

W E S T E R N M A R Y L A N D C O L L E G E

A PRIVATE COLLEGE OF THE LIBERAL ARTS AND SCIENCES IN WESTMINSTER, MARYLAND



1989 — 1991

G R A D U A T E C A T A L O G

Cover Illustration:

Erected in 1898 as a memorial to the College's first President, Dr. James T. Ward, the stone archway marked the road entrance to the campus until it was moved in 1936. Meticulously dismantled and reconstructed below Levine Hall, Ward Arch now forms the pedestrian entrance to the College grounds from Westminster. Illustration by Jeffrey Oh, design by Manger & Associates.



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

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First Principles

Western Maryland College believes that liberally educated men and women think and act critically, creatively, and humanely. They take charge of their lives and develop their unique potentials with reason, imagination, and human concern. The College's goal—to provide an academic and social environment that promotes liberal learning—is expressed in its *First Principles*.

We strive to place students at the center of a humane environment so that they may see and work toward their personal goals while respecting others and sharing responsibility for the common good.

We provide a foundation of knowledge about the past and present so that students may be informed about the world.

We provide various approaches to knowledge and personal achievement so that students can think critically about, respond creatively to, and form sensitive, intelligent decisions concerning the world and its future.

We provide instruction in fundamental skills so that students can express themselves for their own satisfaction and to the larger community.

We provide solid and respected professional programs for the committed student, and, more important, we provide a liberal arts education as an integral part of professional training so that students will be more flexible, more successful, and happier in the world of work.

Heritage

According to Edward B. Fiske, education editor of the *New York Times* and author of *The Best Buys in College Education*, "Western Maryland College began its existence as the first coeducation college south of the Mason-Dixon line, and the College and its students have been innovating ever since."

Shortly after the Civil War, Fayette R. Buell, a Westminster teacher, embarked on his dream of founding a small private college. He purchased a tract of land—a hill overlooking the town—and issued a prospectus in search of support for his dream. Although financing was slow to materialize, he did receive generous support from two of the community leaders: the Reverend J. T. Ward, of the Methodist Protestant Church, who would become the College's first president, and John Smith, president of the thriving Western Maryland Railroad and a resident of nearby Wakefield Valley.

Mr. Smith, who became the first president of the College's board of trustees, suggested that the College be named after the railroad, which maintained an important terminal in Westminster. On the day in 1866 that the cornerstone was laid for the College's first building, free rail passage was granted to everyone who attended the ceremonies. Eventually, the Western Maryland Railroad became extinct after merging with another company. But the College that bore its name continued to grow.





The first building on the Hill was completed in September, 1867; 37 men and women were enrolled in eight areas of study. Already, the new college was in many ways ahead of its time. In the original *Charter*, the founders and the first board of trustees clearly reflected their intentions that Western Maryland be an innovative and independent institution:

Western Maryland College shall be founded and maintained forever, upon a most liberal plan for the benefit of students without regard to race, religion, color, sex, national or ethnic origin, which students shall be eligible for admission to equal privileges and advantages of education and to all social activities and organizations of the college, without requiring or enforcing any sectarian, racial or civil test, and without discrimination on the basis of sex, national or ethnic origin, nor shall any prejudice be made in the choice of any officer, teacher, or other employee in the said college on account of these factors.

Not only was Western Maryland the first coeducational college south of the Mason Dixon line, but one of the first in the nation. Since its inception, it has been an independent liberal arts college with an autonomous board of trustees. A voluntary fraternal affiliation with the United Methodist Church existed from 1868 until 1974; today there are no ties to any denominational body. Control and ownership are fully vested by the *Charter* in the trustees, under Maryland state law.

In its 120-year history, the College has had only seven presidents: Dr. Ward, Dr. Thomas Hamilton Lewis (1886-1920), Dr. Albert Norman Ward (1920-1935), Bishop Fred G. Holloway (1935-1947), Dr. Lowell S. Ensor (1947-1972), Dr. Ralph C. John (1972-1984), and Dr. Robert H. Chambers (1984-present). Under their guidance, the College has assumed a place among the quality liberal arts colleges in the nation, developing programs and material and physical assets that fulfill the vision of its founders.

Location

Western Maryland's picturesque campus is just a short drive from two of the nation's major metropolitan centers—Baltimore and Washington. It overlooks the historic town of Westminster onto a panorama of rich farmland, mountain silhouettes, and spectacular sunsets.

Western Maryland's 160-acre campus is centered on the crest of a high hill. Its landscaping, roadways, numerous playing fields, and 35 buildings take advantage of the varied, sloping terrain. Although the predominant architectural influence is Georgian, an eclectic and interesting variety has been added by the presence of Classical, Victorian, Dutch, and more modern styles.

Located on Main Street in Westminster, the College is within walking distance of department stores, restaurants, antique and specialty shops, churches, movie theaters, and banks. Parks, recreational areas, and historic sites are just a few minutes away by car.



Baltimore, home of Maryland's banking, shipping, and communications industries, is 30 miles southeast of the College. Washington, D.C. is just over 50 miles to the south. Both offer Western Maryland students opportunities for learning and leisure—art and history museums, internships on Capitol Hill, Baltimore Orioles games, and Georgetown nightlife.

On campus, facilities for learning and leisure include fully equipped science laboratories, an audiology lab, and video equipment; a nine-hole golf course; the new Physical Education Learning Center with a weight training center and human performance laboratory; and Decker College Center, with a bookstore, lounges, post office, snack bar, and pub.

College Profile

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, the Association of Graduate Liberal Studies Programs, and has program approval from the National Association of Schools of Music and the Council on Education of the Deaf and the Maryland State Department of Education. The College is authorized by the State of Maryland to confer the Master of Liberal Arts degree and the Master of Science degree.

Educational Program

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.

Two graduate degrees are granted by Western Maryland College, the Master of Liberal Arts and the Master of Science.

The Master of Liberal Arts program is an extension of the College's long tradition in the 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 Master of Science program is designed to develop individuals 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; and
4. increased leadership potential through the ability to recognize educational problems and to design and perform studies to seek inferences about them.

During the Fall and Spring semesters most graduate courses are conducted in the late afternoon and evening. This format serves the needs of the majority of our students who are part-time students. Generally, courses meet once a week for 2 1/2 hours. During the Summer Sessions many courses are conducted during the day and meet on a daily basis, but multiple formats are available.

Master of Liberal Arts

The Master of Liberal Arts program consists of 30 credits divided accordingly:

*12 credits in CULTURAL HERITAGE □, this includes 49:509 and 49:510 with the remaining courses each in a different department.

*6 credits, in 2 different departments designated as CONTEMPORARY SOCIETY ▲

*3 credits in the CREATIVE PROCESS ■

*9 credits of elective graduate credit. A maximum of 6 credits in non-M.L.A. designated courses may be included.

Courses in each category are designated throughout the catalog by the appropriate symbol.

Students entering the M.L.A. Program must confer with the coordinator at the time of entrance and at the time of matriculation regarding the design of the program.

Western Maryland College is a member of the Association of Graduate Liberal Studies Programs.



Master of Science

The Master of Science program is available in the following areas:

Administration (02)
Counselor Education (18)
Curriculum and Instruction (27)
Media/Library Science (54)
Physical Education (72)
Programs in Deafness (20): Education of the Deaf, Teaching of American Sign Language, and Teaching of Interpreting.
Reading (82)
Special Education (94)
Supervision (02)

The structure of the foregoing programs includes 18 credits in the area of concentration, 9 credits in supporting electives, and two required courses: 27:550 Introduction to Educational Research and either 01:510 Trends in American Thought, or 36:509 Impact of Science on Culture, or 49:510 Modern World.

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

By following specially designed and approved patterns of courses, students may meet Maryland State Department of Education requirements for certification in the following fields:

Counseling
Education for the deaf
Media/Library Science
Reading specialist
School administration and supervision
Special education.

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

Graduate Calendar

Summer Session

First term begins
First term ends
Second term begins
Second term ends

1989
Monday, June 19
Wednesday, July 19
Thursday, July 20
Friday, August 18

1990
TBA

Fall Semester

Fall semester begins
Fall break

1989
Wednesday, September 6
Monday, October 16 and
Tuesday, October 17
Wednesday, November 22
Monday, November 27
Friday, December 15

1990
Wednesday, September 5
Monday, October 15 and
Tuesday, October 16
Wednesday, November 20
Monday, November 26
Tuesday, December 18

Spring Semester

Spring semester begins
Spring recess begins*
Classes resume
Semester ends
Commencement

1990
Monday, January 29
Friday, March 16
Monday, March 26
Friday, May 11
Saturday, May 19

1991
Monday, January 28
Saturday, March 16
Monday, March 25
Friday, May 10
Saturday, May 18

**Schedule may vary at off-campus centers*

Academic Policies

Western Maryland College offers two graduate degrees: the Master of Liberal Arts and the Master of Science. Students may enter the College with the goal of attaining one of these advanced degrees. Other students may enroll who have already received a master's degree and wish to continue advanced coursework. Still others have not chosen a program. Depending on their goals, students follow different admission policies.

Admission

Anyone with a bachelor's degree from an accredited higher education institution may enroll for graduate work as a pre-matriculated student. This category includes applicants enrolled for coursework prior to entry into a degree program, individuals who already have master's degrees and are seeking additional graduate work and undeclared students.

To be eligible to enroll in graduate course work as a pre-matriculated student, an individual must submit one copy of an official transcript to verify receipt of a baccalaureate degree from an accredited higher education institution. The transcript should be mailed directly from the Registrar of the institution awarding the undergraduate degree to the Graduate Office; student copies are not acceptable.

If the student has graduated from Western Maryland College, it is not necessary to request a transcript.

Admission to graduate courses may be granted provisionally if in certain circumstances the transcript cannot be submitted prior to the start of the desired class. Such provisionally admitted students should be aware that their class admission is subject to cancellation if the transcript is not received by the College within 30 days after the start of classes.

In addition, all students must submit the Application for Graduate Study form together with a one-time non-refundable fee of \$25.

Financial Aid

Western Maryland College offers a limited number of graduate assistantships for

full-time students. These are available for example, in offices which provide assistance to disabled students, in residence hall supervision, and in graduate services. Graduate assistants receive tuition remission in return for their work. Contact the Office of Graduate Affairs for more information. A current list of other employment opportunities, scholarships, and loans is available in the Financial Aid Office located in Elderdice Hall.

Graduate Matriculation

An applicant for admission to any of the degree programs should understand that graduate work is not a mere extension of an undergraduate program. One is expected to demonstrate scholarship of a higher level, creativity, and professional competence, along with corresponding increases in student initiative and responsibilities. Those who wish to become degree-seeking students must declare their desire to matriculate by filing the *Application for Matriculation* form after completing 9 credits of work. Changing one's status from pre-matriculated to matriculated needs to occur when one has accumulated 9-12 credits. The Graduate Affairs Committee selects students for degree candidacy when the following conditions are met:

1. transcripts from all higher education institutions attended have been received;
2. three references have been received;
3. a program plan has been developed in consultation with the program coordinator;
4. a 3.00 cumulative grade point average has been attained in the first 9 hours of study at WMC which includes at least 6 hours in the area of concentration;
5. approval has been received from the student's faculty adviser;
6. scores have been received from either the Graduate Record Examination (General Test), the Miller Analogies Test, the National Teachers' Examination (Communications Skills only), or Pennsylvania Teacher Certification Testing Program (Basic Skills Test).
7. all prerequisite courses are completed.
8. all incomplete grades are removed.

International Students

In addition to the general admission requirements, international students whose native language is not English must submit official scores of the Test of English as a Foreign Language (TOEFL) examination. Only students with scores of 550 or higher are accepted for admission. In addition, international students must comply with other requirements issued by the Office of Student Affairs.

Undergraduates Enrolling in Graduate Courses

Second semester seniors at Western Maryland College may apply to the Dean of Academic Affairs to enroll in a graduate course if they have a 3.20 grade point average. A maximum of six graduate credits may be taken. These courses will count toward the individual's undergraduate degree.

Transfer Credit

With the approval of the program coordinator, a maximum of six transfer credits may be accepted from other accredited institutions. These six credits may be from an existing master's degree or from other graduate courses taken. Credit earned at another institution must be presented for consideration at the time the student applies for matriculation. Specific restrictions are:

1. the work must be equal in scope and content to that offered by WMC.
2. only grades of A and B may be transferred.
3. a maximum of six credits from an existing master's degree may be applied where appropriate to a second degree at Western Maryland College.

Academic Load

The normal full-time student load is 9 credits per semester. It is recommended that students employed full-time take a maximum of 6 credits per semester. It is recommended that 6 credits be the maximum accumulated during any one 4 1/2 week summer session.

Cross-Listed Graduate/Undergraduate Courses

A maximum of 6 credits may be applied toward a graduate degree from undergraduate courses listed for graduate credit (for example, 81:311G). In cross-listed courses, graduate students are required to do additional work.

Grades

A student's grade reflects the quality of the student's scholarly achievement. Any one of five grades (A, B, C, F, and I) may be given. The grade point equivalents are 4, 3, 2, 0, and 0 respectively. An average of 3.00 (B) must be maintained.

An Incomplete (I) grade may be given only for emergency reasons acceptable both to the instructor and the Associate Dean for Graduate Affairs. The appropriate form will specify a date for completion which may not be longer than one year from the date of record. Any incomplete which extends beyond that date becomes a "F"

Change of Grade

Grades submitted by the instructor are considered final and may be appealed only if:

1. a reporting or arithmetic error occurred which resulted in an incorrect grade. The instructor will submit a "Change of Grade" form to the Associate Dean for Graduate Affairs for approval.
2. the student believes the grade was prejudicial or capricious. In such cases, the student will first discuss the grade with the instructor. If the student is not satisfied with the outcome of that discussion, then he or she will discuss the grade with the appropriate Graduate Program Coordinator. If further discussion is necessary, the student may appeal the grade to the Associate Dean for Graduate Affairs. If a resolution cannot be reached, the student may then appeal the grade to the Graduate Affairs Committee.

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 is the midpoint of the course. Tuition refunds are applicable during the early part of the term, as published.

Academic Probation and Dismissal

Graduate students must maintain a 3.00 grade point average for all course work. If the average drops below 3.00, the student is placed on academic probation. 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 2.50 at any time following completion of their first nine hours of graduate study at the College.

Dismissals may also result from failure to observe the College's Honor Code, or from other unethical or unprofessional conduct. A student has the right to appeal a dismissal. A written appeal should be sent to the Graduate Affairs Committee within 30 days after the notice of dismissal. The Graduate Affairs Committee will review the appeal in a timely fashion.

Time Limitation

All course work and degree requirements must be completed within six years of taking the first course at Western Maryland College.

Transcripts

Official transcripts will be sent upon request to authorities designated by the student. A \$2.00 fee is charged for each transcript requested. Transcript request forms are available in the Registrar's Office, Elderdice Hall. Please allow sufficient time for processing.

Transcript requests must be received in writing. Transcripts cannot be processed if the student has any outstanding accounts at the College.

Graduation

Students must notify the Graduate Office of their intended date of graduation. The Course Registration Form may be used. This notification should be received by the first day of class of the Fall semester for December graduation, the first day of class of the Spring semester for May graduation, and the first day of class of the first Summer Session for August graduation. Formal commencement exercises are held once a year in May.

Students' advisers guide the programs and are available for consultation, but the final responsibility for meeting the requirements for graduation rests with the student.



The Honor System

The Western Maryland College community affirms its commitment to the ideals of personal integrity and community honor in all aspects of campus life, including academic endeavors, use of the library and other facilities, and respect for community and personal property. The honor system at Western Maryland affirms that honest people are the most important elements of a good community and that the rights of the honest majority must be protected against the actions of individuals acting dishonestly. Thus, the honor board is established to correct academic honor violations within the College community. Academic violations consist of cheating in course work and misuse of library materials and borrowing privileges. Both student and faculty have an obligation to themselves and to their peers to discourage honor violations in any form. For the student, this means not only taking personal responsibility for one's own actions, but also discouraging academic dishonesty by making it socially unacceptable behavior. The student is expected to report all instances of academic honor violations. This action is a social responsibility because academic dishonor has a detrimental effect on the grades of all students in a given course. For the faculty, this means clearly establishing guidelines at the beginning of every course and then making it physically difficult to cheat during the rest of the semester. In some courses this might simply mean removing temptation; in others, it might involve more stringent procedures such as simultaneously administering all examinations regardless of course sectioning. In some courses it might also mean proctoring examinations.

Students will sign an honor pledge on all their work, indicating that they have neither given nor received unauthorized help.

Honor System Procedures (academic violations)

Notification

1. When instances of cheating or plagiarism are discovered, the faculty member responsible for the course involved must inform the Associate Dean for Graduate Affairs with supporting detail. The faculty member does not have the option of unilaterally disposing of the situation. In cases where the faculty member responsible for the course is unaware of an alleged violation, he should be informed in person, by those people who witnessed the alleged violation and by the person who committed the alleged violation.
2. If the alleged violation consists of misuse of library materials and privileges, it should be reported to the librarian, who must then report to the Associate Dean for Graduate Affairs.

Investigation

1. The faculty member responsible for the course is expected to investigate thoroughly the alleged violation prior to the hearing.
2. At the request of the Associate Dean for Graduate Affairs, an academic department will designate a faculty member and a designated graduate student major to act as investigators in cases involving that discipline.
3. When the case requires it, the Associate Dean for Graduate Affairs will, within 24 hours (excluding weekends) of the report of an alleged violation, notify the appropriate investigative team of the need to begin its investigation.
4. When the investigation is complete, the Associate Dean for Graduate Affairs notifies the Associate Dean of Student Affairs if a hearing is required.

Hearing

The Associate Dean of Student Affairs shall appoint two students and two faculty members from the Honor Board to serve as a hearing board. The Associate Dean will appoint one of the four as chairman and one as a recorder. The hearing should be convened within a reasonable period of time from the report of the alleged violation. As soon as the time and place of the hearing have been established, the Associate Dean shall notify the accused in writing of the exact nature of the charges. The accused must be notified in writing at least 48 hours prior to the hearing of the time and place of the hearing. The accused will have the right to an adviser of his choice from the college community (faculty, staff, student body) present at the hearing. The hearing board will request declarations of fact from the accuser, the accused, and the witnesses, and arrive at a decision of innocent or guilty. A guilty decision requires the vote of three members of the board. If the person who reports the alleged violation wishes to have his/her identity withheld from the accused, the hearing board must arrange the hearing so that this is possible. All hearings will be tape recorded. When a student is found guilty of a violation of the honor system, the tape will be given to the Dean of Student Affairs.

Examinations

All degree seeking students must submit scores from one of the following tests to the Graduate Office: National Teacher's Exam (Communication Skills only); Graduate Record Examination (General Test); Miller Analogies Test; or Pennsylvania Teacher Certification Testing Program (Basic Skills Test). A packet of materials which includes registration forms, testing sites and test dates, may be obtained from the Graduate Affairs Office.

Western Maryland College is an official testing site for the Miller Analogies Test and the Graduate Record Examination. Contact the Center for Counseling and Career Services for details.

On September 1, 1988 the College instituted a two year "no fault" period for the purpose of developing qualifying scores for entrance to the graduate programs. During this "no fault" period, students will submit test scores from any of the above tests. These will not have to meet a specific qualifying score. On September 1, 1990, the "no fault" period ends and acceptable standards will be published.

Comprehensive Examination

Comprehensive examinations are administered in the Master of Science degree program. The student should take the comprehensive exam after study in the area of concentration is complete, preferably during the last term before graduation. The examination should be scheduled after consultation with the adviser. Comprehensive examinations are administered three times a year, in October, March, and July.

Thesis Option for Master of Science Students

Students may elect to write a thesis as part of their programs. This option exempts students from the comprehensive examination and one of the 3-credit courses normally required for the program. Students who elect to write a thesis should discuss this option with their Graduate Program Coordinator early in their programs. The Graduate Program Coordinator and the student will submit an abstract of the proposal, and suggested names of committee members to the Associate Dean for Graduate Affairs. After approval is received the student then registers for the thesis. 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. Additional information is available from the Office of Graduate Affairs.

Students who write a thesis are exempt from the Comprehensive Exam and take one less course in their program.

College Expenses

Tuition

The tuition for full-time and part-time students enrolled in any of the graduate programs for the Summer of 1989 through Spring 1990 is \$156 per credit hour. A \$25 non-refundable reservation deposit is required at the time of registration and will be deducted from the tuition bill.

The \$25 deposit paid at registration will reserve a space in the class; however, tuition must be paid in full before the first class session. A late fee of \$15 will apply on registrations received later than one week before the first day of the session.

Checks should be made payable to Western Maryland College. No student will be permitted to enter class, enroll in a subsequent course, or graduate until all financial obligations are met.

A Western Maryland College Tuition Contract Payment Plan is available during the Fall and Spring semesters. Students desiring monthly payment arrangements must have charges totaling \$500 or more per semester. More information may be obtained from the Student Accounts Office located in Elderdice Hall.

Room Fees 1988-89

Students may apply for housing space by notifying the Office of Student Affairs. Rooms are assigned on a semester basis, and a non-refundable \$100 housing reservation deposit is required. This is subsequently credited toward the room charges when billed.

Selected campus houses are available to full-time graduate students on a first come-first served basis. Some of the houses are equipped with TTD communications (for hearing impaired students) and kitchen facilities. Part-time graduates may apply for residence in these houses should vacancies exist.

A listing of off-campus apartments and rooms for rent is available for inspection in the Office of Student Affairs.

Room charges per semester for the 1989-90 Fall and Spring semesters and the 1989 summer session follow:



Tuition and Fees 1989-90

Modest increases in tuition, room and board may be expected each year.

Tuition and Fees

	1989-90 Fall/Spring Semester	1989 Summer Session
Application fee	\$ 25.00	\$ 25.00
This fee is payable once with application for a program leading to master's degree and/or certification.		
Tuition/credit hour	\$ 156.00	\$156.00
Due at the time of registration	\$ 25.00	\$ 25.00
At the time of registration, a \$25.00 non-refundable reservation deposit is required for each course. The payment is applied to the total tuition charges and is only refunded if the College cancels the course.		
Late registration fee	\$ 15.00	\$ 15.00
Students have until one week before the semester begins to register for classes. Students registering after this time are required to pay a late registration fee.		
Comprehensive Test	\$ 15.00	\$ 15.00
English fluency test and the comprehensive exam for eligible M.S. graduates		
Room Charges	\$2,057.00	\$310.00
Two persons per room in Pennsylvania Avenue Houses		
Board charge	\$2,183.00	\$375.00
	per year	

Board is required of students living in Residence Halls during the summer sessions. Optional board plans are available to all students.

Miscellaneous Fees

A current listing of miscellaneous fees is available in the Office of Student Accounts.

Examples of these fees follow:

Student Teaching Fee	\$200.00
Music Fee (private lessons)	\$ 85.00/1/2 hr.
	\$160.00/hr.
	\$ 60.00
Photography Lab Fee	\$ 2.00
Transcript Fee	\$ 5.00/yr.
Parking Registration	

Room Fees 1988-89

	1989-90 Fall/Spring Semester	1989-90 Summer Session
Pennsylvania Avenue Houses		
double	\$2,057.00	\$310.00
single	\$2,287.00	\$360.00
Residence Halls		
double	N/A	\$275.00
single	N/A	\$325.00

Board is required of students living in Residence Halls during the summer sessions. Optional board plans are available to all students.

Board Fees 1989-90

The board charge of \$1091.50 per semester is for a comprehensive plan which provides 20 meals per week in the College's cafeteria-style dining hall. Students living in campus residence halls are required to participate in the full board plan. Optional meal plans, as well as the full board plan, are available to commuters and to residents of the Pennsylvania Avenue houses.

Students not on the full board plan may purchase meals in the dining hall at guest rates. The grille, located in Decker College Center, operates on a a-la-carte basis.

Tuition Refund Policy

The College must make financial commitments to its faculty, staff and service contractors on an annual basis. It is assumed a student will not withdraw from the college during a semester. Should withdrawal become necessary because of prolonged illness or similar unusual circumstance, the following refund policy will prevail:

Tuition refund in event of withdrawal:

(Fall & Spring Semesters)

Attending one class	80%
Attending two classes	60%
Attending three classes	40%
Attending four classes	20%
Attending five or more	no refund

(Summer Session)

Less than 3 days	80%
Between 3 and 4 days	60%
Between 5 and 6 days	40%
Between 7 and 8 days	20%
Over 8 days	no refund

Room: There will be no refund unless the room can be occupied by another student. If the room is filled, the refund will be prorated from date of withdrawal.

Board: A pro rata refund will be made from date of withdrawal.

The effective date of withdrawal is the date of receipt of written notification from the student in the Registrar's Office.

Should a credit balance be generated due to a reduction in tuition or other charges when a student withdraws, policies regarding refunds to federal aid programs will take precedence. Any remaining credit balance will be mailed to the student within 2-3 weeks of the effective date of withdrawal.

Student Services

Library

The Hoover Library is the research information center of the College and offers materials and services supporting undergraduate and graduate programs. A \$10 million expansion project is scheduled to begin in July 1989 with completion by Fall 1991.

Books and bound periodicals: 155,000 volumes.

Current periodicals on standing order: 876.

ERIC documents: a comprehensive collection totalling approximately 250,000 titles on microfiche of research in the field of education distributed by the Education Research Information Center. The College owns all ERIC documents published since 1970 and subscribes to the ERIC Index on CD ROM for access to the collection.

Government publications: 191,418 items including books and periodicals, and pamphlets published and distributed by the United States Superintendent of Documents.

Special References

Electronic reference services: through Dialog, BRS, and BRs After Dark, the Library provides online access to hundreds of databases in every imaginable subject specialty. In addition, the most heavily used traditional indexing services are available in the Library on CD ROM, bringing all of the advantages in speed and precision of computer assisted searching to the local researcher without extensive online connect charges.

Interlibrary loan: books and periodical articles not owned by the Library are located and borrowed through an online bibliographic network. In many cases periodical articles can be copied, transmitted by FAX, and be available to the borrower within 24 hours.

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 College Activities Programming Board, the Office of College Activities, musical organizations and other College departments and organizations. Most programs are open to the entire College community. Inquiries should be directed to the Office of College Activities.

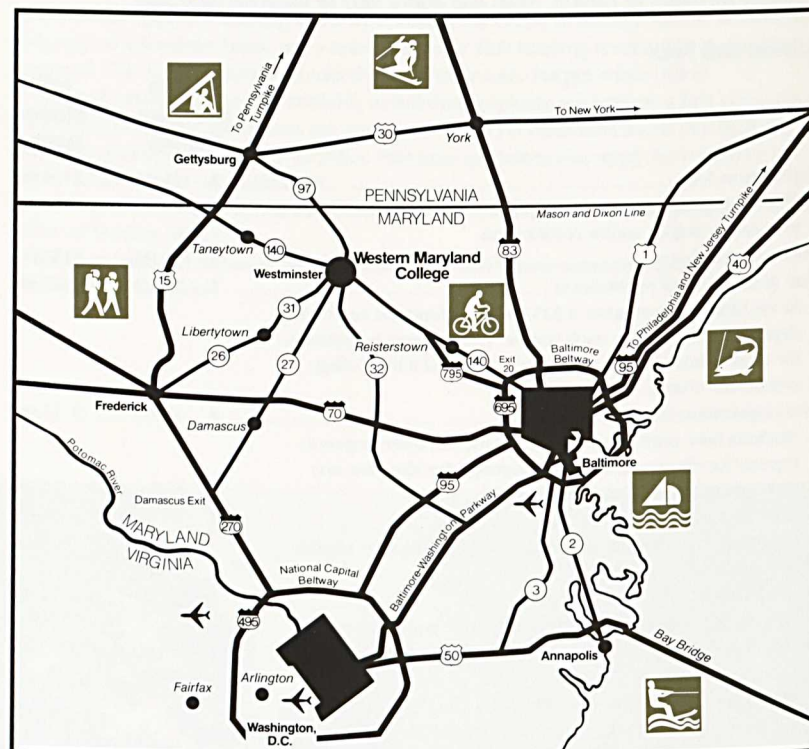
Counseling and Career Services

The Center for Counseling and Career Services, located in Smith House, offers personal counseling, career counseling and placement services for graduate students.

Any enrolled student or alumnus of Western Maryland College may establish a credentials file with the Career Services Office. 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. 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 for a small fee.

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 Boards of Education of various counties in Maryland, Pennsylvania and Virginia.

Location Map



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

From Western Maryland College to:

Baltimore	31 miles
Columbia	36 miles
Washington	56 miles
Gettysburg	24 miles
Philadelphia	136 miles
Wilmington	100 miles
New York	218 miles
Northern Virginia,	
Fairfax/Arlington	70 miles
Richmond	86 miles

From Baltimore:

Take the Baltimore Beltway (I-695) to Exit 19 onto I-795 (Northwest Expressway). Continue on I-795 North to its completion. Follow signs to Westminster via Route 140 North. Continue on Route 140 around Westminster and turn left exiting onto Route 31. Drive 1/4 mile (with the WMC golf course on your left) and turn left at red light onto Route 32.

Route 32 is Main Street, Westminster, and the campus visitor entrance will be the second one on the left.

From Washington:

From the Washington Beltway (I-495), exit onto I-270 toward Frederick, then onto Rte. 118 East toward Germantown/Damascus. Take Rte. 27 to Westminster. Turn left at the intersection of Rtes. 27 and 32, and drive 1/2 mile. The campus visitor entrance is the second right.

From the North:

From U.S. 15 at Gettysburg, exit onto Rte. 97 South. Follow 97 to Rte. 140 North, and take it around Westminster. Exit left onto Rte. 31 and drive 1/4 mile (WMC golf course on your left). Turn left at red light onto Rte. 32. The campus visitor entrance is the second left.

Decker College Center

Western Maryland maintains several services for the convenience of students and faculty in Decker College Center. A branch of Union National Bank provides check cashing and other routine banking services. The College Store sells textbooks and other books, general college supplies, imprinted sports clothing, health aids, records, greeting cards, gifts and many other items. 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, and Gameroom. 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 a regular academic 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. While student health services are free of charge to resident graduate students, services provided by specialists and charges for laboratory tests, x-rays, allergy shots, immunization shots and visits to other doctors are not covered. There is a fee for the GYN clinic. The College has no financial obligation for any service rendered by the hospital, including treatment 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 Student Affairs 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 ID 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 Gameroom.

Campus Safety

The Department of Campus Safety is located on the lower level of Rouzer Hall. The on-campus telephone extension is 202. Students in need of assistance may contact Campus Safety at the office or through the Information Desk in Decker College Center. Campus Safety can also be contacted by calling 848-7000 or 857-2202. Officers are on duty 24 hours a day, 7 days week and place top priority on protecting students and their property. Campus Safety is also responsible for parking registration, traffic control, securing campus buildings and responding to calls for service or assistance. Escort service is available upon request. Local police, fire and ambulance service can also be contacted in an emergency by dialing 911.

Parking and Traffic

In order to ensure a safe and efficient system of parking for the entire Western Maryland College Community, the following regulations should be reviewed for your understanding. If you have any questions please feel free to contact the Department of Campus Safety.

Fire Lanes

Marked by red curbs or signs. Any vehicle parked in a fire lane will be subject to being towed at the owner's expense in addition to being issued a parking citation.

Illegal Parking

Any vehicle parked on the grass, sidewalk, blocking a dumpster or any other area not designated as a legal parking space is subject to being towed at the owner's expense in addition to receiving a parking citation.

Student Parking

All students, except freshmen, may park their vehicles on any designated student parking lot. Student spaces are marked with white lines.

Faculty and Staff Parking

Several parking lots are reserved for faculty and staff during weekday hours 7:00 a.m.-4:30 p.m., unless otherwise indicated. Students who park in a faculty and staff lot during this time period will have their vehicle towed at their expense in addition to being issued a parking citation. Faculty and staff spaces are designated by yellow lines.

Visitors' Parking

A visitors' parking lot located in front of the Decker College Center is reserved at all times. Students who park in a visitors' lot will subject their vehicle to being towed at the owner's expense in addition to receiving a parking citation.

Commuter Parking

Commuter students may park in the designated areas located on the roadway behind Baker Memorial Chapel and Winslow Center.

Traffic Violations

Speeding, spinning wheels, negligent driving or any other violation which places pedestrians or passengers in an unsafe environment will be considered a serious violation and will be handled accordingly. Maximum speed limit on campus is 15 mph.

Parking Registration

All motor vehicles and motorcycles parked on the Western Maryland College campus must be registered with the Department of Campus Safety. Parking permits are valid only for vehicle(s) registered and are not transferable. Graduate students pay \$5.00 for each vehicle registered. Vehicles not properly displaying the permit will be considered not registered. Temporary permits are available for a limited time period. When issued a permit, please adhere to the following:

1. Remove all other WMC permits.
2. Place your new permit on the rear window or bumper.
3. If the permit becomes damaged or worn, contact the Department of Campus Safety to obtain a new one.
4. Familiarize yourself with WMC parking and traffic regulations.

Payment of Fines

Any person receiving a parking citation must make payment within ten days of the date issued. Tickets not paid within this time period will be billed to the student's account. Fines are payable at the Student Accounts office, Monday through Friday 9:00 a.m. to 4:00 p.m. or by mail.

Appeals

An appeal for a citation received must be made in writing at the Department of Campus Safety within ten days of the date issued. No appeal will be accepted after this time period. All appeal decisions are final.

Misuse of Parking Permit

Anyone who gives, sells, loans, or allows his/her permit to be used by someone other than the owner/operator of the registered vehicle will be subject to a \$50.00 fine and loss of parking privileges as determined by the Director of Campus Safety.

Courses Of Instruction

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

The following symbols denote courses which fulfill certain M.L.A. requirements.

□ 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. Students compare and contrast models of administration and organizational structure, evaluate current research from the behavioral and social sciences, and apply concepts derived to the role of the school administrator.

02:502 The Role of The Principal 3 credits

An overview of the specific duties and responsibilities of the school principal. The planning function, evaluation of personnel and programs, pupil personnel concerns, extra-curricular program, the instructional program, and the non-instructional responsibilities are examined. 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 in-depth study of the roles and responsibilities of the instructional supervisor. The concept of the supervisor in a non-administrative role responsible for designing, implementing, and evaluating instructional programs is explored. Topics include strategies for effecting change, the supervisor's responsibility for inservice education, the supervisory visit, the post-observation conference, the design of a faculty meeting and a PTA meeting, and the analysis of personal interaction.

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. Systems for analyzing classroom teaching performance are explored, and methods of providing teachers with effective feedback are developed.

02:510 School Labor Relations 3 credits

A study of organized labor groups as they pertain to education. Topics to be studied in depth include the public school teacher as an employee, bargaining and the law, collective bargaining and the negotiations process, and fringe benefits.

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. This course is the final course in the program resulting in the M.S. degree in school administration. In a seminar mode, the students will examine the cases, propose alternative administrative 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.S. or M.L.A. programs; in addition, these courses will also meet the M.L.A. "creative process" requirement. In some instances, a 100 or 200 studio course may be open to graduate enrollment; such courses will appear with a G suffix.

□ 03:504 Studies in Art History 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.

□ 03:506 Art in Area Collections 3 credits

An introduction to art history through a study of art works in area museums and galleries. The course will include Saturday field trips to Washington, DC and Baltimore. There will be a modest fee for transportation expenses.

■ 03:510 Photography 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 photography aids. The student must have 35mm camera with adjustable shutter speeds and lens openings. (Lab fee)

■ 03:511 Advanced Photography 3 credits

Prerequisite—54:510

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

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.

▲ 09:505 Genetics and the Non-Scientist 3 credits

A course in human genetics to provide background and to explore concerns which the student may have in making personal or family reproductive choices, in making decisions as a citizen, and in reading the current public information about a rapidly expanding field.

▲ 09:506 Human Genetics 3 Credits

The study of recent scientific discoveries in the area of human genetics. Includes genetic disease, human molecular genetics, 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 and Theatre Arts (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).

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

▲ 16:501a 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.

▲ 16:502 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.

▲ 16:503 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.

■ 16:510 Introduction to Acting and Interpretation

3 credits

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

▲ 16:511 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.

■ 16:512 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.

▲ 16:513 Contemporary Drama

3 credits

A study of the major dramatic works, movements and theatres since 1960 in the U.S. and Europe.

▲ 16:520 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.

■ 16:521 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.

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, Zamyatin, Huxley, Orwell, and B.F. Skinner.

Computer Science (19)

See Computer Education (29).

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 student's 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, behavioral and reality 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 psychoanalytic, rational emotive therapy, gestalt, existential, and transactional analysis counseling theories and an introduction to techniques involved in applying these theories. Emphasis will be placed on the development of a personal theory of counseling.

18:504 Lifestyle, Career Development and Decision Making

3 credits

A course to assist counselors in becoming aware of their role in career development with individuals of all ages. A survey of major career development theories, program planning, critical resources and the development of job search strategies will be stressed. Sources for career information and techniques for delivering the information are included. Approaches to career decision making processes are considered.

18:505 Counseling Special Populations

3 credits

Prerequisites—18:501 and 18:502

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, disabled clients, older clients, and "at risk" groups.

18:506 Organization and Administration of Guidance Programs

3 credits

A course to assist counselors in the effective organization and management of guidance services. Program planning, use of technology, and techniques for implementing and management are stressed. Research and evaluation skills are included.

18:507 Counseling Children

3 credits

Prerequisites—18:501 and 18:502

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. Group leadership, theoretical approaches to working with groups, and the application and integration of group dynamic concepts with school situations are developed.

18:509 Couple and Family Counseling

3 credits

Prerequisites—18:501 and 18:502

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

18:510 Consultation and Interpersonal Skills

3 credits

A study of the rapidly growing role of the counselor as a consultant and one's 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—Matriculation, completion of most area courses 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 & Advocacy with Deaf People

3 credits

The course is designed to familiarize counselors, teachers, and parents with the

fundamentals of developmental counseling and advocacy with hearing-impaired people and their families.

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.

18:551 Special Studies in Counseling

1-3 credits

Independent study and research under the guidance of a counseling faculty member.

18:552 and 18:553 Internship in Counseling

3 credits

Prerequisites—Matriculation, successful completion of all area courses, and permission of the program coordinator. A semester of field experience under the guidance of a counseling faculty member.

18:590 Thesis in Counseling

3 credits

The presentation of a research proposal and subsequent thesis acceptable to a committee of graduate faculty selected by the graduate program coordinator, faculty sponsor and student.

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. (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. Reading 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 speech-reading 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 are 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 Multi-Handicapped Hearing Impaired I

3 credits

This course will review the major characteristics of the most prominent combinations of multi-handicapped conditions. Upon completion, the student should have a knowledge of the basic types of handicapped 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, record keeping, and legislation.

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 Mainstreaming Skills for the Hearing Impaired

3 credits

This course focuses on the skills needed to function effectively 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, 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. (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 and semantic, discourse. How 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

Prerequisite—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.

20:558 Practicum in Sign Language Teaching

3 credits

Prerequisite—Matriculation in 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.

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

Prerequisite—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 interest.

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.

20:559 Practicum in Teaching of Interpreting

3 credits

Prerequisite—Matriculation into the Teaching Interpreting and successful completion of all area courses and 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.

Economics (24)

▲ 24:501 Economics of Environment *3 credits*

The biological and economic crises of contemporary society, 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 Appraisal Techniques *3 credits*

Nature, function, and use of measurement in the appraisal of achievement, aptitude, and special aptitudes. 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. The course will trace the historical development of curriculum theory in the public schools, identify current trends, and predict likely future directions of curriculum.

27:511 Curriculum Design *3 credits*

An analysis of present curriculum development and design with attention to several models of implemented curriculum is studied. Strategies for curriculum design are examined, and specific proposals for implementation are developed. Students will design and evaluate their own curriculum projects.

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, evaluation of student teachers.

The following four 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 multimedia 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.

27:518 Patterns for I.D.E.A.S. *3 credits*

This course will enable teachers to guide more efficient student thinking processes and critical thinking skills in the classroom. Emphasis is placed on understanding how the mind processes information. Teachers will become more aware of their own thinking processes and learn how to present inductive and deductive lessons. Problem solving strategies and corresponding verbal skills specifically applicable to the classroom will be presented along with techniques that enable students to experience lesson formats that stimulate skills necessary for real life thinking.

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 technology, and a problem solving approach to mathematics instruction from pre-school through 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.

☐ or **▲ 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.

☐ or **▲ 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 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.

▲ 48:509 Major Issues in Modern American History*3 credits*

In-depth analysis of central themes in U.S. history since 1900, such as the role of the federal government, labor organization, the changing status of women, the Cold War, McCarthyism, and the influence of the mass media.

**□ 48:511 The Native American, Past and Present***3 credits*

A study of Indian-white relations from the sixteenth to the twentieth century, with a special emphasis on the place of red people in Anglo-American society. Topics will include Indian culture, mutual discovery, missionary initiatives, frontier wars, and Federal policy on Indians.

□ 48:540 America's Women, 1907—the Present*3 credits*

This topic focuses on the experience of America's women in an effort to illuminate the past and provide a historical perspective on our present. The course locates women in the family, the work place, and the political arena, and it examines interaction between context and ideology in the process of social change.

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.

Mathematics (57)**▲ 57:501 Modern Algebraic Structure***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 the 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.

Media/Library Science (54)**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 faculty in curriculum planning and implementation, micro-computer applications, and developing communication skills with students, staff, and administration. On-site observations are incorporated into course requirements.

54:502 Organization and Access to Information*3 credits*

The principles and techniques of cataloging and classifying print and non-print media for ease of access. An introduction to the newest technological processes now available for organizing and processing media in the school library media center.

54:503 Media Selection for Children*3 credits*

The principles of selection, evaluation and integration of literature, fiction and non-fiction, in print, non-print and computerized formats to support, supplement and enrich classroom activities and recreational reading. Knowledge of outstanding authors and illustrators of media for children is emphasized.

54:504 Media Selection for Young Adults
3 credits

The principles of selection, evaluation and integration of literature, fiction and non-fiction, in print, non-print and computerized formats to support, supplement and enrich classroom activities and recreational reading at the middle-school and high school levels.

54:505 Information Sources: Retrieval, Dissemination and Utilization
3 credits

An introduction to the selection, evaluation, and utilization of 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, is an integral part of the course.

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

Selection and evaluation of media for classroom and library media center use. Integration of media into curriculum planning and implementation. Instruction in the applications and maintenance of media in all formats, including computer hardware and software.

■ **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 informational use. This includes audiovisual and video techniques and the application of computer graphics.

54:509 The Library as a Cultural Institution
3 credits

An overview of the historical development of writing and libraries. Examines the role libraries and librarians have played in the cultural development of our society. An overview of all types of libraries, including public, academic, research, special and school libraries.

54:512 Video Production
3 credits

This is a hands-on course to introduce the students to the use of video to enhance and extend the curricular programs of the school. It involves the techniques of video production, including the use of portable equipment, aspects of lighting, graphics and studio editing.

54:513 Current Educational Technologies
3 credits

This course offers demonstrations, hands-on instruction, and follow-up activities in the use of computers, telecommunications, video and other evolving new instructional technologies. Instruction includes ways in which the teacher or media specialist can integrate these skills in an educational setting.

■ **54:515 The Art 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 Library 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 school media center, as well as in the regular classroom.

Physical Education (72)

72:306G Advanced Athletic Training
3 credits

An in-depth study of athletic injuries with emphasis on their prevention, care and treatment. The roles of the trainer, coach, physical education teacher and physician are stressed as vital entities in the total sports medicine program. Training room organization and administration, policies, therapeutic modalities, medical referrals, and current trends in athletic training are considered.

72:308G Aquatics Management
3 credits

Administration and organization of swimming pools and aquatics programs. Standards of health; supervision, maintenance and operation of pools; personnel training and certification; facility and program planning for schools, camps and recreation centers are among the topics considered.

72:325G Nutrition
3 credits

A study of the nutritional needs of humans through the life span. Topics included are energy, nutrients, vitamins, elements, recommended daily allowances and energy balance. Fad diets, nutritional supplementation and famine are also examined.

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 development, standards, practices and problems associated with the organization, management and conduct of athletic programs in American educational institutions.

72:503 Issues and Trends in Physical Education
3 credits

An examination of the heritage of physical education leading to an analysis of the current issues and trends encountered by the profession and discipline of physical education.

□ **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 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 a selected topic or theme in physical education and sport. Selected topics relevant to current issues, students' interests and goals are presented. Topics may be presented or developed in the form of seminars, independent study and/or practicums. Course objectives and format will vary with the topic selected and the students' area of interest.

□ **72:515 History of Sport and Physical Education**
3 credits

An overview of the historical and philosophical development of sport and physical education from early civilization to the present is offered. A critical analysis of the current status of sport and physical education is accomplished with emphasis on the evolution of program objectives and results.

▲ **72:516 Sociology of Sport**
3 credits

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

72:517 Physiological Aspects of Physical Activity
3 credits

Prerequisite: Undergraduate course in human physiology or its equivalent.

An examination of the basic physiological principles governing motor activity. Energy sources, training and conditioning, ergogenic aids, diet 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, 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 recreation facilities.

72:520 Coaching Seminar: Basketball

72:521 Coaching Seminar: Football

72:522 Coaching Seminar: Volleyball

72:523 Coaching Seminar: Lacrosse

72:524 Coaching Seminar: Track and Field

72:525 Coaching Seminar: Wrestling

The theory and principles of coaching the selected sport. Primary emphasis is given to personnel analysis, examination and development of basic systems of play, safety considerations and other organizational topics.

72:526 Biomechanics of Physical Activity

3 credits

A study of the mechanical principles governing human 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.

▲ 72:530 The American Sport Novel

3 credits

A study of the sport novel as a special type in American literary expression.

72:551 Special Studies in Physical Education

3 credits

Independent study and research under the guidance of a graduate faculty member of the Physical Education Department.

72:552 Internship in Physical Education

3 credits

A semester of experience in the field under the guidance of a graduate faculty member of the Physical Education Department.

72:590 Thesis in Physical Education

3 credits

The Presentation of a research proposal and subsequent thesis acceptable to a committee of graduate faculty selected by the Departmental coordinator, faculty sponsor and student.

Physics (75)

▲ 75:503 Classical Physics

3 credits

A review of classical physics emphasizing mechanics, 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)

81:311G Psychology of Deafness

3 credits

An examination of the effects of a lack of hearing on personality and behavior. The literature in this and related fields is interpreted in terms of its theoretical and practical meaning for persons with hearing losses and for professionals who serve in their habilitation and education. Through an understanding of the effect of auditory deprivation, the course offers insights into the role of hearing in the psychological development of those with normal hearing.

81:501 Advanced Educational Psychology

3 credits

A study of the learning process and the application of principles of psychology to education. Factors influencing learning, the products of learning, and evaluative techniques are emphasized.

81:502 Human Growth and Development: Child

3 credits

The course describes the child and examines the basis for changes and constancies in psychological functioning throughout childhood. Research and theories of development are emphasized.

81:503 Human Growth and Development: Adolescent

3 credits

The course describes the adolescent and examines the basis for changes and constancies in psychological functioning throughout adolescence. Problems and conflicts associated with emerging adulthood are explored. Research and theories of development are emphasized.

▲ 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 needs at all grade levels.

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

Prerequisite—82:502

A course designed to develop ability to deal with disabled readers at all grade levels. 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, recognizing reading problems, and becoming 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 gifted students. The course will also focus on the special reading needs and abilities of gifted students both in terms of types of books available and techniques for developing advanced reading skills.



82:509 Teaching Reading to the Hearing Impaired
3 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 trends 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- and post-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.

82:515 Administration and Supervision of Reading Programs

3 credits

Supervision models for various types of reading programs are examined along with models for reading in-service. Students get actual practice in supervisory situations and in-service presentations in the area of reading instruction.

82:524 Adapting Materials for Reading Instruction

3 credits

Emphasis will be on adapting currently existing materials to meet the needs of gifted, average, and disabled readers. Emphasis will also be on the production of new materials. Materials adapted include basals, content textbooks and children's literature.

82:525 Reading-Writing Connection

3 credits

A workshop which focuses on the parallel processes of comprehending text and producing text. Participants examine the theory behind the reading-writing connection and its practical implications for the classroom. Class members will prepare materials and plan activities for use in a variety of classroom settings.

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 at all grade levels. 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.

82:540 Whole Language Instruction

3 credits

The whole language movement in education will be explored from both a theoretical and practical basis. Techniques for integrating listening, speaking, reading, and writing across the elementary and middle school curricula will be emphasized.

82:570 Increasing Teacher Effectiveness in Reading

3 credits

The implications of effective school research as applied to reading will be examined. Emphasis will be on instructional adjustments that enable teachers to better meet the needs of all pupils in a classroom setting.

82:574 Creative Teaching of Language Arts

3 credits

A variety of instructional techniques suitable for all grade levels are examined that support the interrelated teaching of listening, speaking, reading, and writing. Curricular adaptations for teaching language arts are also explored.

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.

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 people 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/she 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)
School-based Certification**

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

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. Current teaching models facilitating instruction for exceptional individuals.

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 procedure 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.

94:508 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.

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.

94:516 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.

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 PL 94:142 and structured experiences.

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, and can be used to meet the special education requirement for regular classroom teachers.

Community-Based Human Services

This program trains middle managers for a community-based special program in conjunction with TARGET, Inc. of Westminster, Maryland, a service delivery agency. Additional courses will be selected in conjunction with the program advisor.

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.

94:509 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.

94:510 Issues in Human Service Management
3 credits

An overview of the operation of twenty-four hour care; human services facilities (day/residential/recreational) including organizational structure, staff hiring, retention and release, financing and budgeting with multiple funding sources, and applicable management principles.

The focus will be on the non-profit format but proprietary organizations will be reviewed.

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.



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.

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B.A., Shepherd College; M.A., Hood College

Directory of Key Administrators and Services

All may be reached through the WMC switchboard:

301-848-7000

301-876-2055

(TDD/VOICE)

You may write to any individual or service in care of:

Western Maryland College

Westminster, MD 21157

ACADEMIC WORK AND PROGRESS: Herman E. Behling, Ed.D., Administration; Richard A. Clower, Ed.D., Physical Education; Joan Develin Coley, Ph.D., Reading; Margaret Denman-West, Ph.D., Media/Library Science; Francis (Skip) Fennell, Ph.D., Curriculum and Instruction and Education; Louise A. Paquin, Ph.D., Master of Liberal Arts; Hugh T. Prickett, Ed.D., Deaf Education; Helen B. Wolfe, Ed.D., Counselor Education; Special Education: To Be Filled

ADMISSION: Joseph Rigell, Director of Admission and Financial Aid

ARCHIVES: Alice Chambers, Archivist

ATHLETICS AND PHYSICAL EDUCATION: J. Richard Carpenter, Director of Athletics

COLLEGE ACTIVITIES: Cynthia J. Zeiher, Assistant Director of College Activities

COLLEGE BILLS: Susan Schmidt, Bursar

COUNSELING AND CAREER SERVICES: Susan Glore and Cathleen Nosel

EVENTS: Public and Sports Information - 857-2766

FINANCIAL AID: Caryl Connor, Director of Financial Aid

504 SERVICES COORDINATOR: Donald Rabush

GRADUATE RECORDS: Jeanette K. Witt, Administrative Assistant

GENERAL INFORMATION: Information Desk, Decker College Center

GIFTS: Walter L. Wahlen, Vice President for College Relations

HEALTH SERVICES: Marlene Clements, Student Health Services Nurse

HOUSING DIRECTOR: JoAnne Goldwater, Assistant Director of Residence Life

LIBRARY: Harold D. Neikirk, Director of Library

MOTOR VEHICLE REGISTRATION: Office of Campus Safety

NOTARY SERVICES: Mary Louise Poole, Admission Office

PARKING: Office of Campus Safety

POST OFFICE: Esther Griffith, Clerk-In-Charge

PRESIDENT: Robert H. Chambers

PUBLIC RELATIONS AND PUBLICATIONS: Joyce E. Muller, Director of Public Information

REGISTRAR: Barbara J. Disharoon

SECURITY: Director of Campus Safety

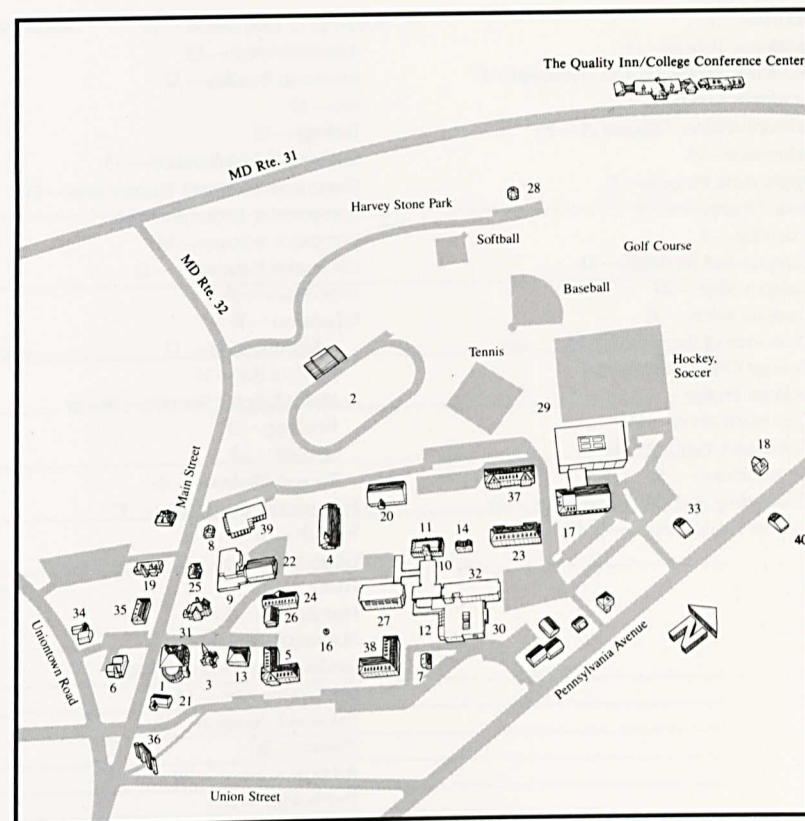
STUDENT RECORDS AND TRANSCRIPTS: Registrar

STUDENT SERVICES: Philip Sayre, Dean of Student Affairs; Charlene Cole, Associate Dean of Student Affairs

TITLE IX COORDINATOR: Susan Bloom, Art Department

WITHDRAWAL: Barbara J. Disharoon, Registrar

Campus Map



- | | | |
|-------------------------------|--|--|
| 1 Alumni Hall Theatre | 18 Golf Clubhouse | 35 Thompson Hall
(Office of Graduate Affairs) |
| 2 Bair Stadium | 19 Harrison House | 36 Ward Arch |
| 3 Baker Chapel | 20 Hoover Library | 37 Albert Norman Ward Hall |
| 4 Baker Memorial Chapel | 21 Levine Hall | 38 Whiteford Hall |
| 5 Blanche Ward Hall | 22 Lewis Hall | 39 Winslow Center |
| 6 Carroll Hall
(Admission) | 23 Daniel MacLea Hall | 40 Physical Plant Dept. |
| 7 Smith House | 24 McDaniel Hall | |
| 8 Dean's Cottage | 25 McDaniel House | |
| 9 Decker Auditorium | 26 McDaniel Lounge | |
| 10 Decker Center | 27 Memorial Hall | |
| 11 Elderdice Hall | 28 Harvey Stone Pavilion | |
| 12 Englar Dining | 29 Gill Physical Education Learning Center | |
| 13 Fine Arts Building | 30 Pool | |
| 14 Forlines | 31 President's House | |
| 15 Garden Apartments | 32 Rouzer Hall | |
| 16 Gazebo | 33 Service Area | |
| 17 Gill Gym | 34 Art Annex | |

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Western Maryland College

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

Application for Graduate Study

Please print or type.

____ Ms./Mrs.
Name ____ Mr. _____
full first full middle last

Address _____
number and street

City _____ State _____ Zip _____

Telephone: Home (____) _____ Work (____) _____

Social security number _____

Date of birth _____ Place of birth _____

Country of citizenship _____ Visa type _____
(Non-U.S. citizens)

College and professional schools attended:

Dates _____	Institution _____
Major _____	Degree _____
Dates _____	Institution _____
Major _____	Degree _____
Dates _____	Institution _____
Major _____	Degree _____

Current occupation _____ Job title _____

Employer _____

Teaching certificates currently held:

Field _____	State _____	Date of issue _____
Field _____	State _____	Date of issue _____

Work experience:

When do you plan to enroll? _____ Sept. 19 _____ Feb. 19 _____ Summer 19 _____

Enrollment status: _____ Full-time _____ Part-time

Will you live on campus? _____ Yes _____ No

Please indicate your program of study on the list below:

- _____ Master of Liberal Arts
- _____ Master of Science
- _____ Teaching Certification

Area of study:

- _____ Liberal Arts
- _____ Administration
- _____ Counseling
- _____ Curriculum and Instruction
- _____ Education of the Deaf: _____ Sensory Impairment _____ Teaching and Interpreting _____ Teaching Sign Language
- _____ Elementary Education
- _____ Media/Library Science
- _____ Physical Education
- _____ Reading
- _____ Secondary Education
- _____ Special Education

Answers to the following questions are optional but will help the Graduate Office complete annual statistics for educational research.
Age _____ Sex _____ Ethnic group _____ Marital status _____

How did you learn about the Graduate programs?

Friend _____ Newspaper _____ Academic counselor/adviser _____

Other (please name): _____

Return the completed application form with a \$25 non-refundable application fee to Office of Graduate Studies, Western Maryland College, Westminster, Maryland 21157. Upon receipt of this application, we will mail you three reference forms to be sent to individuals, exclusive of WMC faculty, who can evaluate your scholarship and professional quality. For further information, please call 301/857-2500.

To the best of my knowledge, the information provided in this application is complete and accurate.

applicant's signature

date

Western Maryland College, in compliance with Federal and State laws and regulations governing affirmative action and non-discrimination, does not discriminate in the recruitment, admission, and employment of students, faculty and staff in the operation of any of its educational programs and activities as defined by law. Accordingly, nothing in this publication should be viewed as directly or indirectly expressing any limitation, specification, or discrimination as to race, religion, color or national origin, or to handicap, age, sex, or status as a disabled or Vietnam-era veteran. Any inquiries regarding the above may be directed to Assoc. Dean Charlene Cole, Director of Affirmative Action, 301/848-7000, ext. 241.

Confidentiality

In compliance with the Family Educational Rights and Privacy Act of 1974, Western Maryland does not provide access to admissions records to applicants, those students who are rejected, or those students who decline an offer of admission. Matriculated students do have access to their permanent files. Letters of recommendation are deleted from the student's file before the student matriculates.

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