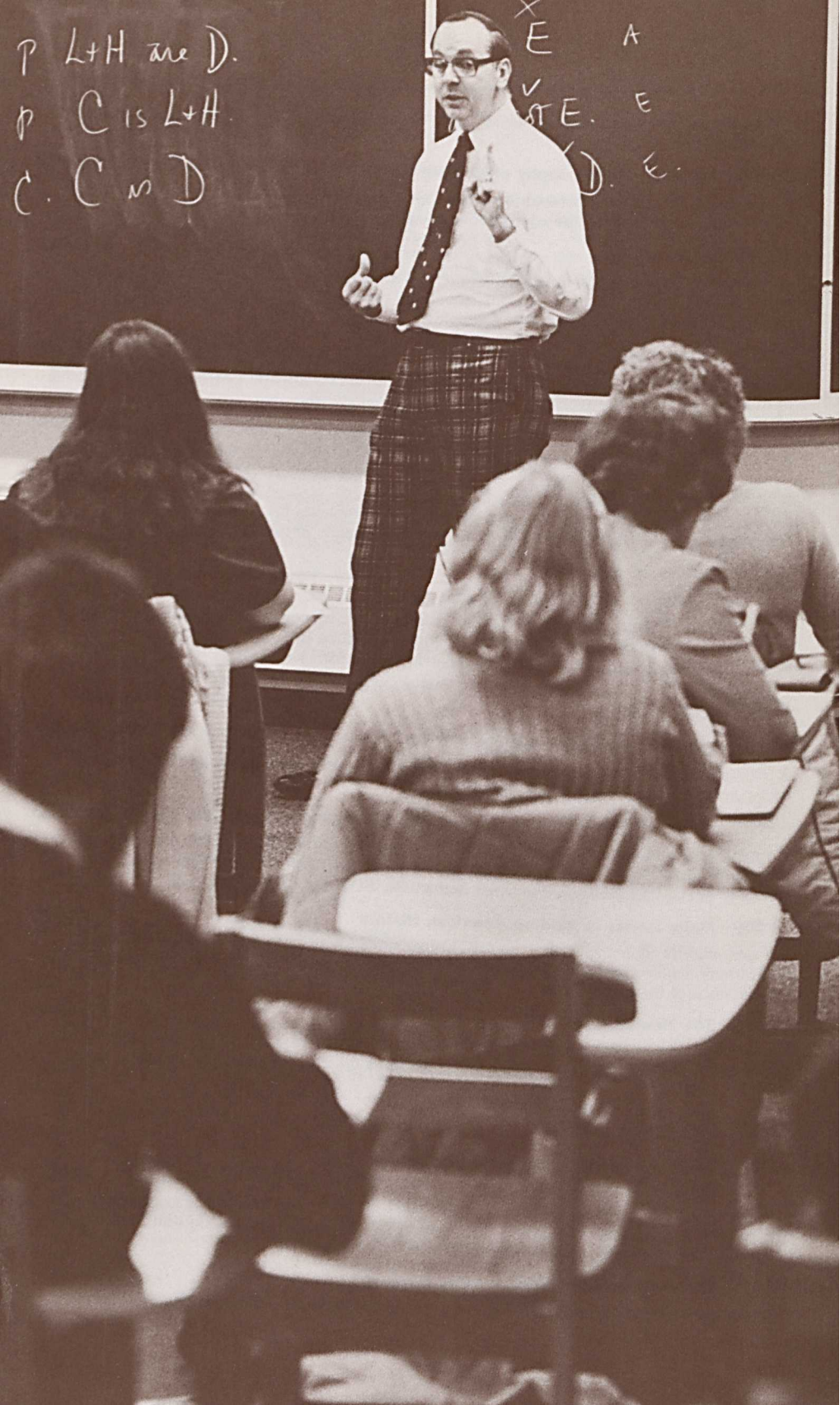
## HISTORY (48)

- + 48:507 The England of the Tudors** **3 credits**  
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.
- + 48:508 Medieval People: Biography and Autobiography in the Middle Ages** **3 credits**  
Biographies and autobiographies are studied as sources for understanding the evolution of society and the family in the Middle Ages. Subjects include: Augustine, early saints' lives, Charlemagne, Abelard and Heloise, Frederick Barbarossa, St. Louis, and the Pastons.
- # 48:509 Major Issues in Modern American History** **3 credits**  
In-depth analysis of central themes in U.S. history since 1900, such as the role of the federal government, labor organization, the changing status of women, the Cold War, McCarthyism, and the influence of the mass media.
- # 48:510 The New History** **3 credits**  
Reading and discussion of major innovative historical works of the last twenty years that have changed the way historians look at the past. Emphasis on Europe before the Industrial Revolution.

## HUMANITIES (49)

- # 49:503 A Humanistic Perspective on the Arts in Modern Education** **3 credits**  
A study of humanistic values and issues as revealed by artists and their products; in addition to the theoretical, the course will include intensive, practical case studies dealing with the unique contribution of the arts to a humanistic and humanizing education.
- # 49:506 The Scientist and Technocrat as Humanist** **3 credits**  
Through studying the lives and works of major scientists and mathematicians who are also rec-





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 $p \vdash C \text{ is } L+H.$   
 $C \vdash C \text{ in } D$

$\vdash E \quad A$   
 $\vdash \neg E. \quad E$   
 $\vdash D. \quad E.$

ognized as humanists, this course attempts to show that the worlds of the scientist and humanist are not mutually exclusive and that they in fact rely on each other.

**+ 49:509 The Ancient World: Intellectual and Cultural Heritage Before 1500** **3 credits**

A study of some of the most influential books, people, and ideas of the ancient world (prior to 1500).

**+ 49:510 The Modern World: Intellectual and Cultural Heritage Since 1500** **3 credits**

*A study of some of the most influential books, people, and ideas of the modern world.*

## **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 Calculus for Teachers** **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 geometric 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 impact of mathematics on today's soci-mathematics, the various branches of mathematics, 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.)

**MUSIC (63)****+ 63:503 Vocal and Instrumental Textures****3 credits**

A study of the factors involved in the development of vocal and instrumental music from the Baroque period through the early 20th century, including an examination of changing musical lines and textures during these periods.

**+ 63:504 Jazz and Its Influence****3 credits**

History of the development of a truly American idiom and its influence on both the classical and jazz world in this country and in Europe.

**+ 63:505 Music Style—A Survey****3 credits**

A study of each major musical period—Renaissance, Baroque, Classical, Romantic, and Contemporary—hearing its qualities, studying the technical resources and limitations, and recognizing its habits of thought and style, thus developing musical assurance and a broadening of musical tastes.

**+ 63:506 The 19th Century Social Revolutionary Musicians****3 credits**

A study of selected 19th century composers who were considered revolutionary in their ideas, writings and compositions. Each composer will be considered with regard to the culture, social environment, and economic background surrounding his life and musical contributions.

**# 63:507 Impressionism—A Social Phenomenon?****3 credits**

A study of the origins of the impressionistic style and the adaptations of its philosophy in art, music, drama and poetry in Europe and the British Isles as well as the western hemisphere.

**@ 63:510 Piano: A Tool for Creative Expression****3 credits**

An introduction to the easier literature of the master composers and how they used the piano as a creative tool. The course will be taught pragmatically with considerable student involvement in sight reading, transposition, and other functional elements (Regular access to a piano is required either at home or on campus.) Enrollment is limited to those without previous piano experience.

**PHILOSOPHY (69)****+ 69:502 Critical Thinking and Reasoning****3 credits**

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

**+ 69:503 Oriental Philosophies****3 credits**

A survey of the major philosophical schools of India, China, and Japan. Special attention will be given to the philosophical presuppositions concerning the cosmos, deity, man's plight, freedom and evil.

**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 Sport** **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.
- 72:529 Motor Learning** **3 credits**  
The principles of motor learning as they relate to skill acquisition, retention, transfer, perception, cognitive learning, and other topics associated with the motoric development of the human being.

## 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)

### # 78:506 International Law and Organization

3 credits

The study of international law in an organizing world. Special attention is given to new areas of the law, with emphasis on international organizations, individuals, space, and environment.

### # 78:507 United States Foreign Policy Process

3 credits

A study of the process by which the foreign policy of the United States is formulated. Special reference is given to the domestic decision-making process and its relation to substantive foreign policy alternatives.

### # 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.

### # 78:528 Special Topics in School Law

3 credits

*Prerequisite:* 78:527

Topics of current interest in school law are investigated in depth. Students may expect to spend some time pursuing topics of their own choice, working independently under the guidance of the professor.

## 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**

A current analysis of normal and altered states of consciousness with emphasis on sleep and dreams, biofeedback, relaxation, meditation, and psychoactive drugs. Students will examine their own brain waves and the electrical activity of muscles and skin to enhance understanding of various altered states.

**+ 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.

**81:513 Memory Development in Children 3 credits**

An introduction to current psychological studies of memory and development of memory in children. Topics include perception, remembering and forgetting, and short- and long-term memory, recognition memory, and application of memory improvement (mnemonic) techniques in a variety of tasks.

## RELIGIOUS STUDIES (84)

**+ 84:501 Religion As Autobiography**

An investigation of the religious dimensions of one's personal story by studying the autobiographical reflections of such contemporary persons as Mohandas Gandhi, Dag Hammarskjöld, Thomas Merton, Margaret Mead, and Alex Haley.

## 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 The Sociology of Total Institutions****3 credits**

The exploration of the impact of living in a 'total' institution. The effect upon people of being placed in a mental hospital, training school or convalescent center. The development of a theoretical model to explain effects upon the residents and a modification of the model via observations from visits to institutions, films and discussions with class speakers.

**# 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.

**# 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.

**SPECIAL STUDIES, INTERNSHIP, THESIS****:551 Special Studies in \_\_\_\_\_****3 credits**

*Prerequisite—matriculation and permission of program coordinator.*

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

**:552 Internship in \_\_\_\_\_****3 credits**

*Prerequisite—matriculation and permission of program coordinator.*

A semester of experience in the field under the guidance of a faculty member and a supervisor in the educational setting. (Additional fee may be required.)

**:553 Internship in \_\_\_\_\_****3 credits**

*Prerequisite: \_\_\_\_\_:552 or concurrent with \_\_\_\_\_:552*

Continuation (when required) of \_\_\_\_\_:552

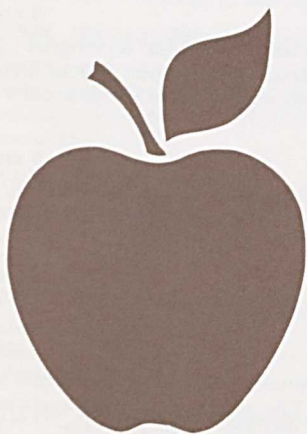
**:590 Thesis in \_\_\_\_\_****3 credits**

*Prerequisite: 27:550 and permission of program coordinator.*

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



# Faculty



- Julie O. Badiie, Ph.D., Assistant Professor of Art History
- \* Leonard S. Bowlsbey, Ph.D., Professor of Education (Administration)
- James R. Carpenter, Jr., M.Ed., Assistant Professor in Physical Education
- H. Samuel Case, Ph.D., Professor of Physical Education
- \* Craig J. Cleland, Ph.D., Visiting Assistant Professor of Education (Reading) (1980-81)
- \* Richard A. Clower, Ed.D., Professor of Physical Education (Physical Education)
- \* Joan D. Coley, Ph.D., Associate Professor of Education (Reading) (on leave 1980-81)
- Stephen W. Colyer, Ph.D., Associate Professor of Psychology
- Daniel Dalton, M.Ed., Administrative Assistant and Lecturer in Interpreting Services
- \* Margaret W. Denman, Ph.D., Assistant Professor of Education (Media/Library Science)
- C. Roy Fender, M.F.A., Assistant Professor of Art
- \* Francis M. Fennell, Ph.D., Assistant Professor of Education (Elementary/Secondary Education)
- Kenneth V. Gargaro, Ph.D., Assistant Professor of Dramatic Art
- Robert H. Hartman, Ph.D., Associate Professor of Philosophy & Religion
- Arleen Heggemeier, D.Mus., Professor of Music
- Ralph B. Levering, Ph.D., Associate Professor of History
- \* James E. Lightner, Ph.D., Professor of Mathematics and Education (Mathematics)
- Edmund E. Makosky, M.A., Instructor in Physics
- Kathy Mangan, M.A., Assistant Professor of English
- William G. Miller, Ph.D., Professor of Psychology
- Wasył Palijczuk, M.F.A., Professor of Art
- \* Melvin D. Palmer, Ph.D., Professor of Comparative Literature (M.L.A.)
- Raymond C. Phillips, Ph.D., Professor of English
- \* Hugh T. Prickett, Ed.D., Associate Professor of Education (Education of the Deaf)
- \* Donald R. Rabush, Ed.D., Associate Professor of Education (Special Education)
- Keith N. Richwine, Ph.D., Professor of English
- Robert W. Sapora, Ph.D., Associate Professor of English
- Herbert C. Smith, Ph.D., Assistant Professor of Political Science

McCay Vernon, Ph.D., Professor of Psychology

- \* Helen B. Wolfe, Ed.D., Assistant Professor of Education (Counselor Education)  
Ira G. Zepp, Ph.D., Associate Professor of Religion

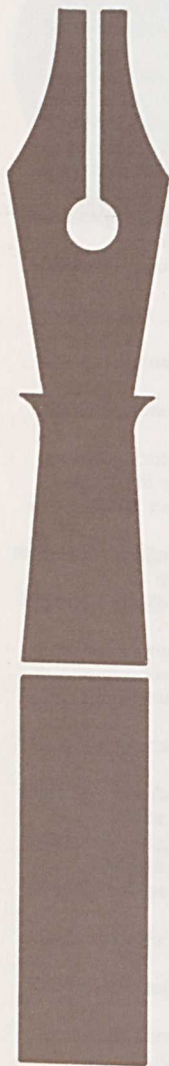
\* coordinator of program named in parentheses

## ADJUNCT FACULTY

- Paul J. Arend, Ed.D., Adjunct Associate Professor of Education  
Donald K. Algier, Ph.D., Adjunct Assistant Professor in Administration  
Elizabeth J. Barger, M.Ed., Adjunct Associate Professor in Reading  
Carl S. Barham, Ed.D., Adjunct Instructor in Counselor Education  
Herman E. Behling, Ed.D., Adjunct Professor in Administration  
Edward J. Bennett, M.Ed., Adjunct Associate Professor in Reading  
Margery Berman, Ph.D., Adjunct Associate Professor in Reading  
Claudia R. Bowen, M.A., Adjunct Assistant Professor in Special Education  
Jo Ann Bowsbey, Ed.D., Adjunct Professor in Counselor Education  
James H. Bullock, M.A., Adjunct Instructor in Special Education  
Ralph Chapin, M.Ed., Adjunct Instructor in Media  
Janet E. Conley, M.Ed., Adjunct Assistant Professor in Reading  
Malcolm Davies, Ed.D., Adjunct Professor in Geography  
C. Thomas Fenstermacher, Ed.D., Adjunct Associate Professor in Administration  
Catherine L. Gordon, M.Ed., Adjunct Instructor in Counselor Education  
Susan R. Grant, M.S., Adjunct Instructor in Education for the Deaf  
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Howard M. Held, M.S.W., Adjunct Instructor in Counselor Education  
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Ruth F. Howell, M.A., Adjunct Instructor in Education for the Deaf  
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Vivian A. Sheridan, Ed.D., Adjunct Assistant Professor in Psychology  
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Robert G. Smith, Ph.D., Adjunct Assistant Professor in Education  
Anton Struntz, M.Ed., Adjunct Instructor in Counselor Education  
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Carl M. Sweeney, M.Ed., Adjunct Assistant Professor in Counselor Education  
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**Westminster, Maryland 21157**  
**Telephone: Area Code (301) 848-7000**  
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