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# WESTERN MARYLAND COLLEGE 1985/87

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**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 Office of Civil

Rights of the Department of Education. 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. Donald Rabush.

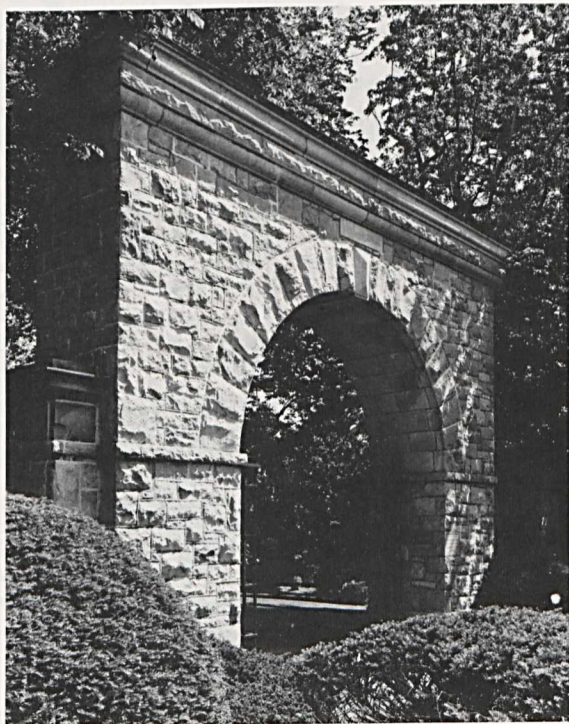
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**Westminister, Maryland 21157**  
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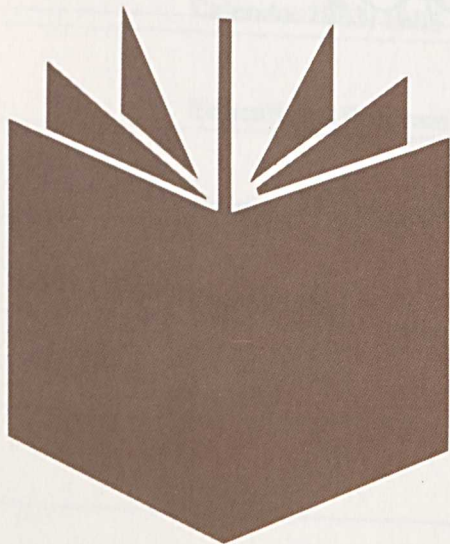
# WESTERN MARYLAND COLLEGE 1985/87

**Graduate**

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# College Profile



Western Maryland College is located on a 160-acre campus in Westminster, Maryland. It is 31 miles from Baltimore on Route 140, and 56 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.



**Summer Session****1985****1986**

First term begins . . . . .	Monday, June 24	Monday, June 23
First term ends . . . . .	Wednesday, July 24	Wednesday, July 23
Second term begins . . . . .	Thursday, July 25	Thursday, July 24
Second term ends . . . . .	Friday, August 23	Friday, August 22

**Fall Semester****1985****1986**

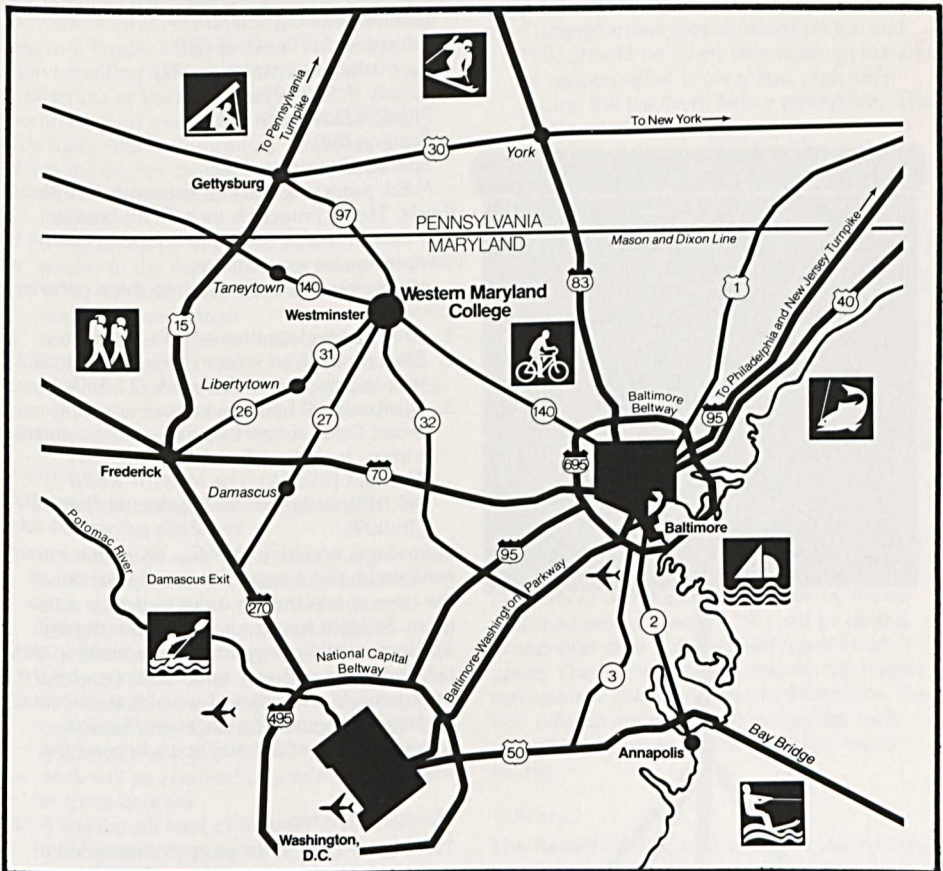
First Semester begins . . . . .	Wednesday, Sept. 11	Wednesday, Sept. 10
Thanksgiving recess begins . . . . .	Wednesday, Nov. 27	Wednesday, Nov. 26
Classes Resume . . . . .	Monday, December 2	Monday, December 1
Semester ends . . . . .	Thursday, Dec. 19	Thursday, Dec. 18

**Spring Semester****1986****1987**

Second Semester begins . . . . .	Monday, February 3	Monday, February 2
*Spring recess begins . . . . .	Monday, March 24	Monday, March 23
Classes resume . . . . .	Monday, March 31	Monday, March 30
Semester ends . . . . .	Friday, May 16	Friday, May 15
Commencement . . . . .	Sunday, June 1	Sunday, May 31

\*Schedule may vary at off-campus centers

Western Maryland College is just 31 miles from Baltimore, Md. and 56 miles from Washington, D.C.



# 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. 8-32.

## Master of Education

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

- Educational Administration (02)
- Counselor Education (18)
- Education for the Deaf (20)
- Curriculum & Instruction (27)
- Library Science/Media (54)
- Physical Education (72)
- Reading (82)
- Special Education (94)

M.Ed. programs are available with or without thesis. Thesis programs include 30 credits; non-thesis programs require 33 credits and a comprehensive examination.

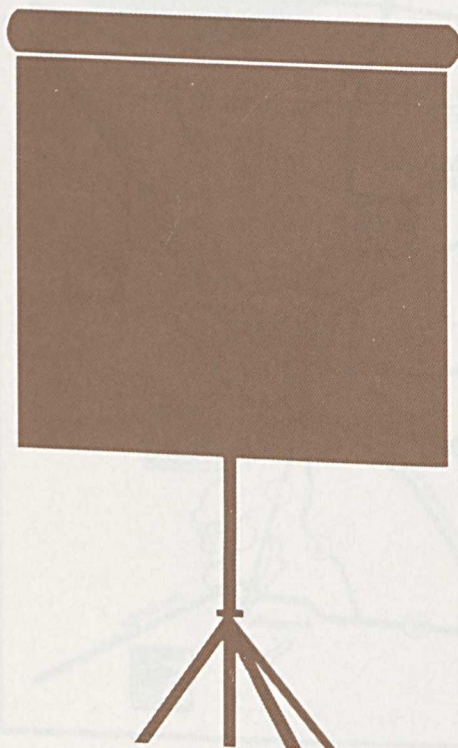
All programs are divided into three parts as follows:

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), The Modern World (49:510), or Impact of Science on Culture (36:509).

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.

## Master of Science

The Master of Science program, designed to accommodate students without background or





goals in public education, is available in all fields listed above for the M.Ed. (The education for the deaf program includes an M.S. option to prepare workers with the deaf/blind).

The structure of the M.S. (33 credits plus comprehensive includes 18 hours in the area of concentration, 9 hours in supporting electives, and two required courses: 27:550 Introduction to Research and either 01:510 Trends in American Thought or 49:510 Modern World.

### 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. A maximum of six transfer credits may be accepted from other accredited institutions.
3. 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.
4. A maximum load of 6 hours is strongly recommended for part-time students in regular terms and for all students during

the summer session.

5. To remain in good standing, graduate students must maintain a 3.0 grade-point average at WMC (calculated on 4 points for an A, 3 for B, 2 for C).
  - A. Students whose cumulative grade point average falls below 3.0 will be placed on academic probation.
  - B. By action of the Graduate Affairs Committee, students may be *academically dismissed* (1) if academic probation extends beyond the completion of 9 additional credits or (2) if their grade-point average falls below 2.5 at any time following completion of their first nine hours of graduate study at the college.
6. Only matriculated students are eligible for *Introduction to Educational Research*.
7. 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.
8. Comprehensive examinations (M.Ed. and M.S.) 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.
9. Credits earned in M.Ed. internship courses apply toward certification, but not in the 30 credits required for the degree.

### 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.

### Withdrawal

A student may drop a course by completing an official withdrawal form obtained from the Registrar. The Registrar will establish the official date of withdrawal. If it occurs by the established date a grade of "W" will be issued. Withdrawal after that date will result in an "F" grade. The last withdrawal date for full length semesters is one week after mid-semester. Tuition refunds are applicable during the early part of the term, as published in the course listing.

### Library

The Hoover Library serves as the research center of the college. The collection, housed to



provide ease of access, has been carefully selected to serve both the graduate and undergraduate programs of study. In addition to providing an extensive collection of professional journals and books and reference materials to support graduate research, other special services and materials are available in the library:

1. Government documents. As a partial depository library, our collection is extensive.
2. ERIC microfiche, representing research on all topics related to education.
3. DIALOG computer searches, providing access to over 200 databases.
4. Access to materials from public and other private colleges and universities in Maryland through membership in the Maryland library network.
5. A Curriculum Materials Library.
6. Micro-computers for student use.

The philosophy of the Hoover Library is to provide the students services and materials in a pleasant, supportive atmosphere.

### Graduation Requirements

**The following steps are required to become eligible for the master's degree:**

1. Completion of course work commensurate with the degree with a B or better average (WMC courses only) overall and within the area of concentration.
2. Completion of the program within a period of six years. (Students whose course work extends back beyond this time may be required to update 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:** \$109 per credit hour; \$15 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. and M.S. graduates.

**Internship:** \$300 additional fee may be required.

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

### Optional Fees:

#### Room

\$545.00 per semester (+ \$100.00 for single occupancy); \$175.00 per 4½ week summer term regular residence halls (+ \$30.00 for single occupancy).

#### Board

\$795.00 per semester; \$275.00 per 4½ week summer term. (Board is required of all resident students during summer term.)

#### Room Reservation and Contingency Fee

Each candidate for housing must confirm his or her intention to live in college housing by making a deposit of \$100.00 with the housing application. If the student does not accept college housing, this fee is forfeited. If the student accepts college housing, this fee will be refunded after the end of the term in which the student graduates or withdraws. Any unpaid charges for damage to residence facilities, parking fines, loss of equipment, library fines and the like will be deducted from the deposit and the balance returned. This fee is *not* applied toward room charges.

### Financial Aid

A limited amount of financial assistance is available to full-time graduate students. A current list of these opportunities—scholarships, employment, and loans—is available in the college financial aid office.

### 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. Elementary and secondary level teaching certifications programs are also available. 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.

### **Counseling and Career Services**

The Office of Counseling and Career Services, located in Memorial Hall, offers personal counseling, career counseling, reading and study skills, and placement services for undergraduates as well as graduate students.

Any enrolled student or alumnus of Western Maryland College may establish a credentials file with the Office of Counseling and Career Services. The file contains information about the student's college program, student teaching and certification, and letters of reference. Copies of the file are sent to prospective employers at the student's request, for a fee of \$1.00.

The Office also publishes a job placement bulletin, listing job vacancies, bi-monthly. While a free copy of the most recent bulletin is always available in the Career Library, it is also sent first class to subscribers at the rate of \$5.00 for six months.

On-campus recruiting is conducted as one of the sources of employment for graduates. Recruiting organizations visit the campus each Fall and Spring to interview prospective employees. Visiting recruiters include representatives from the Board of Education of various counties in Maryland, Pennsylvania, and Virginia.

### **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, college store, 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 Student Health Center are available to all currently enrolled full-time graduate students living in college residence facilities during the regular academic year at a cost of \$10.00 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 Health Center.

### **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**

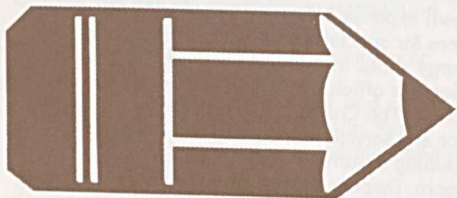
The use of numerous campus facilities and admission to some events is limited to students with a Western Maryland College I.D. card. Cards are available for each currently enrolled graduate student.

### **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

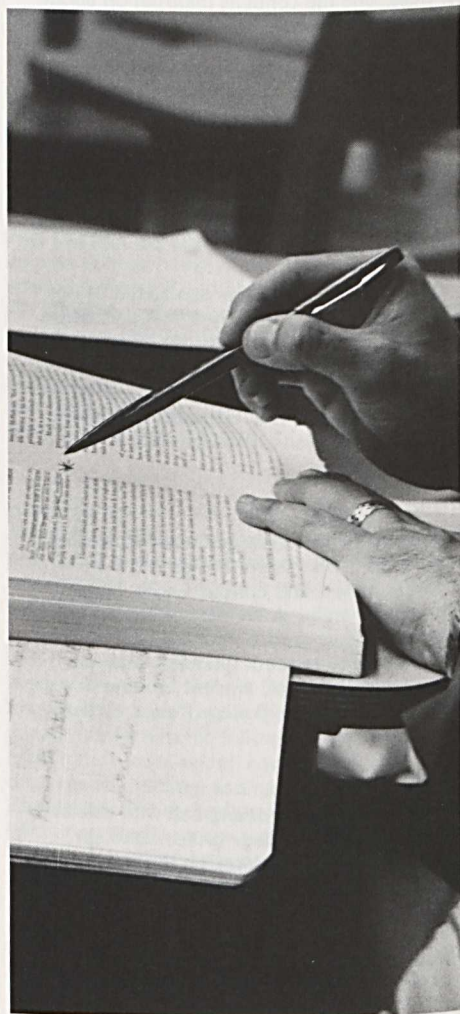


In addition to these courses, certain 300 and 400 level undergraduate courses are offered for graduate credit. Such offerings will be listed in course announcements by undergraduate number and a G suffix letter.

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**  
A critical examination of several of the major social and political problems confronting American society in the balance of the twentieth century.

## ADMINISTRATION (02)

- 02:501 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.
- 02:502 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.
- 02:503 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.
- 02:504 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.
- 02:510 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.
- 02:516 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.
- 02:517 Case Studies: Schools for the Deaf** **3 credits**  
*Prerequisite—Permission of program coordinator.*  
Analysis of case studies dealing with administrative problems in schools for the deaf is the focus of the course. Students will examine the cases, propose alternative responses, and evaluate the probable effects of each response.
- 02:518 Case Studies in Supervision** **3 credits**  
*Prerequisite—Permission of program coordinator.*  
Practical experiences and analysis of case situations in supervision are the focus of this course. Students will apply the concepts and principles from prerequisite courses.

## 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.S. "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**

**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.

**#03:505 Twentieth Century Art**

**3 credits**

A focus on art as an expression of the modern spirit. Topics covered will include Expressionism, Cubism, Dada and Surrealism, Abstract Expressionism and Pop Art.

## **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.

**#09:506 Human Genetics**

**3 credits**

The study of recent scientific discoveries in the area of human genetics. Includes genetic disease, human molecular genetic counseling, and cytogenetics.

**#09:507 Molecular Genetics**

**3 credits**

Review of the present day knowledge of genetics at the molecular level. Examines a number of genetic problems particular to molecular genetics, including hybridization, organelle genes, transposable elements, and oncogenes.

## **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.

## **COMMUNICATION STUDIES (16)**

**#16:501 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. (formerly 30:520).

**16:509 Video Production** (*for use in the schools and in the community*)

**3 credits**

An introduction to the techniques and principles of  $\frac{1}{2}$ " and  $\frac{3}{4}$ " video production, with an eye toward helping teachers impart video production skills to their students and toward helping others in the community at large to design video productions for such uses as local access cable distribution and in-house business and industry distribution.

## **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.





## COUNSELOR EDUCATION (18)

### 18:501 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 person-centered and behavioral counseling techniques, as well as upon the development and application of basic listening and attending skills.

### 18:502 Counseling Theories and Techniques

3 credits

*Prerequisite—18:501.*

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.

### 18:504 Career Development

3 credits

A course to assist counselors in becoming aware of their role in career development with clients of all ages. A survey of major career development theories, program planning, critical resources and the development of job search strategies will be stressed.

### 18:505 Counseling Special Populations

3 credits

A course to expose counselors, teachers, and other mental health workers to the unique characteristics of a variety of special sub-groups in the population. It is designed to prepare mental health specialists to work effectively with: culturally diverse clients, female clients, handicapped clients, and older clients.

### 18:506 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.

### 18:507 Counseling Children

3 credits

The study of theory, method and evaluation techniques which are appropriate in working with children. The focus will be on individual and group counseling with children as well as play therapy.

### 18:508 Group Dynamics

3 credits

*Prerequisite—18:501 or background in psychology.*

An overview of major group theories, knowledge of group process, and an understanding of the relationship between group goals and group process. The course develops group participant, observer, and facilitator skills. Students will have the option of being either a participant or observer.

### 18:509 Couple and Family Counseling

3 credits

*Prerequisites—18:501 and 502.*

A critical examination of the functions, dynamics, organization, and life cycle of family systems. Primary focus of the course will be to examine the assumptions of various schools of family therapy with primary focus on strategic/structural family therapy.

### 18:510 Consultation and Interpersonal Skills

3 credits

A study of the rapidly growing role of the supervisor as a consultant and his need for interpersonal skills for executing his/her role. Emphasis will be given to creative problem solving, with special emphasis on personal style and projection.

### 18:511, 512 Counseling Practicum

3, 3 credits

*Prerequisites—18:501, 18:502 and permission of the program coordinator.*

A practicum to provide for further development, integration and application of counseling skills. Emphasis will be placed on individual counseling. Each student must have access to at least two clients each semester in an ongoing counseling relationship. A full year course. Enrollment limited to eight students.

### 18:531 Counseling the Deaf

3 credits

*Prerequisites—27G:501, Psychology of Deafness and Manual Communication Skills.*



A course designed to familiarize the counselor with the techniques of counseling the deaf. Attention is given to strategies of working with the families of these clients. Practical application skills will be stressed.

**18:577 Applied Counseling Problems: Alcohol and Drug Abuse**

**3 credits**

*Prerequisites—18:501 and 18:502.*

A critical examination of the pharmacological, psychological, and social aspects of substance abuse. Major emphasis is placed upon understanding the actions and effects of various psychotropic drugs. Emphasis is on methods of assessment, motivating substance abusers to seek treatment, counseling individuals and families, and the use of self-help groups.

## COMPUTER SCIENCE (19)

**19:502 Introduction to BASIC Programming for Teachers**

**3 credits**

*Prerequisite—19:570 or permission of instructor.*

An introduction to computer programming with emphasis on applications in teaching. Topics include problem analysis, algorithm design, program coding, and debugging. Instruction will use the BASIC language and Apple II Microcomputers.

**19:503 Advanced Programming in BASIC**

**3 credits**

This course provides a thorough study of modern formal computer programming techniques. Topics in BASIC include arrays, functions, subroutines, data files, and formatted output. Students will develop programs, using top-down design, structured coding and full documentation. The course will make use of the Apple II computer and is intended for those who expect to teach courses in BASIC programming.

**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.

**19:520 Structured Programming Using Pascal**

**3 credits**

A study of structured programming with emphasis on programming style and algorithm development. The Pascal language will be examined in detail and the course will provide teachers with the necessary background to teach an Advanced Placement computer science course.

**\*19:570 Computer Essentials for Teachers**

**3 credits**

A course designed to give teachers the working background in computer terminology, techniques and issues they need to be able to provide their students with the essentials of computer literacy. Topics include programming techniques, social issues, hardware/software terminology, instructional resources and curriculum development.

## DEAF EDUCATION (20)

**Interpreters are available for non-hearing students. However, it is the responsibility of the non-hearing student to notify the program coordinator when an interpreter is needed.**

**20:502 The Development of Speech and Language in the Hearing Impaired**

**3 credits**

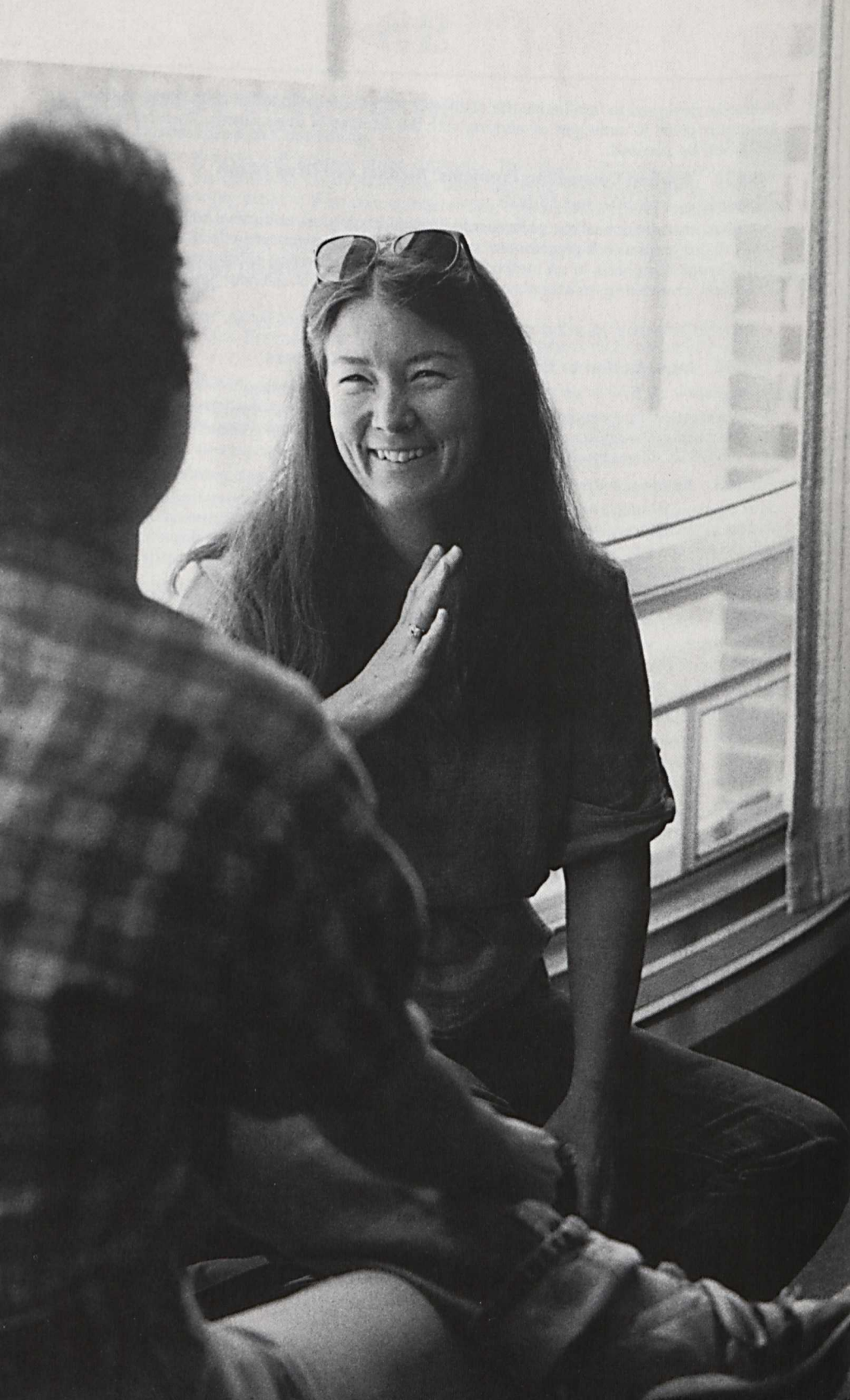
*Prerequisite—Undergraduate degree in speech and hearing or permission of instructor.*

An examination of the effects of hearing loss on the development of speech and language in hearing impaired children and adolescents. Includes an exploration of the developmental stages in learning English and American Sign Language and of the information processing skills underlying language learning. Basic methods of evaluating and remediating both speech and language are discussed and practiced.

**20:503 Language and Communication**

**3 credits**

A study of language acquisition in normal children and the effect of hearing loss on the acquisition of language (English and American Sign Language) in hearing impaired children and adolescents. Includes practice in analyzing the language of the hearing impaired and evaluating the adequacy of teacher-student communication techniques.





**20:504 Teaching Language to Hearing Impaired Children****3 credits***Prerequisites—20:503 or 20:502.*

A study of the principles and methods of developing language in hearing impaired children and adolescents. Includes traditional and current methods of teaching language to the hearing impaired, diagnostic skills in language assessment, and frequent practicum experiences.

**20:505 Teaching Speech and Listening to the Hearing Impaired I****3 credits**

An examination of problems underlying the acquisition of speech by the hearing impaired. The course includes a framework for the orderly development of speech within total communication; a study of acoustical and physiological characteristics of speech production; principles of lip-reading and auditory training; techniques for developing functional speech and listening; and frequent observation and practice.

**20:506 Teaching Speech and Listening to the Hearing Impaired II****3 credits***Prerequisites—20:505 or 20:502.*

A further development of those skills acquired in 20:505, with advanced speech production techniques and concepts, including Cued Speech; and ways of performing evaluations, developing target behaviors, correcting speech patterns and implementing an effective program of speech, auditory training and speech reading within the classroom. Intensive practicum provided.

**20:507 Diagnostic-Prescriptive Teaching with Exceptional Children****3 credits**

The development of basic diagnostic competencies to assess the strengths of exceptional hearing impaired children and adolescents; an emphasis on educational programs and on the development of these competencies by practical application with exceptional hearing impaired students.

**20:508 Learning Techniques for the Multi-handicapped Hearing Impaired I****3 credits**

A framework for understanding the effects of additional handicapping conditions on the hearing impaired and the resultant educational problems of each handicapping condition; an emphasis on delineating the various handicapping conditions and describing their causes. A focus on curricular implications of multiple handicap on the hearing impaired, with emphasis on mathematics, reading, major development, and career development. This course will focus on the needs of the mildly multi-handicapped hearing impaired.

**20:509 Learning Techniques for the Multi-handicapped Hearing Impaired II****3 credits***Prerequisite—20:508.*

This course is a continuation of 20:508 with focus on the needs of the severely multi-handicapped hearing impaired.

**20:510 Mainstreamed and Residential Programs for the Hearing Impaired****3 credits**

A focus on the differences and similarities between mainstreamed and residential settings for educating the hearing impaired. Includes a study of differences between the hard-of-hearing and the deaf; consulting and diagnostic skills needed in a mainstreamed setting; classroom control techniques; and identification of agencies aiding the handicapped.

**20:520 Current Issues in Curriculum for the Hearing Impaired****3 credits***Prerequisite—Master's degree in deaf education or related field.*

A focus on current curriculum topics which have major impact on the education of the hearing impaired.

**20:521 Consultation Skills for Teachers of the Hearing Impaired****3 credits**

An examination of the role of the teacher as a consultant. (Focus is on teacher-teacher, teacher-administrator consultation skills that fulfill P.L. 94-142.)

**M.S. (Deaf-Blind)**

Certification in the area of deaf-blind can be obtained by combining the courses listed below with certain other courses required in the education of the deaf program, and 36:510; 36:511. Courses in the deaf-blind area are viewed as an area of concentration within deaf education, focusing on the deaf-blind adult.

**20:530 A Rehabilitation Approach for Deaf-Blind Adults****3 credits**

A survey of the historical development of services for deaf-blind people, a description of aids and devices, and a review of communication methods. This course focuses on rehabilitation training that will enhance the deaf-blind person's ability to function at home, at work, and in the community.

**20:531 Comprehensive Study of Communication for the Deaf-Blind Adult** **3 credits**

A focus on the characteristics of the adult deaf-blind; their communication problems; the matching of remedial methods to specific language deficiencies; and the methods strategies, and devices used by deaf-blind individuals, including an introduction to Braille, Optacon, tactile speech indicator, and others.

**20:532 Teaching Strategies for Deaf Blind Adults****3 credits**

This course focuses on the functional aspects of the varied levels of independent living skills for the deaf/blind population. Emphasis will be on practical hands-on experience and alternative teaching methods and strategies.

**DRAMATIC ART (see Performing Arts)****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 (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.

**27:510 Curriculum: Trends and Issues****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.

**27:513 Instructional Systems Design**

This course provides an overview of instructional systems design with a focus on delivery systems: management plan, media selection, hardware/software, computers. Selection, implementation, and evaluation of methods of instruction are also included.

**27:514 Supervision of Student Teachers****3 credits**

A focus on specific skills and information needed by supervising teachers and others in clinical supervision of interns. Four areas of competence will be developed: human relations, supervisory skills, analysis of teaching, and evaluation of student teachers.



The following three courses are offered in collaboration with Performance Learning Systems, Inc., Emerson, N.J.

**27:515 Teacher Effectiveness and Classroom Handling (TEACH) 3 credits**

This course examines the fundamentals of the non-curricular aspects of teaching. It emphasizes practical positive techniques of classroom management, including verbal skills, momentum and non-confrontation strategies, group dynamics, and decision making techniques. Properly implemented, these methods allow the teacher to spend more time teaching and less time disciplining and managing the classroom.

**27:516 Professional Refinements in Developing Effectiveness (PRIDE) 3 credits**

Greater precision in teaching skills, enhancing smoothly operating classrooms and reducing stress, is the major focus of this course. Students develop a sensitivity to non-verbal communication by both pupils and teacher, learn to employ questioning techniques that enrich the quality of learning, and analyze critical incidents by assessing alternative courses of action. A multi-media approach is used.

**27:517 Teaching Through Learning Channels 3 credits**

Intended for classroom teachers at the elementary through secondary levels, the course includes the following: understanding of the channels and processes through which children and youth learn; recognition of the causes for interruptions in the learning process; how to identify learning strengths in students, how to teach students through their learning strengths and assist them in compensating for their weaknesses; how to analyze the curriculum used in school to identify the skills necessary to complete learning tasks.

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

*Prerequisite—Matriculation in master's program or permission.*

This course is directed toward the interpretation of educational research. Included are a study of research techniques, a review of appropriate statistical tests and their uses, and overall experimental design.

**Subject Methods**

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

**27:503 Seminar: Teaching Art 3 credits**

An 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 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.

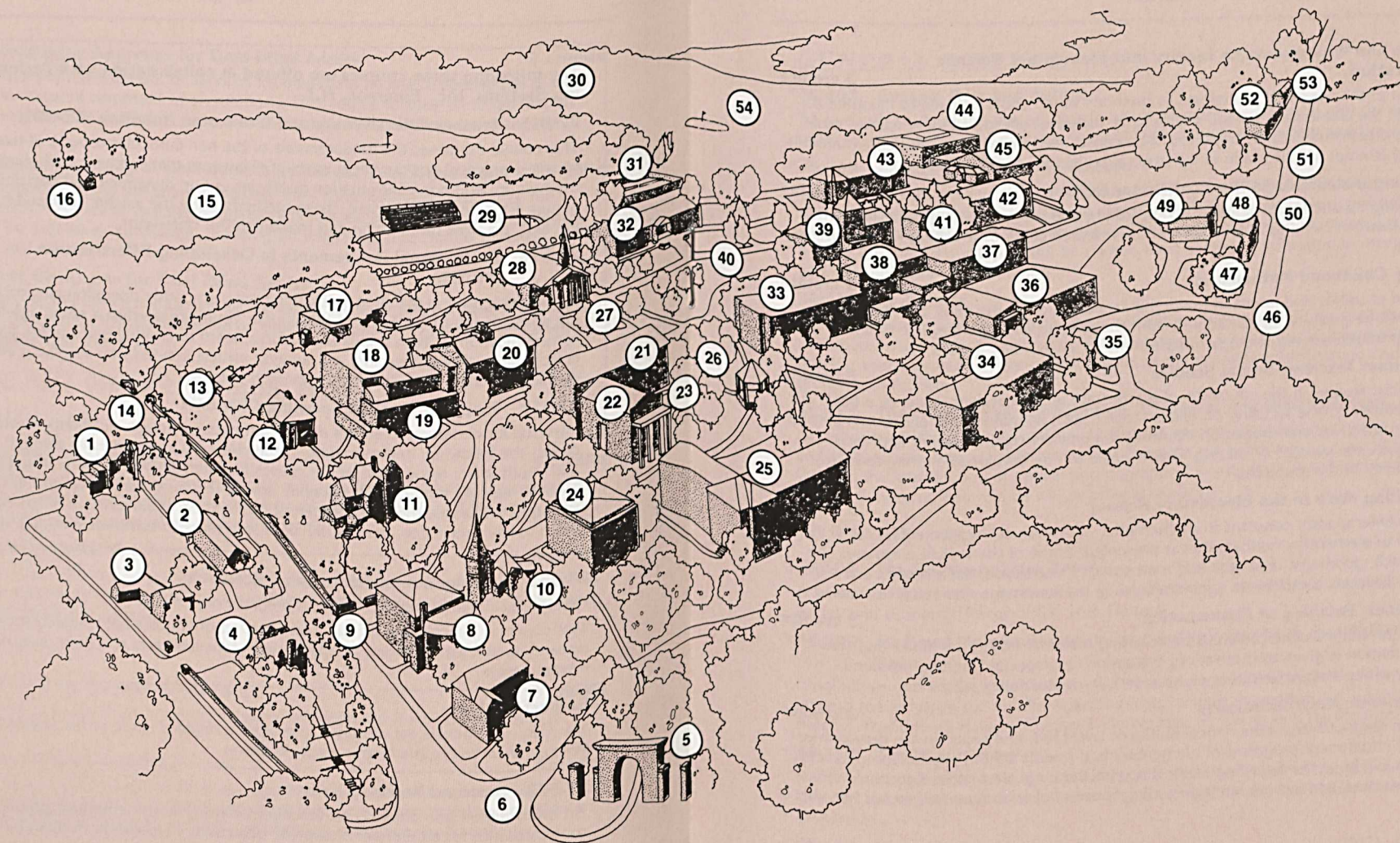
**27:533 Seminar: Teaching Foreign Languages 3 credits**

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.





## WESTERN MARYLAND COLLEGE CAMPUS

1. Harrison House
2. Thompson Infirmary
3. Service Building
4. Carroll Hall—Graduate Office
5. Ward Memorial Arch
6. South Entrance
7. Levine Hall
8. Alumni Hall
9. Visitor Entrance
10. Baker Chapel
11. President's Home
12. McDaniel House
13. Dean's Cottage
14. West Entrance

15. Athletic Fields
16. Spring House
17. Winslow Center
18. Lewis Hall of Science
19. Decker Auditorium
20. Lewis Recitation Hall
21. McDaniel Hall—Residence Hall
22. McDaniel Lounge
23. Robinson Garden
24. Fine Arts Building
25. Blanche Ward Hall—Residence Hall and Gymnasium

26. Carpe Diem
27. Ensor Plaza
28. Baker Memorial Chapel
29. Scott S. Bair Stadium
30. Harvey Stone Park
31. Frank B. Hurt Tennis Courts
32. Hoover Library
33. Memorial Hall
34. Whiteford Hall—Residence Hall
35. Chandler House—Residence Hall
36. Englar Dining Hall—Harlow Swimming Pool
37. Rouzer Hall—Residence Hall

38. Decker College Center (Information)—President's office, Lounge area, Post Office, College store
39. Elderdice Hall—Administration offices, Admissions Office
40. Visitor Parking
41. Forlines House—Residence Hall
42. Daniel MacLea Hall—Residence Hall
43. Albert Norman Ward Hall—Residence Hall

44. Physical Education Learning Facility
45. Gill Gymnasium
46. East Entrance
47. Avenue Apartments
48. Frederick Hall
49. Whipp Hall
50. North Entrance
51. Gill Gym Entrance
52. Maintenance Building
53. Golf Club House
54. Golf Course



**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.

**27:538 Writing Instruction in the Elementary School****3 credits**

A survey of writing instructional methods, styles, trends, and research with emphasis on their application to classroom writing instruction. A mini-research study or a writing related project will be required.

**27:539 Early Childhood Mathematics****3 credits**

An investigation of trends and issues in mathematics education at the early childhood level. Consideration will be given to topics ranging from the readiness for number use to use of the computer, and problem solving strategies appropriate in the primary grades.

**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.

**27:556 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****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.

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

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

**ENGLISH (30)****30:001 Writing Workshop****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.

**+ 30:502 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.

**@ 30:510 Creative Writing Workshop****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.

## GENERAL SCIENCE (36)

### #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.

### #36:509 Impact of Science on Culture

3 credits

Current issues in modern science (20th century) will be selected for in-depth analysis, to understand their scientific basis and then to examine their role in problems confronting society. Each student will be challenged to examine each issue critically and to formulate his or her own position on the topic. Four topics will be chosen each semester from among areas such as energy, genetics, pollution and evolution.

### 36:510 Audiology

3 credits

A basic course in audiology for teachers of hearing impaired children. Includes production, transmission and reception of speech and non-speech sounds; various procedures for testing hearing and interpreting hearing test results; auditory training techniques; and individual and group amplification.

### 36:511 The Human Eye: Its Function, Disorders and Rehabilitation

3 credits

An overview of the structure and function of the eye, the disorders leading to visual impairment and/or blindness, functional implications of various eye conditions, increased visual efficiency through the introduction of optical and non-optical assistance. (Visual problems connected with Usher's Syndrome and rubella will be closely studied.)

## 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.

### + 48:510 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.

### + 48:512 Victorian America

3 credits

A social and cultural history of mid to late nineteenth century America. Topics will include popular culture (melodrama, sports, amusement parks), advertising and self-advertising, the Victorian "lady", the new world of work, temperance, sexuality, the cult of death, architecture and interior furnishings.

## HUMANITIES (49)

### + 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.

## LIBRARY SCIENCE (54)

### 54:501 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.

**54:502 Cataloging and Classification**

**3 credits**

The principles and techniques of cataloging and classifying print and non-print media, using the Dewey Decimal system of classification, are studies and applied in practical experiences.

**54:503 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.

**54:504 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.

**54:505 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.

**54:506 Selection and Use of Non-Print Media**

**3 credits**

A focus on the selection and evaluation of non-print media for classroom use as well as in the media center. Practical instruction in the use and maintenance of non-print media and the integration of non-print into the curriculum.

**@54:507 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.

**54:508 Computer Applications and the Media Specialist**

**3 credits**

A basic course in computer literacy, applications, and use—with reference to the media specialist. Special emphasis on microcomputers.

**# + 54:509 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.

**@54:510 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)

**@54:511 Advanced Photography for the Classroom Teacher**

**3 credits**

*Prerequisite—54:510.*

The 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)

**54:512 Video Production: Schools and Community**

**3 credits**

An introduction to the techniques and principles of video production. A course to help teachers and students with video skills, both in design and production.

**54:515 The Art and Technique of Storytelling**

**3 credits**

An introduction to source materials for storytelling and techniques for learning and telling tales. Course covers selection, adaptation, learning and presentation of stories for all ages.

**54:516 Storytelling in American Folklore**

**3 credits**

The refinements of storytelling skills through the exploration of the traditional folk literature of America, including Native American, Black, tall tales, urban myths and Maryland folklore.





**54:575 Special Education and the School Media Center****3 credits**

The study of the characteristics of the mainstreamed child and their implications for the provision of optimum learning and participation in the media center, as well as the regular classroom. Team taught by specialists in media and special education.

**MATHEMATICS (57)****#57:501 Modern Algebraic Structures****3 credits**

Elementary theory of modern algebra; emphasis on the structures of algebra including groups, rings, fields, and vector spaces; selected topics from number theory, polynomial theory, and matrix theory.

**#57:502 Modern Geometry****3 credits**

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

**#57:504 Calculus for Teachers****3 credits**

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

**#57:521 Mathematics 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.

**#57:522 Elementary Functions****3 credits**

A study of linear, quadratic, polynomial, exponential, logarithmic, rational, and trigonometric functions.

**#57:523 Discrete Mathematics****3 credits**

A study of the mathematical techniques and applications of matrices, sets and counting principles, probability, statistics, and linear programming.

**MUSIC (see Performing Arts)****PERFORMING ARTS (68)**

Performing Arts 501–503 are courses in which students attend actual performances, benefiting from (1) preliminary class discussion about the medium and this specific application and (2) a subsequent critique.

**#68:501 Performing Arts I: Film****3 credits**

This course examines film as a narrative form and will make use of the College Film Series, a different selection each year.

**#68:502 Performing Arts II: Musical Production****3 credits**

An opportunity for students to attend musical productions (opera, symphonic music) with readings and lecture beforehand and discussion afterward. Performances will be chosen from those available in Westminster, Frederick, and/or Baltimore area.

**#68:503 Performing Arts III: Theatre****3 credits**

An opportunity for students to attend dramatic productions with readings and lecture beforehand and discussion afterward. Performances will be chosen from those available in Westminster, Frederick, and/or Baltimore area.

**#68:510 Introduction to Acting and Interpretation****3 credits**

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

**#68:511 Theatre and Drama By and About Women****3 credits**

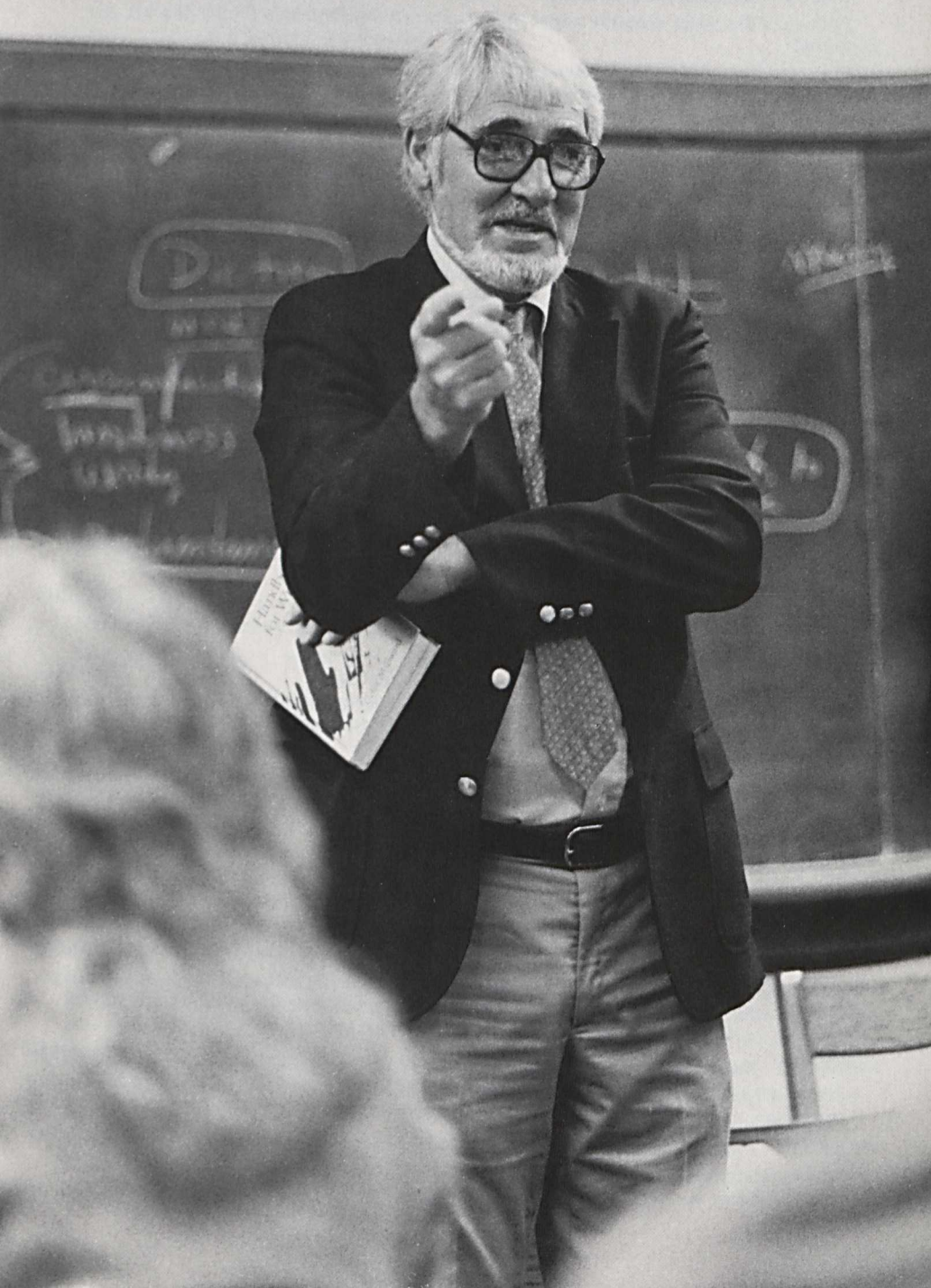
A study of the unique place of women in society as exemplified by female playwrights and their subject matter.

- @68:512 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.
- 68:513 Contemporary Drama** **3 credits**  
A study of the major dramatic works, movements and theatres since 1960 in the U.S. and Europe.
- + 68:520 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.
- @68:521 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.

## 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 Sport** **3 credits**  
Historical and philosophical development of physical education and sport 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.

**POLITICAL SCIENCE (78)****3 credits****#78:527 School Law**

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.

**3 credits****#78:528 Special Topics in School Law**

*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)****3 credits****81:311G Psychology of Deafness**

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.

**3 credits****81:501 Advanced Educational Psychology**

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.

**3 credits****#81:502 Human Growth and Development: Child**

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.

**3 credits****#81:503 Human Growth and Development: Adolescent**

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.

**3 credits****#81:504 Mental Hygiene and Interpersonal Relations**

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.

**3 credits****#81:505 Psychology of Personality**

A study of the major contemporary approaches to personality theory, including relevant research and overall evaluation.



**81:506 Behavior Modification in Applied Settings****3 credits**

A study of behavioral and cognitive change techniques in applied situations. Students learn principles and methods of change through readings, lectures, discussions, and class projects. Demonstrations, practice in recognition, and application of principles and methods are emphasized.

**#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.

**#81:510 Psychology of Exceptionality****3 credits**

A focus on the nature and needs of exceptional individuals. The degrees and causes of exceptionality and the behavioral manifestations of these disorders are studied. Psychological bases of suitable programming 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 psychic 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.

**READING (82)****82:501 Reading in the Elementary School****3 credits**

A survey focusing 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.

**82:502 Diagnostic-Prescriptive Teaching of Reading****3 credits**

*Prerequisite—82:501 or equivalent.*

A course 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.

**82:503 Advanced Diagnostic/Prescriptive Teaching of Reading****3 credits**

*Prerequisite—82:502.*

A course 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.

**82:504 Reading Practicum****3 credits**

*Prerequisites—82:501, 82:502, 82:503.*

A 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.

**3 credits**

### **82:505 Reading in the Secondary Schools**

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.

**3 credits**

### **82:506 Current Issues in Reading**

*Prerequisite—82:501.*

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

**3 credits**

### **82:507 Teaching Reading to the Gifted**

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.

**2 credits**

### **82:509 Teaching Reading to the Hearing Impaired**

*Prerequisite—82:501.*

A focus on the process of learning to read as it applies to the hearing impaired child: techniques and materials used in teaching reading skills to the child with a mild to profound hearing loss; and diagnostic techniques.

**3 credits**

### **82:510 New Directions in Reading**

A course to enable students to keep up with current directions in the field of reading through a combination of campus seminars and on-site seminars and meetings at the State of Maryland International Reading Convention. Students select the two areas of focus related to the state program. They attend pre-conference seminars on those topics, attend and critique on-site meetings and seminars given by experts in the field. Students then pursue an independent study project related to their topics.

**3 credits**

### **82:524 Adapting Materials for Reading Instruction**

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.

**3 credits**

### **82:532 Reading in the Content Areas**

This workshop is designed to help teachers develop diagnostic and teaching capabilities in reading using content area materials. In addition, this will design writing activities that directly influence the comprehension process.

**3 credits**

### **82:533 Teaching Children to Write**

This course is designed for reading specialists and classroom teachers in grades K-8. Teachers will focus on writing instruction as a process which includes pre-writing, writing, and rewriting activities as well as language development, journal writing, and integration of writing with the rest of the curriculum. Emphasis will be on practical classroom activities and much class involvement.

## **RELIGIOUS STUDIES (84)**

**3 credits**

### **#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 Dag Hammarskjöld, Thomas Merton, Margaret Mead, and Malcolm X.

**3 credits**

### **+84:502 Death, Dying and Beyond: Cross-Cultural Perspectives**

Religious, philosophical, and cultural views of death and the afterlife with primary emphases on the Biblical (resurrection), Platonic (immortality of the soul), and Hindu (transmigration of souls) as representatives of West and East.



## 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.

### #90:505 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.

### #90:507 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)

### + 93:502 Don Quixote and the Quixotic Figure

3 credits

A study of Cervantes' masterpiece and the quixotic figure in Western culture.

## SPECIAL EDUCATION (94)

### 94:501 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), and the application of learning theory to the human service field.

### 94:502 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).

### 94:503 Diagnostic-Prescriptive Teaching with Exceptional Children

3 credits

*Prerequisites*—27:505, 94:502.

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.

### 94:505 Social-Emotional and Cognitive Development of the Severely and Profoundly Handicapped

3 credits

A course designed to teach methods of assessing the cognitive and social-emotional development of the severely and profoundly mentally retarded, and to assist in developing individual program plans based on this assessment information.

### 94:506 Medical and Physical Aspects of Severe and Profound Handicaps

3 credits

A course on the medical problems and implications and occupational and physical therapy needs of the SPH individual.

### 94:508 Seminar: Exceptional Persons

3 credits

A review of current literature, legislation (local, state, and federal) and practices in the field of special education and human services. A study of the expanding role of professionals in this field and changes that they must face in caring for and educating the exceptional person. (formerly 27S:518)

**94:509 Case Management and Supervision of Special Programs****3 credits**

A study of skills required to manage and supervise community residential programs for the developmentally disabled.

**94:511 Special Adaptations for Secondary School Students (Cognitive)****3 credits**

A study of the cognitive adaptations that are essential to assist the special secondary school student in surviving in the mainstream. Specific focus includes assessment and strategies for the actual programming of the student, to help the student circumvent his weaknesses and survive in the system.

**94:512 Special Adaptations for the Secondary Student (Affective)****3 credits**

A study of the affective adaptations that are necessary to motivate the student to participate in the learning process. Special emphasis will deal with the failure syndrome and strategies to overcome psychological barriers to learning.

**94:514 Strategies for the Non-Verbal Child/Adult****3 credits**

An overview of normal speech and language development; etiologies and ramifications of intellectual, cognitive and physical handicaps upon communication; an overview of assessment of the communicatively impaired; emphasis upon the range, scope and utility of major aided and unaided systems.

**94:516 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.

**94:517 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. (formerly 27S:528)

**94:519 Physical Activity and the Special Child****3 credits**

The course will include discussion of social and emotional problems of the handicapped, handicapping conditions, normal and abnormal development, evaluation and implementation of motor programming, importance and implications of P.L. 94:142 and structured experiences. (formerly 27S:529)

**94:572 Exceptional Child in the Regular Classroom****3 credits**

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

**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.



\_\_\_\_\_:554 **Internship in** \_\_\_\_\_.

**3 credits**

*Prerequisite—* \_\_\_\_\_:553 *or concurrent with* \_\_\_\_\_:553.

\_\_\_\_\_:590 **Thesis in** \_\_\_\_\_.

**3 credits**

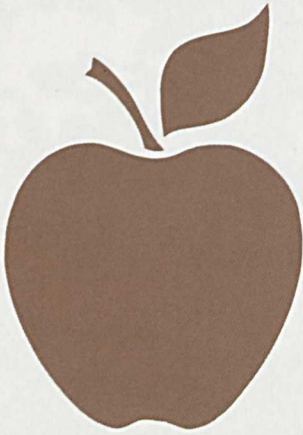
*Prerequisite—* 27:550 *and permission of program coordinator.*

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





# Faculty



## Faculty

- G. Samuel Alspach, Jr., Ph.D., Associate Professor of Biology  
 Franklin G. Asburn, Ph.D., Professor of Sociology  
 Julie O. Badiee, Ph.D., Associate Professor of Art History  
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