



1987-89 Graduate Catalog

Western Maryland College

A Private College of the Liberal Arts and Sciences in Westminster, Maryland

..... Table of Contents

College Profile	2
Location	3
Schedule	4
Campus Map	5
Educational Program	6
Courses of Instruction	11
Faculty and Lecturers	35
Index	38

Western Maryland College admits students of any age, sex, religion, race, national or ethnic origin, physical handicap. In compliance with federal and state laws, all admissions and policies, financial aid policies, academic policies and regulations of all types are administered without discrimination.

For more information on programs, admissions, and financial aid, contact:

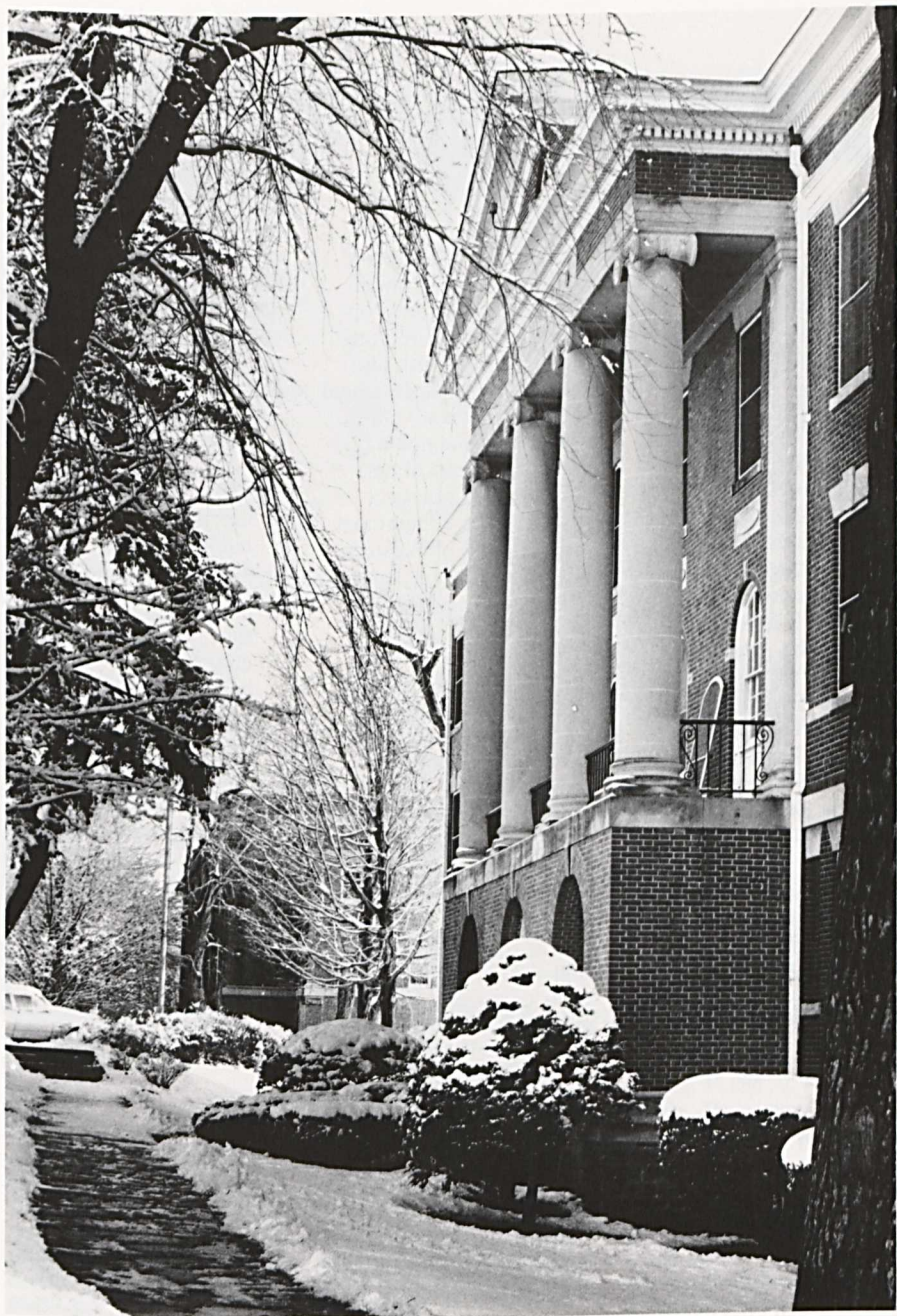
Western Maryland College
Westminster, Md. 21157

301/848-7000

301/876-2055

(from Baltimore)

800/638-5005



Western Maryland College

A Private College of the Liberal Arts and Sciences in Westminster, Maryland

College Profile

Western Maryland 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**1987****1988**

First term begins	Monday, June 22	Monday, June 20
First term ends	Wednesday, July 22	Wednesday, July 20
Second term begins	Thursday, July 23	Thursday, July 21
Second term ends	Friday, August 21	Friday, August 19

.....

Fall Semester**1987****1988**

First semester begins	Wednesday, Sept. 9	Wednesday, Sept. 14
Thanksgiving recess begins	Wednesday, Nov. 25	Wednesday, Nov. 23
Classes Resume	Monday, Nov. 30	Monday, Nov. 28
Semester ends	Thursday, Dec. 17	Thursday, Dec. 22

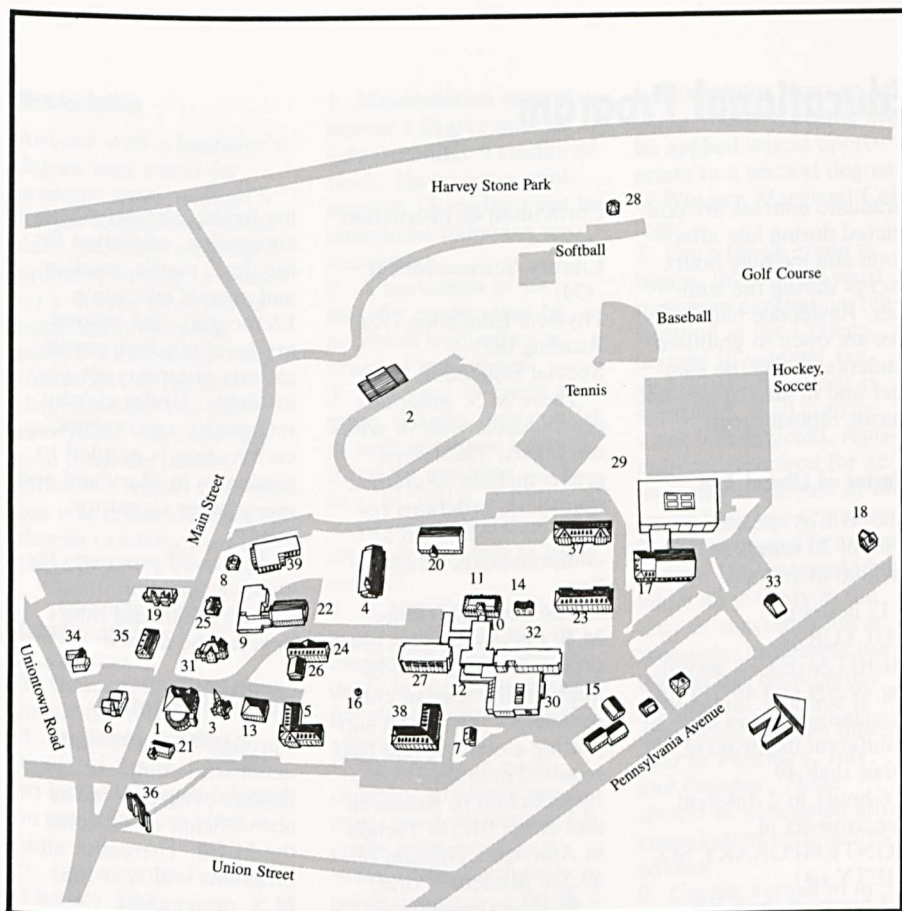
.....

Spring Semester**1988****1989**

Second Semester begins	Monday, February 1	Monday, February 6
*Spring recess begins	Monday, March 14	Monday, March 20
Classes resume	Monday, March 21	Monday, March 27
Semester ends	Friday, May 13	Friday, May 19
Commencement	Saturday, May 21	TBA

.....

*Schedule may vary at off-campus centers



- 1 Alumni Hall Theatre
- 2 Bair Stadium
- 3 Baker Chapel
- 4 Baker Memorial Chapel
- 5 Blanche Ward Hall
- 6 Carroll Hall
- 7 Smith House
- 8 Cottage
- 9 Decker Auditorium
- 10 Decker Center
- 11 Elderdice Hall
(Admissions)
- 12 Englar Dining
- 13 Fine Arts Building
- 14 Forlines
- 15 Garden Apartments
- 16 Gazebo
- 17 Gill Gym

- 18 Golf Clubhouse
- 19 Harrison House
- 20 Hoover Library
- 21 Levine Hall
- 22 Lewis Hall
- 23 Daniel MacLea Hall
- 24 McDaniel Hall
- 25 McDaniel House
- 26 McDaniel Lounge
- 27 Memorial Hall
- 28 Pavilion
- 29 Gill Physical Education
Building
- 30 Pool
- 31 President's House
- 32 Rouzer Hall
- 33 Service Area
- 34 Service Building

- 35 Thompson
- 36 Ward Arch
- 37 Albert Norman Ward Hall
- 38 Whiteford Hall
- 39 Winslow Center

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. 11-32.

Master of Science in Education

The M.S. program in education 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)

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

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.

Students enrolling in M.S. programs in education must confer with the appropriate faculty adviser at the time of entrance in order to design a program. Student handbooks, available through advisers, explain program requirements in detail. Programs will vary in accordance with the backgrounds and goals of individual students.

By following especially designed and approved patterns of courses, students may meet Maryland State Department of Education requirements for certification in the follow-

ing 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.

Approved programs for state certification usually require additional hours beyond the degree.

Master of Education

Through May 1987, students who complete certification programs in the above fields will receive the M.Ed. Thereafter all programs will bear the M.S. designation.

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 adviser
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. Six credits from an existing master's degree may be applied where appropriate to a second degree at Western Maryland College.

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.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 internship courses apply toward certification, but not 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.

An Incomplete grade may be given only for emergency reasons acceptable both to the instructor and the Dean of Graduate Studies. A date for completion must be specified, no later than one year from the 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 profes-

sional 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.

Fees

Tuition: \$129 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 by the mid-point of the course. The outstanding balance and a \$25 reinstatement fee will be required in order to resume the course or to enroll in a subsequent course.

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

\$707.50 per semester (+\$82.50 for single occupancy); \$230.00 per 4½ week summer term regular residence halls (+\$40.00 for single occupancy).

Board

\$902.50 per semester; \$310.00 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 \$100.000 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.

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 Smith House, offers personal counseling, career counseling, reading and study skills, and placement services for undergraduate 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 in-

formation 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, 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.

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 or through various other plans. The grille located in Decker College Center operates on an a-la-carte basis.

Health Services

The facilities of the Student Health Center, located in Smith House, are available to all currently enrolled full-time graduate students living in college residence facilities during the regular academic year at a cost of \$35.00 per year. 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. The Health Center's and doctor's hours are posted. Applications

for medical insurance are available for both part-time and full-time students.

Housing Services

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. 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. These cards provide free admission to the College pool, the Gill Center, golf course, computer center, and game room.

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)

#01:510 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.

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)

#09:504 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
3 credits

(for use in the schools and in the community)

An introduction to the techniques and principles of 1/2" and 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.

18:507 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*

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 be both participants and observers.

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 Counseling Practicum *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. Enrollment limited to eight students.

18:531 Counseling the Deaf *3 credits*

Prerequisites—18:501, 81:311G, 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)

See Computer Education (29).

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.

M.S. in Education (Education of the Deaf)

This is a teacher preparation program for students who wish to teach in elementary and/or secondary programs for H.I. children. This program consists of the following courses plus selected supporting courses.

20:503 Language and Communication 3 credits

The study of normal language acquisition and development of language skills in hearing children and children with handicaps. The study of the effects of hearing loss on the development of communication skills in deaf children. This course will provide a basic understanding of normal language acquisition and acquisition of American Sign Language.

20:504 Teaching Language to Hearing Impaired Children 3 credits

Prerequisite—20:503

Principles and methods of developing language in hearing impaired and other handicapped children, including traditional and current methods. Evaluation of the oral and written language of handicapped children. Readings in traditional and current literature and research. A practicum is required. Students taking this course must expect to spend time outside of class with children in a school setting.

20:505 Teaching Speech and Listening to the Hearing Impaired 4 credits

Prerequisite—36:510

This course 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 acoustical and physiological characteristics of speech production and principles of auditory training and speechreading. Various techniques for developing functional auditory training and speechreading are discussed and practiced. The course is designed as a beginning course for aiding the classroom teacher in establishing and maintaining a systematic speech program during the school years. Frequent observation and field experiences in an off-campus setting during regular school hours is required.

20:507 Diagnostic-Prescriptive Teaching 3 credits

A review of basic diagnostic procedures, behavior management techniques and the development of competencies in formal and informal assessment techniques to be used

with handicapped children. Emphasis will be placed on the study of assessment techniques and strategies used to develop prescriptive educational programs. These competencies will be developed through practical application with handicapped children.

20:508 Learning Techniques for the Multihandicapped Hearing Impaired I 3 credits

This course will review the major characteristics of the most prominent combinations of multiply handicapping conditions. Upon completion, the student should have a knowledge of the basic types of handicapping conditions and the resources available for the mildly to moderately handicapped school-aged child. The course will cover: terminology, concomitant impairments and the effects on learning, instructional approaches, classroom management techniques, assessment, environmental adaptations, use and modifications to commercial and teacher-made materials, support services, IEP's, parents and other professionals, classroom organization and record keeping, and legislation.

20:509 Learning Techniques for the Multihandicapped Hearing Impaired II
3 credits

Prerequisite—20:508

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

20:510 Mainstreaming Skills for the Hearing Impaired
3 credits

This course focuses on the skills needed to effectively function in a public school setting for the hearing impaired and other handicapped students. It includes a study of communication skills necessary to communicate with

parents, and other professionals relative to the assessment of a student's academic, social, cognitive, physical and communicative functioning and the implementation of the student's program; characteristics of the exceptionality and their effects upon learning; IEP's, identifying, selecting and using resource agencies in the community. Differences between a public school and a more restricted setting are addressed. A practicum with deaf children during regular school hours is required.

M.S. (Deaf-Blind Adult)

This is a program for students who wish to work with deaf-blind adults. The program to work with the deaf-blind adult consists of the courses listed below and certain other courses in the education of the deaf program as well as 36:510, 36:511 and appropriate electives.

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

The historical development of services for deaf-blind peoples; the identification and characteristic of this population and a general overview of service delivery systems will be presented.

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

The threefold purpose of this course in the identification of the characteristics of the adult deaf-blind population, the communication problems implied, and the matching of remedial methods to specific

language deficiencies. A study of the methods, strategies, and devices used by deaf-blind individuals, including an introduction to braille, Optacon, tactile speech indicator, etc. will be presented.

M.S. (The Teaching of American Sign Language)

This is a teacher training program for students who wish to teach ASL. Students must be fluent in ASL prior to enrolling in this program. This program consists of the following courses plus selected supporting courses.

20:540 Linguistic Structure of American Sign Language
3 credits

An analysis of the major structural features of American Sign Language: phonological, morphological, syntactic, semantic, discourse. How to and how not to use this information in the classroom.

20:541 Second Language Acquisition and ASL Instruction
3 credits

Prerequisites—20:540 and 27:533

An examination of the major theories of second language acquisition and their application to the teaching of American Sign Language. Students will analyze and critique methods currently employed

in ASL instruction, identify major institutional problems in the field, and develop and demonstrate their own instructional strategies.

20:542 Teaching American Deaf Culture
3 credits

Prerequisites—90:505

This course will help students analyze the content and value of "culture" from various perspectives, including those of the layperson, sociologist, anthropologist, and educator. Students will apply the same kinds of analyses to American Deaf Culture (ADC), reviewing the available research literature, and discerning what areas of ADC should be part of an American Sign Language curriculum and how these areas may be taught. This course will include a number of interactive exercises aimed at facilitating students' understanding and experience of American Deaf Culture—e.g., *Baja Baja Culture*. Students will examine techniques used to teach culture in various foreign language programs and other programs in which training in intercultural sensitivity is part of the curriculum.

Special problems encountered when teaching the culture of a so-called "handicapped" group will be discussed.

20:543 Assessment of Sign Language Students
3 credits

Prerequisites—20:541

This course will focus on assessment of Sign Language students' linguistic proficiency and socio-cultural competence. Topics will include current approaches to assessment of language learning/teaching, the role and purpose of assessment, types of assessment, the use and abuse of measurement instruments, test validity and reliability, and an analysis and critique of current tools for testing ASL skills and knowledge. Students will develop and demonstrate samples of ASL diagnostic and proficiency tests.

20:544 Applied Research in the Classroom
3 credits

Prerequisite—27:550

This course will prepare the student to conduct classroom-oriented research in order to examine instructional problems. After reviewing the spread of timely researchable questions concerning ASL instruction and interpreter training, students will identify an appropriate research topic and develop a research proposal.

20:559 Practicum in Teaching Interpreting
3 credits

Prerequisite—Matriculation into the Teaching Interpreting and successful completion of all area courses plus 27:505

A six-week practicum to provide for further development, integration, and application of interpreter training skills. Student placement will provide opportunities for instruction in at least two content areas. In addition to the supervised classroom/workshop teaching experience, students will meet regularly with the practicum supervisor for group discussion and feedback.

M.S. (The Teaching of Interpreting)

This is a teacher training program for students who wish to teach interpreters for the hearing impaired. Students must be fluent in sign language prior to enrolling in this program. The program consists of the following courses plus selected supporting courses.

20:546 Comparative Linguistics and Cultural Analysis
3 credits

Prerequisites—90:505 or taken concurrently

This course will compare and contrast major aspects of ASL and English linguistic

systems: phonology, morphology, systematic semantics, discourse. Cultural systems and value systems of Deaf and Hearing communities will be examined within a framework of interpretation as cross-cultural mediation.

20:547 Teaching The Interpreting Process—Theory and Practice I
3 credits

Prerequisite—20:546

Strategies for teaching the process of interpretation and the specific skills involved in the process, such as memory, semantic chunking, analysis,

and monitoring as well as how to use specific contextual information. Topics will include current models of simultaneous and consecutive interpretation, application of these theories and relevant research to classroom instruction, and activities that will help students develop discrete skills. Students will generate and receive feedback on instructional units relative to their own interests.

20:548 Teaching The Interpreting Process—Theory and Practice II
3 credits

Prerequisite—20:547

A continuation of course I with the addition of strategies for teaching transliteration, translation, and professional behaviors (knowledge of field, ethics, team work) as well as an examination of major philosophical models concerning the role of the interpreter.

20:549 Administration of Interpreters Training Program
3 credits

Strategies for developing and implementing appropriate policies and procedures in an Interpreter Training Program (ITP). Topics will include the operation and management of student practicum, faculty supervision, student entrance and exit criteria, and the relationship of the ITP to its home institution and broader community.

20:558 Practicum in Sign Language Teaching
3 credits

Prerequisite—Matriculation into the Sign Language teaching program and successful completion of all area courses.

A six-week practicum to provide for further development, integration, and application of Sign Language teaching skills. Student placement will be restricted to courses in American Sign Language. In addition to the supervised classroom teaching experience, students will meet regularly with the practicum supervisor for group discussion and feedback.

.....

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

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 *3 credits*

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

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.

27:538 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.

Educational Computing (29)

29:501 Introduction to Microcomputers *3 credits*

A course designed to introduce the student to the hardware and software that make up a microcomputer system. Emphasis will be placed on the uses of microcomputers in education. Students will be introduced to the BASIC programming language and program design. (No previous knowledge of computers required.)

29:502 Advanced Microcomputing with BASIC *3 credits*

Prerequisite—29:501 or permission of the instructor.

This course provides a thorough development of modern formal computer programming techniques in BASIC. Topics include problem analysis, algorithm design, arrays, and sequential files. Emphasis will be placed on educational applications.

29:520 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.

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.

@30:511 Writing Process Workshop *3 credits*

A study of what writing process theorists say about invention, revision, and editing, along with working writers' comments on their own writing processes. Students will apply this understanding of the writing process to their own writing—whether poetry, stories, or non-fiction. Informal workshop and tutorial approach. Open to students at any level of competence in writing.

General Science (36)

+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.

+36:506 Topics in Geology *3 credits*

An examination of major developments in geological thought over the past twenty years. Emphasis also will be placed on how current theories explain the evolution and physiographic features of the North American continent.

#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 pro-

cedures 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.)

Library Science

54:501 Administration of the School Library Media Center *3 credits*

The planning, organization, and coordination of the library media center into the instructional program of the school. The course includes working with curriculum

planning and implementation, micro-computer applications, and communication skills with students, staff, and administration.

54:502 Cataloging and Classification *3 credits*

The principles and techniques of cataloging and classification of print and non-print media, using the Dewey Decimal system of classification and Sears Subject Headings.

The course introduces computerized cataloging.

54:503 Media Selection for Children
3 credits

The study of print and non-print media, with emphasis on authors and illustrators of media for children. Principles of selection, evaluation, and integration of these media into the classroom are incorporated.

54:504 Media Selection for Young Adults
3 credits

The study of print and non-print media, with emphasis on reading interests of young adults. Principles of selection, evaluation, and integration of these media into the middle school and high school classroom are incorporated.

54:505 Reference Sources and Information Retrieval
3 credits

An introduction to the selection, evaluation, and utilization of basic reference materials. Guidance in working with the user to locate and retrieve information for research and reference purposes is emphasized. Information retrieval in various formats, including computerized data bases and at various levels of difficulty, is an integral part of the course.

54:506 Selection and Use of Non-print Media
3 credits

Selection and evaluation of non-print media for classroom and media center use. Also practical instruction in

the applications and maintenance of non-print media, including computer hardware and software, and of their integration into curriculum planning and implementation.

@54:507 Design and Production of Non-print Media
3 credits

The theory and application of the planning, design, and production processes of non-print materials for instructional and other classroom use. This includes audiovisual and video techniques and the application of computer graphics.

+ #54:509 The Library as a Social Institution
3 credits

An overview of the historical development of libraries. Examines the development of library and information centers in relation to the society and clientele they serve. Reviews all types of libraries, including public, private, special, research, and school libraries, the library profession, and the operation and organization of libraries and information centers.

@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
3 credits

An introduction to the techniques and principles of ½" and ¾" video production, with an eye toward helping teachers and media specialists impart production skills to their students.

54:513 New Technologies in Education
3 credits

Explores the applications of computers, telecommunications, video, and other evolving and changing educational technologies available for use in the classroom and media center. Practical applications of instructional technology for all areas and levels of classroom instruction will be demonstrated.

54:515 The Art and Techniques of Storytelling
3 credits

An introduction to source materials for storytelling and the techniques for learning and telling tales. The course includes the selection, adaptation, learning, and presentation of stories for all ages.

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 geometries; 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.

57:505 History of Mathematics
3 credits

A study of the development of the major areas of mathematics, with emphasis on personalities, historical periods, and significant cultural influences. Attention will also be given to the role of history in the teaching of mathematics.

#57:521 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.

..... 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 1: 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 be-
forehand and discussion af-
terward. Performances will
be chosen from those avail-
able in Westminster,
Frederick, and/or Baltimore
area.

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

An opportunity for students
to attend dramatic produc-
tions with readings and lec-
ture beforehand and discus-
sion 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 ele-
ments 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 exem-
plified by female playwrights
and their subject matter.

@68:512 Theatre for Children *3 credits*

Approaches to children's the-
atre, creative dramatics and
dramatic literature; writing,
directing and staging of plays
for children with emphasis on
the techniques and methods
of play construction and pro-
duction.

68:513 Contemporary Drama *3 credits*

A study of the major dra-
matic 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 com-
posers and how they used the
piano as a creative tool. The
course will be taught prag-
matically 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 lim-
ited 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.

Physics (75)

75:503 Classical Physics *3 credits*

A review of classical physics emphasizing mechanics and electricity and magnetism. Other areas to be considered include wave phenomena and heat. Also included will be material related to physics teaching methods and use of the pedagogical literature.

75:504 Modern Physics *3 credits*

An introduction to quantum theory, to special relativity theory, and to the basic experimental facts and theoretical concepts of atomic physics, molecular and solid-state physics, nuclear physics, particle physics, and cosmology.

Political Science (78)

#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 recurrent 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)

83:311G 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 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. 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.

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.

82:505 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.

82:506 Current Issues in Reading *3 credits*

Prerequisite—6 graduate credits in reading.

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.

82:507 Teaching Reading to the Gifted *3 credits*

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.

82:509 Teaching Reading to the Hearing Impaired *2 credits*

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.

82:510 New Directions in Reading *3 credits*

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 attend pre-conference seminars on campus, attend and critique on-site meetings and seminars given by experts in the field. Students then pursue independent study projects.

82:511 Classroom Adaptations of Reading Research
3 credits

A course to encourage students to apply the theory and research results in reading to classrooms. Students will explore at least two topics in depth and will conduct classroom research to determine what modifications are needed to translate the theoretical ideas of current authorities to actual classroom practices.

82:524 Adapting Materials for Reading Instruction
3 credits

Emphasis will be on adapting or 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.

82:532 Reading in the Content Areas
3 credits

A course to help teachers develop diagnostic and teaching capabilities in reading using content area materials. In addition, students will design activities that directly influence the comprehension of content materials.

82:533 Teaching Children to Write
3 credits

A course 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 the integration of writing with the rest of the curriculum. Emphasis will be on practical classroom activities and much class involvement.

.....
Religious Studies (84)

#84:501 Religion As Autobiography
3 credits

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.

+84:502 Death, Dying and Beyond: Cross-Cultural Perspectives
3 credits

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 be-

tween 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 rela-

tionship 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 excep-

tional 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 for 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—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—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.

3 credits

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.

Graduate Faculty and Lecturers

Faculty

- William T. Achor, Ph.D., *Professor of Physics*
Julie O. Badiie, Ph.D., *Associate Professor of Art History*
Leonard S. Bowlsbey, Ph.D., *Professor of Education (Administration)*
J. Richard Carpenter, Jr., Ed.D., *Associate Professor of Physical Education*
Richard A. Clower, Ed.D., *Professor of Physical Education (Physical Education)*
Joan D. Coley, Ph.D., *Professor of Education (Reading)*
Stephen W. Colyer, Ph.D., *Associate Professor of Psychology*
Margaret Denman-West, Ph.D., *Associate Professor of Education (Library Science)*
Linda R. Eshleman, Ph.D., *Associate Professor of Mathematics and Computer Science*
Francis M. Fennell, Ph.D., *Associate Professor of Education (Curriculum & Instruction)*
Carol Ann Fritz, Ed.D., *Associate Professor of Physical Education*
David W. Herlocker, Ph.D., *Professor of Chemistry*
Gloria M. Lane, Ed.D., *Visiting Assistant Professor of Education (Special Education)*
Alton D. Law, Ph.D., *Professor of Economics*
James E. Lightner, Ph.D., *Professor of Mathematics and Education*
Kathy S. Mangan, Ph.D., *Associate Professor of English*
Alexander G. Ober, Ph.D., *Associate Professor of Physical Education*
LeRoy L. Panek, Ph.D., *Professor of English*
Wasył Palijczuk, M.F.A., *Professor of Art*
Louise A. Paquin, Ph.D., *Associate Professor of Biology (MLA Program)*
Raymond C. Phillips, Ph.D., *Professor of English*
Hugh T. Prickett, Ed.D., *Associate Professor of Education (Education for the Deaf)*
Donald R. Rabush, Ed.D., *Associate Professor of Education (Special Education)*
Robert F. Redmond, Ph.D., *Visiting Associate Professor of Education (Counselor Education)*
Harry L. Rosenzweig, Ph.D., *Professor of Mathematics*
Robert W. Sapor, Ph.D., *Professor of English*
H. Ray Stevens, Ph.D., *Professor of English*
McCay Vernon, Ph.D., *Professor of Psychology*
Helen B. Wolfe, Ed.D., *Assistant Professor of Education (Counselor Education)*
Peter D. Yedinak, Ph.D., *Professor of Physics*
Ira G. Zepp, Ph.D., *Professor of Religious Studies*

Lecturers

- Mary Ann Alspach, B.S., *Science*
Charlotte Baker-Shenk, Ph.D., *Deaf Education*
Barbara J. Bankard, M.Ed., *Education*
Anthony R. Baraloto, M.L.S., *Media*
Joyce M. Benson, B.S., *Education*
Betty M. Berger, Ed.D., *Administration*

Bernard L. Bondroff, Ed.D., *Counselor Education*
 David T. Booz, M.A., *Education*
 Claudia R. Bowen, M.A., *Special Education*
 JoAnn H. Bowsbey, Ed.D., *Counselor Education*
 Sherri-Le Bream, M.A., *Computer Science*
 Martina J. Bienvenu, M.A., *Deaf Education*
 James H. Bullock, M.S., *Special Education*
 Wendy Burris-Erskine, B.A., *Education*
 Michael S. Clemens, Ed.D., *Education*
 Dennis Cokely, Ph.D., *Deaf Education*
 Betty M. Colonomas, A.B.D., *Deaf Education*
 Janet E. Conley, M.Ed., *Reading*
 Sheryl B. Cooper, M.A., *Deaf Education*
 Jorja Davis, M. S., *Media*
 Juliette E. Dunard, Ed.D., *Education*
 Richard C. Edlow, O.D., *Deaf Education*
 Caren F. Ferris, M.Ed., *Deaf Education*
 Marsha D. Flowers, M.A., *Deaf Education*
 Gerald L. Fowler, Ph.D., *Reading*
 Janet B. Gandara, M.A.Ed., *Education*
 Barry D. Gelsinger, B.A., *English*
 Ann D. Getty, M.Ed., *Deaf Education*
 Frederick E. Goos, M.A., *Education*
 Johanna M. Greenhood, M.S., *Deaf Education*
 Jeffrey Griffith, Ph.D., *Education*
 Cyrilla Hergenhan, M.Ed., *Education*
 Jeanne D. Hull, M.Ed., *Reading*
 Barbara A. Kapinus, Ph.D., *Reading*
 Marsye W. Kaplan, M.S., *Special Education*
 Judith M. King, M.S., *Media*
 Sabra C. Kittner, M.Ed., *Media*
 James F. Kraft, M.Ed., *Geography*
 Richard L. Krebs, Ph.D., *Counselor Education*
 Theodore E. Landis, M.Ed., *Education*
 Reese W. Lichtel, Ed.D., *Administration*
 Cynthia A. Little, M.S., *Counselor Education*
 Gordon K. Love, M.Ed., *Special Education*
 Pamela Luft, M.Ed., *Deaf Education*
 Eleanor E. Macdonald, B.A., *Deaf Education*
 Howard C. Mangle, M.Ed., *Computer Science*
 Kenneth E. Mann, M.Ed., *Administration*
 Patricia M. Martin, M.S., *Education*
 Vickie R. Mastalerz, M.S., *Deaf Education*

Jane Matanzo, Ph.D., *Reading*
 Anna M. Mauk, Ed.D., *Education*
 Susan A. Maginnis, M.Ed., *Deaf Education*
 Dale Meyer, M.S., *Deaf Education*
 Elaine P. Meyers, M.A., *Media*
 Pamela E. Moore, M.S., *Education*
 Oreal D. Morsell, M.Ed., *Education*
 Daniel Nuzzi, M.A., *Education*
 Robert D. Padden, M.Ed., *Deaf Education*
 Aurora M. Pagulayan, M.S., *Education*
 Joetta D. Palkovitz, Ph.D., *Reading*
 Herbert A. Phelps, M.Ed., *Administration*
 Marie J. Philip, B.S., *Deaf Education*
 Charles H. Phillips, M.S., *Media*
 Diane H. Pry, M.S., *Education*
 Joanne H. Rockwell, M.Ed., *Education*
 Athea Sassaman, M.S., *Education*
 John H. Spangler, Ed.D., *Administration*
 Nancy W. Sprenkle, M.Ed., *Special Education*
 Dixie C. Sterling, M.A., *Education*
 Jan Stocklinski, M.Ed., *Education*
 Ronald S. Thomas, M.Ed., *Education*
 Bonnie T. Vanbuskirk, M.A., *Deaf Education*
 Linda VanHart, M.A.Ed., *Art*
 Marcia T. Virts, M.Ed., *Deaf Education*
 W. Norris Weis, M.Ed., *Administration*
 James R. Whattam, J.D., *Administration*
 Judith G. Wiley, Ph.D., *Education*

Index

Administration, Officers of—39
Admission Requirements—6
Calendar—4
Campus Map—5
Courses of Instruction—11
 American Studies—11
 Art—12
 Biology—12
 Business Administration—13
 Communications Studies—13
 Comparative Literature—13
 Computer Science—22
 Counselor Education—14
 Economics—19
 Education—20
 Administration—11
 Deaf, of the—16
 Deaf/Blind—17
 Media—23
 Reading—30
 Special—32
 Subject Methods—21
 English—22
 General Science—23
 Library Science—23
 Mathematics—25
 Music—26
 Performing Arts—26
 Physical Education—27
 Political Science—28
 Psychology—28
 Religious Studies—31
 Sociology—31
 Spanish—32
Evaluation—7
Faculty—35
Fees—8
Financial Aid—9
Graduate Affairs Committee—39
Graduate Requirements—8
Internship—34
Lecturers—35
Library—8
Location Map—3
Master of Education Program—6
Master of Liberal Arts Program—6
Master of Science in Education—6
Matriculation—7
Philosophy and Objectives—2
Policies—7
Special Studies—34
Thesis—34
Withdrawal—8

Officers of Administration

Robert H. Chambers, Ph.D.,
President
Melvin D. Palmer, Ph.D.,
*Vice President: Dean of
Academic Affairs*
Philip R. Sayre, Ph.D., *Dean
of Student Affairs*
Barbara Disharoon, M.Ed.
Registrar
Susan L. Schmidt, B.S., *Di-
rector of Financial Affairs*

Graduate Affairs Committee

Leonard S. Bowsbey, Ph.D.
Michael M. Brown, Ph.D.
Joan D. Coley, Ph.D., *Chair*
Cornelius P. Darcy, Ph.D.
Melvin D. Palmer, Ph.D.
Eleanor N. Richwine, M.S.

Graduate Office

Leonard S. Bowsbey, Ph.D.,
Dean of Graduate Studies
Nancy L. Clingan, *Executive
Secretary*
Jeanette Witt, *Administrative
Assistant*
Jane E. Watts, M.Ed., *Ad-
ministrative Assistant and
Interpreter Services*