



Graduate  
Catalog  
1997-99

western  
Maryland



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# graduate

Western Maryland College views its graduate mission as a logical extension of an undergraduate liberal arts education by preparing individuals for professional studies and imbuing them with a lifelong enthusiasm for learning.

# mission

The College's graduate programs provide specialized knowledge, enhanced professional expertise and growth in specialty fields, as well as additional knowledge and skills gained from continued studies in the liberal arts.

Students in Western Maryland College's graduate programs benefit from the academic expertise of the College's faculty and from the expertise of professionals working in the field.



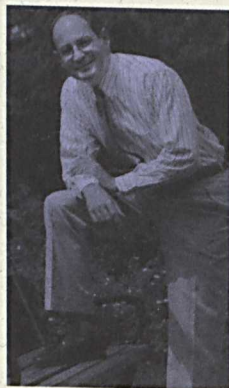
# message from the

# dean

Western Maryland College is proud of its reputation as a regional leader in professional education and liberal studies programs. For more than 60 years we have delivered high quality graduate programs. Our current offerings lead to the Master of Science and the Master of Liberal Arts degrees. We offer an opportunity for qualified students to improve their professional skills and competencies in order to advance professionally and/or to obtain new professional positions.

The WMC graduate tradition rests comfortably in a setting where exemplary teaching is still regarded as the central mission, both at the graduate and undergraduate levels. Our faculty is actively engaged in research and professional writing: they are also involved in the leader-

ship of professional organizations and are sought after as consultants, however their primary mission is to be effective instructors and to inspire WMC students to academic and professional excellence.



Dr. Kenneth W. Pool  
Dean of Graduate Affairs

The independent liberal arts orientation of WMC and its size enables us to care about our students in a special way, to provide individual advising for students and to be responsive to their needs. You will find faculty with expertise in a variety of specialty areas, eager to interact with graduate students. We are proud of the contributions of our graduates in the classroom and in the regional and national communities. Students leave WMC enriched not only as a result of their academic profession but also by meaningful interactions with one another. I invite you to join us.



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; that year 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, it was 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, and control and ownership are fully vested by the Charter in the trustees, under Maryland state law.

In its 125-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 40 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 restaurants, antique and specialty shops, churches, 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 and Ravens games, and Georgetown nightlife.

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

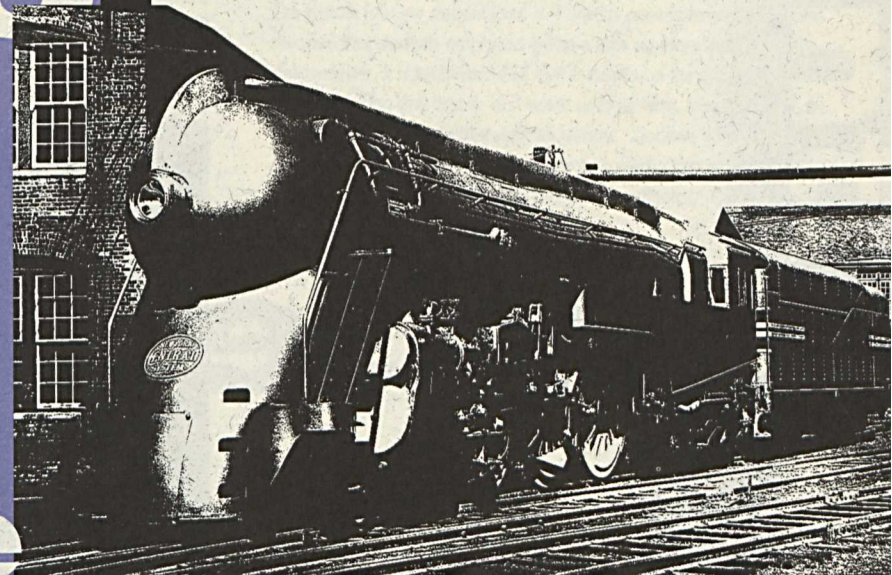
## College Profile

Western Maryland College is 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 Council on Education of the Deaf. Six graduate programs offer advanced certification and are approved by 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.

## Philosophy and Objectives

Chartered in 1866 as a private, liberal arts college, Western Maryland College has over a century of tradition as an institution of higher learning. Dedicated to the liberal arts as a vital part of our culture, Western Maryland College views the graduate programs as a logical extension of its educational mission. The development of responsible and creative graduates clearly entails commitment to an environment open to the pursuit of truth and the growth of professional attitudes, ethical values, and critical judgement. Graduate study at Western Maryland College seeks to provide depth and breadth of educational experience as individuals prepare themselves for the challenges of the future in the workplace and in their professional lives.

# for



# name sake



# program educational

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 extends the College's long tradition in the study of the liberal arts at the baccalaureate level. The M.L.A. degree entails a balanced program in varied liberal arts fields.

The Master of Science programs are designed to enrich the background of individuals in an area of specialization. In addition to the depth of study provided by the area of specialization, there is breadth of educational experience provided by selection of coursework in supporting fields and by the selection of a liberal arts course to complement the program.

## Student Body

Western Maryland College faculty recognize the benefits and rewards of working with a diverse student population. Students of all ages, interests, and professions are encouraged to apply for graduate study. While more than 5,000 students are listed on the active graduate roster throughout the year, approximately 1,200 individuals are attending graduate classes on campus and off-campus during any one semester. Most students commute to campus from surrounding Maryland counties, as well as nearby Pennsylvania, the District of Columbia and northern Virginia. A large number also attend classes in our Southern Maryland and Northeast Maryland sites.

During the Fall and Spring semesters most graduate courses on campus are conducted in the late afternoon, evenings and weekends. This format accommodates the majority of working students who attend on a part-time basis. Most courses on the main campus meet once a week for 2 1/2 hours. During the summer most courses are conducted during the day and meet on a daily basis. Courses in the Southern and Northeast Maryland sites generally meet fewer times and for longer time periods.

## Master of Liberal Arts

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

\* 12 credits in CULTURAL HERITAGE; including HU:509 and HU: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.

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

\* 3 credits for the Final Project

Courses in each category are designated throughout the catalog by the following symbols.

□ CULTURAL HERITAGE

▲ CONTEMPORARY SOCIETY

■ CREATIVE PROCESS

Students entering the M.L.A. Program should confer with the coordinator early in their course work to design their program and during the semester before their Final Project.

## Master of Science

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

ADMINISTRATION

BEST (Better Educators for the Students of Tomorrow) (Initial Certification Program)

COUNSELOR EDUCATION

ELEMENTARY EDUCATION (Curriculum and Instruction or General Elementary Option)

HUMAN RESOURCE DEVELOPMENT (Pending State Approval)

SCHOOL LIBRARY MEDIA

PHYSICAL EDUCATION

DEAF EDUCATION

READING

SECONDARY EDUCATION (Curriculum and Instruction or Secondary Field Option)

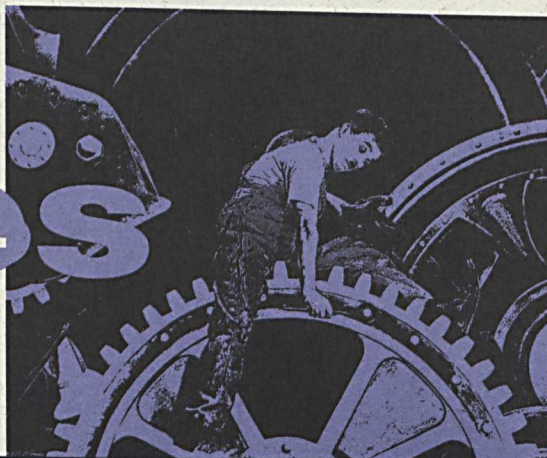
SPECIAL EDUCATION (Regular and Community-based Option) Supervision

The structure of the Master of Science programs includes coursework in the area of specialization along with supporting electives. Each student in the M.S. program must also enroll in ED:550, Introduction to Research Methodology. This course is designed to provide the master's level student with an overview of research methodology and techniques in order to analyze and interpret research more accurately as appropriate for the area of specialization. All M.S. candidates will be expected to include at least one Liberal Arts course in their degree requirements. This course may be chosen from among the MLA courses designated as Cultural Heritage (□) or Contemporary Issues (▲). Students may also choose selected Creative Process (■) courses which seem to fulfill the spirit of the requirement: Photography, Poetry, Autobiographical Writing, and the Art of Storytelling. Students should consult with their academic adviser before registering for course work to meet this Liberal Arts requirement.

Students enrolling in the M.S. programs should confer with the appropriate program coordinator for their area of specialization. The coordinator for each program serves as the student's adviser. Coordinators are listed on the last page of this catalog. Literature for individual programs is available from the coordinator and explains the programs in more detail. Western Maryland College is dedicated to personal advising and interaction between faculty and students. Each student meets personally with the program coordinator who tailors the program to the needs of the individual student in accordance with state guidelines for particular specialty areas. Program handbooks, available from individual coordinators, explain the programs in detail and outline any additional requirements for individual programs.

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

Elementary Education (BEST Program)  
Guidance and Counseling  
Deaf Education  
School Library Media  
Reading Specialist  
School Administration and Supervision  
Secondary Education (BEST Program)  
Special Education



# Promises

# Made



Approved programs for state certification may require additional hours beyond the master's degree and may have additional admissions requirements which are described in the individual program handbooks. A criminal background check is required as part of the initial certification process in most states, including Maryland.

## Academic Policies

Western Maryland College offers two graduate degrees: the Master of Liberal Arts and the Master of Science. Many students enter the College with the goal of attaining one of these advanced degrees. Other students may not be seeking a degree, but are interested in advanced coursework. Still others have not chosen a program. Depending on their goals, students follow different admission procedures.

## Categories of Admission

### Degree-seeking Status

An applicant for admission to one 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. Since master's degree programs have specific requirements, students should meet with the program coordinator early in their course of study to develop an individual program.

### A. Pre-matriculation

Applicants for degree programs are first admitted as pre-matriculated students after submitting: (1) the Application for Graduate Study form (found in the back of this catalog) with a one-time, non-refundable fee of \$35.00; and (2) official transcripts certifying completion of an undergraduate degree. If a student graduated from Western Maryland College, it is not necessary to submit a transcript. Students seeking a master's degree remain in this pre-matriculated category until they complete 9 credits of graduate work at Western Maryland College.

Deaf Education students are required to document ASL skills (3 courses in ASL with a B or better or a 2.0 level on the ASLPI).

If a student changes status from non-degree to degree-seeking, with the approval of the program coordinator, a maximum of 9 credits earned in the non-degree status may be applicable to the new program. This decision is made by the Coordinator.

### B. Matriculation

(This may vary slightly for each program, please consult with the coordinator.)

The Graduate Affairs Committee selects students for degree candidacy when the following conditions are met:

1. all requirements for pre-matriculation are fulfilled;
2. a program plan has been developed in consultation with the program coordinator;
3. three letters of reference have been received;
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 except for the Deaf Education program which requires that the 9 credit hours be in the CORE courses;
5. approval has been received from the student's program coordinator;
6. scores\* meeting the MSDE minimum requirements are achieved on the General Knowledge and Communication Skills Tests of the National Teacher's Examination (NTE) for the M.S. degree and MLA degree programs. \*Students enrolling in the MLA or the TARGET program may submit satisfactory scores from the General Test of the Graduate Record Examination (GRE).

## Non-degree Special Student Status

The non-degree special student category is designed for students who are not immediately interested in receiving a degree, but who wish to enroll in or attend graduate classes. Examples of the types of individuals who may seek non-degree status include:

- persons who already hold an advanced degree and wish to take additional courses in their own field or in another area;
- graduate students who are in good standing at other institutions who wish to enroll temporarily at WMC and then return to their home institution;
- persons who wish to take graduate level courses to meet certification requirements, but who are not seeking entry into a degree-granting program;
- individuals who hold a bachelor's degree who are interested in intellectual enrichment.

Students who wish to register for a class as a non-degree special student may do so by submitting an Application for Graduate Study. This form must be sent together with the one-time, non-refundable fee as indicated on the Application for Graduate Study form (found in the back of this catalog).

If a student changes status from special student to degree-seeking, a maximum of 9 credits earned as a special student may be applied to the degree program. The decision about whether to accept work taken as a special student is made by the program coordinator.

## 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 to the Graduate Office. 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.

## Under-graduates Enrolling in Graduate Courses

Second semester seniors at Western Maryland College may apply to the Provost and Dean of the Faculty 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.

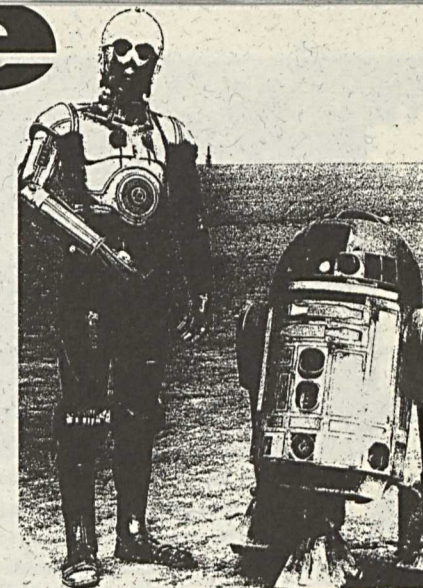
## Transfer Credit

With the approval of the program coordinator, a maximum of six graduate level transfer credits may be accepted from other accredited institutions. Credit earned at another institution should 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 master's degree at Western Maryland College;
4. credits must be within the six-year time limitation for the degree.

## Academic Load

The typical full-time student load is 9 credits per semester. It is recommended that students employed full-time take no more than 6 credits per semester. It is recommended that 6 credits be the maximum accumulated during any one 4- or 3-week summer term, to a maximum of 12 credits during the entire summer period. Students who wish to take more than 9 credits per semester or 6 credits per summer session, must obtain the permission of their Coordinator.



STUDENT



## 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. A total average of 3.00 (B) must be maintained. Plus and minus grades may be used by instructors to indicate differentiated achievement within these grade ranges.

An Incomplete (I) grade may be given only for emergency reasons acceptable both to the instructor and the Dean of Graduate Affairs. The date of completion may not be longer than one year from the date when the original grade was issued. Any Incomplete grade which extends beyond the one year time limit becomes an F. Only one graduate course may be repeated with a grade forgiveness and must be repeated within a one year period. Only the higher grade is used in calculating the cumulative grade point average. If a grade of "F" is earned in a required course, that course must be repeated. If a grade of "F" or "C" is earned in an elective course, either that course may be repeated or, with the approval of the coordinator of the pertinent program, another elective course may be completed. A course may be repeated only once.

## 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 Dean of 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 Dean of Graduate Affairs. If a resolution cannot be reached, the student may then appeal the grade to the Graduate Affairs Committee.

## Late Entry and Withdrawal

After the first day of classes, a course may be entered only if space is available and with approval of the instructor. After you have registered, you may only add or drop a course by

using the Add/Drop Form. This form may be obtained from the Registrar's Office or the Graduate Office. Once the form is completed, you may drop it off at the Registrar's Office during regular business hours (8:30 a.m. to 4:30 p.m.). After hours the form may be put in the mail slot in the door of the Registrar's Office. PLEASE

NOTE: Adds and Drops will no longer be accepted over the phone. It is assumed that a student will not withdraw from the College during a term. In the event that such a withdrawal is necessary, the student will complete an official withdrawal form obtained from the Registrar, or submit a written request to the Registrar. (See refund policy) Failure to attend classes or to pay a billing statement by the due date does not constitute an official withdrawal. The grade of "W" will be recorded if the withdrawal occurs before the midpoint of the course. Withdrawal after that date will result in an "F" grade.

## 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 the grade point average falls below 2.50 at any time following completion of the first nine hours of graduate study at the College.

A student has the right to appeal an academic 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 and act on it in a timely fashion.

Dismissals may also result from failure to observe the College's Honor Code, from unethical or unprofessional conduct, or from unsuitability for one's field of study. The Graduate Affairs Committee may be asked by faculty or administrators to review students for dismissal. A student has the right to appeal such a dismissal to the Dean of Graduate Affairs within 30 days after the notice of dismissal. The Dean 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. Appeals for extension of the six-year limit must be sent to the Graduate Affairs Committee.

## Off-Campus Courses

The Master of Science in Education (Curriculum & Instruction) is available in three areas statewide - Southern Maryland (Calvert, Charles, St. Mary's Counties), Northeast Maryland (Cecil and Kent Counties), and Prince George's County.

## Academic Advisement

Degree-seeking students must schedule an appointment with the appropriate program coordinator or the student's assigned academic adviser. The purpose of this appointment is to plan one's program of study and to assess one's prior academic work. The program plan completed at this meeting is to be followed by the candidate unless subsequent adjustments are approved in advance by the coordinator. Periodic meetings with one's adviser are encouraged. Advisers are also available for telephone consultation. Students should feel free to call the coordinator of a program for any advice regarding that program. A student's academic adviser guides the program and is available for consultation, but the final responsibility for knowing the curriculum requirements and academic policies rests with the student.

## Auditing

A person who has completed the non-degree status requirements and who wishes to attend a course without satisfying the formal course requirements may do so by:

1. securing the written permission of the instructor to register;
2. presenting this approval to the Registrar;
3. paying the audit fee.

The audit symbol (Au) will be recorded on the individual's transcript.

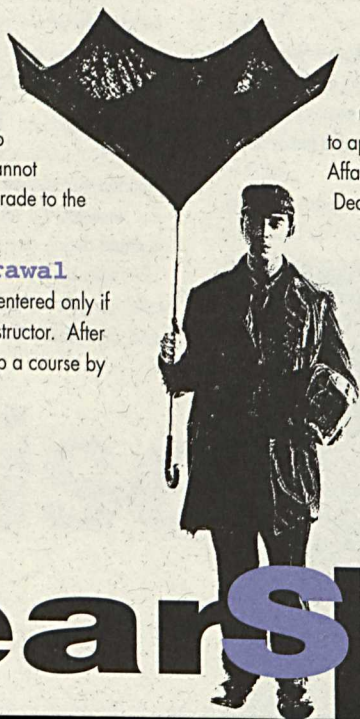
## Weather Conditions

Inclement weather may cause the cancellation of on campus graduate classes. When this occurs, radio and television stations in the area are notified by 2 p.m. Off-campus classes will not meet when the county school system where the class is being held closes its schools due to inclement weather. However, when classes are not cancelled, each student must make his or her own decision regarding the advisability of travel based on factors of personal safety.

## Graduate Affairs Office Hours

During the Fall and Spring academic terms, the Graduate Affairs Office in Thompson Hall is open from 8:30 A.M. until 7:30 P.M., Monday through Thursday, and on Friday from 8:30 A.M. until 4:30 P.M.

During the Summer Session, the office is open from 8:30 A.M. until 4:30 P.M. Monday through Friday. You may reach the Graduate Office by calling 410/857-2500 (v/tty).



# Clear Skies Ahead



## Registrar's Office Hours

During the first week of the Fall and Spring academic terms, the Registrar's Office is open Monday - Thursday, 8:30 A.M. to 7:00 P.M. and Friday, 8:30 A.M. to 4:30 P.M. After the first week of classes, the office is open Monday - Friday, 8:30 A.M. to 4:30 P.M. During the Summer Session, the Registrar's Office is open Monday through Friday, 8:30 A.M. to 4:30 P.M. Should you have any questions or problems and can't get into the office during those hours, please feel free to call the office at 410/857-2215 (v/tty).

## Records

Academic records are permanently held by the Registrar's Office. Documentation pertaining to the registration for each semester is held only for a period of five years. If any questions should arise regarding documentation of enrollment more than five years beyond registration for the course, it will be the student's responsibility to produce proper documentation to support any claim for a change to their record.

## Transcripts

Official transcripts will be sent upon written request by the student. A \$3.00 fee is charged for each official transcript requested. Transcript requests will not be honored if the student has any outstanding accounts at the College. Transcript requests must be received in writing. Transcript request forms are available in the Registrar's Office or you may mail or FAX a written request to the office. The written request should include: student's name, ID #, dates of attendance, name/address where transcript is to be sent. Any special notations, such as hold for degree posting or hold for current semester grades, should also be included in the request. The Registrar's Office FAX number is 410/857-2752. Please allow sufficient time for processing. It normally takes 2-3 days after receipt of request for the transcript to be mailed. Of course, during peak periods (the end of the term) extra time will be needed. PLEASE NOTE: The Registrar's Office **WILL NOT** accept transcript requests via e-mail.

## Financial Aid

Western Maryland College offers a limited number of graduate assistantships for full-time students. These are available in various offices on campus. Graduate assistants receive tuition remission in return for their work. Contact the Office of Graduate Affairs for more information.

Federal Stafford Loans are available for graduate degree seeking students who are registered for at least 6 credits per term. The only scholarships available are for the Deaf Education Program, however, only limited funds are available. Selection is based on need and all documentation being received by the Financial Aid Office on a timely basis. Contact the Financial Aid Office at 410/857-2233 or 410/857-2235 (v/tty).

## Veterans Administration Benefits

Veterans or their dependents who are eligible for veterans' educational benefits should contact the Office of the Registrar for information regarding VA certification. Veterans' Administration regulations require students receiving benefits to enroll in courses that lead to a degree or certificate and to maintain satisfactory progress. Monthly allowances, paid directly by the Veterans' Administration to the veteran, are based on the students' total credit hours per semester. Student tuition and fees are paid to Western Maryland College by the student.

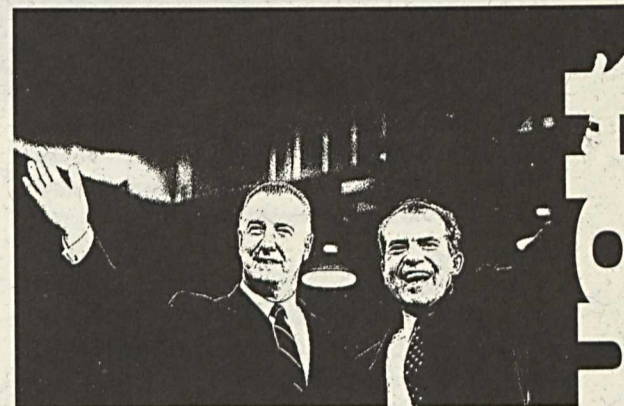
## Graduation

As students near the end of their program, they must notify the Graduate Affairs Office of their intended date of graduation. All students must complete and submit the Intent to Graduate form. This form will be sent to all students who register for the MLA project or thesis. Any student who registers to take the Comprehensive Exam will receive the form the day of the exam. It can also be obtained from the Graduate Affairs Office or Registrar's Office. Formal commencement exercises are held once a year in May.

## 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 College 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 and Conduct 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 students 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 dishonesty 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 must first determine whether the matter may be resolved between the faculty member and the student, or whether it must be referred to the Dean of Graduate Affairs. (In cases where the faculty member responsible for the course is unaware of the alleged violation, he or she should be informed in person by those people who witnessed the alleged violation.) If the student accepts responsibility for the violation, he or she may accept the sanction determined by the faculty member, by signing an agreement that will acknowledge admission to the charge and acceptance of the sanction. The student may refuse to acknowledge guilt or decline to accept the penalty, and may request that the matter be taken to the Honor and Conduct Board. If the matter is resolved between the faculty member and the student, a copy of the signed sanction letter will be submitted to the Dean of Student Affairs and the Dean of Graduate Affairs, who will maintain it as part of the student's record. The student also will receive a copy of the letter. If the matter cannot be resolved between the faculty member and the student, or if the faculty member believes the alleged violation to be of sufficiently serious nature to require an Honor and Conduct Board hearing, the faculty member will inform the Dean of Graduate Affairs with supporting detail.
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 Dean of Graduate Affairs.

### Investigation

1. In cases which are referred to the Dean of Graduate Affairs, 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 Dean of Graduate Affairs, an academic department or graduate specialty area will designate a faculty member and a designated graduate student to act as investigators in



# expenses college

cases involving that discipline.

3. When the case requires it, the Dean of Graduate Affairs will notify the appropriate investigative team of the need to begin its investigation. When the investigation is complete, the Dean of Graduate Affairs notifies the Dean of Student Affairs if a hearing is required.

## Hearing

The Dean of Student Affairs shall appoint two graduate students and two graduate faculty members from the Honor and Conduct Board to serve as a hearing board. The Dean serves as chairperson and 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 Dean shall notify the accused in writing of the exact nature of the charges. At least 48 hours prior to the hearing, the accused must be notified in writing of the time and place of the hearing. The accused will have the right to an adviser of his or her 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 the Faculty.

(non-academic violations)

Procedures are published in the Student Guide and Datebook, available in the Graduate Office.

## Examinations

Western Maryland College is an official testing site for the Miller Analogies Test, the National Teacher Examination and the Graduate Record Examination. Contact the Center for Counseling and Career Services (410/857-2243) for details of the GRE. Contact Ms. Jeanette Witt (410/857-2513, v/tty) for details of the MAT. Contact Ms. Lisa Maher (717/637-3703) for details on the NTE.

## Comprehensive Examination

Comprehensive examinations are administered in the Master of Science degree programs. A 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 Spring, Summer and Fall. Students indicate their intent to take the comprehensive examination by registering for the exam in the same way they register for a course. They complete the Course Registration form indicating the area in which they plan to take the exam.

## Thesis Option for Master of Science Students

Students may elect to write a thesis as part of their program. This option exempts students from the comprehensive examination and one of the 3-credit courses required for the non-thesis program.

Students who elect to write a thesis should discuss this option with their graduate program coordinator early in their program. The graduate program coordinator and the student will submit an abstract of the proposal, and suggested names of committee members to the Dean of Graduate Affairs. After approval is received, the student will register for the thesis using the Course Registration form.

Additional information is available from the program coordinators.

## The Joseph Bailer Award

Each year a former graduate of the master's of science program at Western Maryland College is selected to receive the Joseph R. Bailer Award. The award, presented by Margaret Bailer Sullivan, is given in memory of her husband, the former Dean of the Graduate program. The award rotates among the various master of science graduate programs of the college and honors someone of outstanding accomplishment who has received a master's degree from Western Maryland College.

## Tuition

The tuition for full-time and part-time students enrolled in any of the graduate programs for the Summer of 1997 through Spring 1998 is \$210.00 per credit hour. A \$30.00 non-refundable registration processing fee is required at the time of registration. The registration fee is charged to the student once per semester, regardless of the number of classes taken within that semester. A late registration fee of \$35.00 will be charged to those graduate students completing their registration on or after the first day of class.

The \$30.00 non-refundable registration processing fee will reserve a space in classes for the current semester; however, tuition must be paid in full before the first class session. An additional charge (late payment penalty) of 1.5% a month on the unpaid balance, or \$25.00, whichever is greater, will be added if payment is not received in the Bursar's Office located in Elderdice Hall, 410/857-2208 (v/tty) or 857-2210 (v/tty), by the first class. The proceeds of a Stafford Loan or Supplemental

Loan are exempt from the late payment penalty provided a completed application is received in the Financial Aid Office located in Elderdice Hall, 410/857-2233, at least two weeks prior to the first day of class. Checks should be made payable to Western Maryland College.

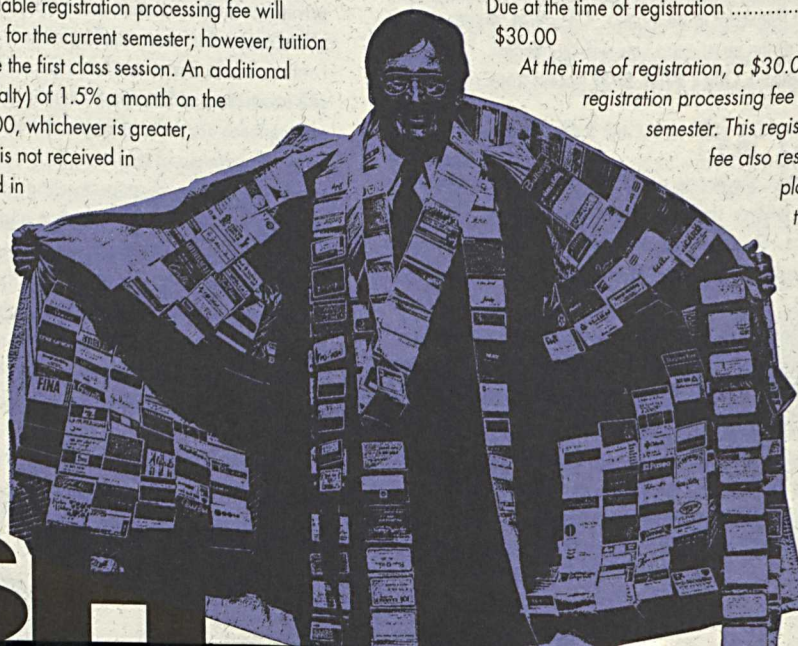
A Western Maryland College Graduate Tuition Contract Payment Plan is available during the Fall and Spring semesters for students desiring monthly payment arrangements. Students choosing this option, should complete the information requested at the bottom of their registration form. Students enrolled in off-campus courses may also apply for the Tuition Contract; however, a copy of the approved contract issued by the Bursar's Office must be presented to the instructor at the first class session. Due to the brevity of the summer sessions, a payment plan is not offered. Payment in full is required by the first class.

Financial obligations must be met in order for students to be permitted to enter class, enroll in a subsequent course, graduate and request transcripts. Students who have not fulfilled payment obligations may be subject to de-registration from current or future course selections. Additionally, the student is responsible for attorney's fees and other costs necessary for the collection of any amount due.

## Tuition and Fees 1997-98

	Summer Session	Fall/Spring Semester
Application fee .....	\$35.00	\$35.00
<i>This is a one-time fee with payment due with the submittal of the Application for Graduate Study when the student enrolls in the first course at WMC.</i>		
Tuition/credit hour .....	\$210.00	\$210.00
Due at the time of registration .....	\$30.00	

*At the time of registration, a \$30.00 non-refundable registration processing fee is required each semester. This registration processing fee also reserves a student's place in classes for the current semester.*



# Ca\$h



Late registration fee .....\$35.00 .....\$35.00  
*Students have until the day before the class begins to register.*  
*Students registering on or after the first day of class are required to pay a late registration fee.*

Comprehensive Examination .....\$50.00 .....\$50.00  
*The comprehensive exam for eligible M.S. graduates at the end of their programs.*

## Miscellaneous Fees

A current listing of miscellaneous fees is available in the Bursar's Office. Examples of these fees follow:

Student Teaching Fee .....\$300/\$400  
 Internship Fee .....\$100/3 hrs. of credit  
 Music Fee (private lessons) .....\$150.00/1/2 hr.  
 .....\$300.00/hr.  
 Photography Lab Fee .....\$50.00  
 Transcript Fee .....\$3.00  
 Parking Registration .....\$15.00/yr.

## Room Fees 1997-98

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 v/tty communications (for hearing-impaired students) and kitchen facilities. Part-time graduate students may apply for residence in these houses should vacancies exist. For a complete listing of on-campus housing options contact the Office of Residence Life.

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

Room charges per semester for the 1997-98 Fall and Spring semesters and the 1997 Summer Session are available in the Bursar's Office.

Board is required of students living in residence halls during the Summer Session. Optional board plans are available to all students.

## Board Fees 1997-98

Several meal plan options are available to resident and commuter students. The meal plans and the semester costs for 1997-98 are available in the Bursar's Office.

## Tuition Refund Policy

It is assumed a student will not withdraw from the College during a semester. Failure to attend classes or to pay a billing statement does not constitute an official withdrawal. 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

First class session 80%  
 Second class session 60%  
 Third class session 40%  
 Fourth class session 20%  
 After fourth class - 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

Note: For PLS classes and for off-campus and on-campus classes with an unusual format, the refund will be prorated based on the percentage of the course which has been offered.

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. The effective date of withdrawal is established by the Registrar.

Board: A pro rata refund will be made from date of withdrawal. The effective date of withdrawal is established by the Registrar.

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.

## Library

Hoover Library contains books, periodicals, and other information resources totaling more than 185,000 volumes and 140,000 unique titles. The library offers extensive electronic reference services and dial access to its online, automated catalog. Public workstations in the library are connected to Maryland's statewide information network, Sailor, which offers access to the information resources of virtually all of the state's public and academic libraries and to the global resources of the Internet. The library is housed in an award winning library building that was dedicated in October 1991.

The library's comprehensive collection of ERIC microfiche, numbering more than 400,000 items indexed and distributed by the Education Research Information Center, is of particular interest to students in graduate programs. Library reference services include online searching, interlibrary loan, and subject specific instructional and orientation programs.

A public microcomputing lab furnished with both Macintosh and DOS machines is located on the library's first floor.

## 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.

## Career Services

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

Any enrolled student or graduate of Western Maryland College may establish a credentials file with the Career Services Office. The file contains the student's 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 monthly job placement bulletin. 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.

## Counseling Services

The Counseling Center, located in Smith House, offers short-term personal counseling and referrals to all full-time graduate students free of charge.

## Decker College Center

Western Maryland College maintains several services for the convenience of students and faculty in Decker College Center. 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, pub, post office, and gameroom. Mailbox assignments are available to resident graduate students upon request.

# credit





## 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 is available to the entire college community and operates on an a-la-carte basis.

## Health Services

The facilities of Student Health Services, located in Smith House, are available free of charge to all currently enrolled full-time graduate students. Student Health Services provide a full range of confidential medical and health-related services including gynecological services for acute problems and health maintenance. While visits are free, there is a nominal charge for medications and certain laboratory tests done at the Health Center. Services provided by specialists, other health care providers outside the Health Center, and Carroll County General Hospital and its emergency department, labs, and X-ray are the financial responsibility of the student. Health Center hours are posted each semester outside Smith House. Applications for the school medical insurance plan are available at Smith House for both part-time and full-time students. The Health Center is not open during the Summer Session.

## Housing Services

Housing services are offered to graduate students on a space-available basis. 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 Director of Residence Life for assignment to housing space on campus. Rooms are assigned on a semester basis and a non-refundable deposit is required.

## Academic Skills Center (ASC) and the 504 Office for Services to Students with Disabilities

Western Maryland College is committed to offering a campus environment free of discrimination and bias in matters affecting individuals with disabilities. To make reasonable accommodations in the variety of learning activities offered by the College, the ASC and 504 Office provides services to students with disabilities enrolled at Western Maryland College. As stated in Section 504 of the Rehabilitation Act of 1973, it is the student's responsibility to make his or her disabling condition known and to request academic adjustments in a timely manner. The ASC and 504 Office requests any student seeking academic adjustments, auxiliary aids, and/or interpreter services to 1) provide documentation of the disability and the need for services requested; and 2) provide documentation that the student has registered with the Department of Vocational Rehabilitation in Maryland or the student's home state. If the student is unsure about such procedures, the ASC and 504 Office will assist the student in obtaining the required documentation. Where deemed necessary, academic adjustments and auxiliary aids will be provided to address the needs of the student.

## Interpreter Services

Students who are hard-of-hearing or deaf may secure the services of qualified interpreters by requesting these services on the Graduate Course Registration form. Requests must be made at least two weeks prior to the start of classes. (See 504 statement above for applicable procedures.)

## Notetaking Services

Volunteer notetakers provide this service for students who are hard-of-hearing or deaf. Notetakers are identified during the first class period. Reproduction services are available in the Deaf Education Office, Thompson Hall. (See 504 statement above for applicable procedures.)

## 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 Centers and gameroom. ID cards are available at the Department of Campus Safety located on the lower level of Rouzer Hall.

## 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 410/848-7000 or 410/857-2202, v/tty. Officers are on duty 24 hours a day, 7 days a week and place top priority on protecting students and their property. Campus Safety responds to all emergencies and is also responsible for parking registration, traffic control, securing campus buildings and responding to calls for service or assistance. Escort service and motorist assistance are 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 apply. (Complete rules and regulations will be given out when a parking permit is purchased.)

### Fire Lanes

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

### Student Parking

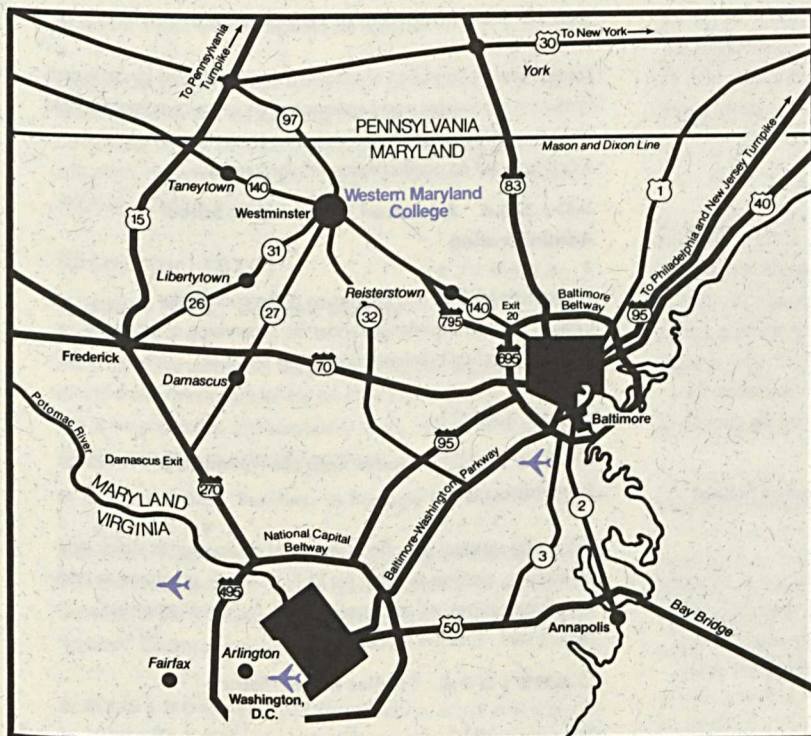
Graduate students may park their vehicles in any designated student parking lot. Student spaces are marked with white lines.

### Faculty and Staff Parking

Several parking lots are reserved for faculty and staff during weekday hours 7:00 a.m. - 4:00 p.m., unless otherwise indicated. Any student who parks in a faculty and staff lot during this time period will have the vehicle towed at the expense of the owner and will be issued a parking citation. Faculty and staff spaces are designated by yellow lines.



# directions to the campus



## Visitors' Parking

A vehicle parked in a visitor's space is subject to towing at the owner's expense and will receive a parking citation.

## Commuter Parking

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

## 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. The cost for a graduate student to register a vehicle is \$15.00 per year, and each additional vehicle is \$5.00. 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. Display permit in accordance with accompanying directions.
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

Fines are payable at the Bursar's Office, Monday through Friday 9:00 a.m. to 4:00 p.m. or by mail.

## Appeals

An appeal for a citation 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.

## Directions

From Baltimore: Take I-695 (Baltimore Beltway) to Exit 19 onto I-795 North (Northwest Expressway), continue to its completion. Follow signs to Westminister via Route 140 West around Westminister, and

turn left exiting onto Route 31. Drive 1/4 mile (WMC golf course is on your left) and turn left at the second light — onto Uniontown Road. Drive 3/10 of a mile and turn left into Admissions Visitor Parking. The Office of Graduate Affairs is located in Thompson Hall.

From Washington D.C.: From the Washington Beltway (I-495) exit onto I-270 North toward Frederick, then onto Route 27 East/Damascus (Exit 16A). Take Route 27 North to Westminister. Turn left at the intersection of Routes 27 and 32, and drive 1/2 mile. Bear left at the forked roadway and turn right into Admissions Visitor Parking. Thompson Hall is on the left.

From the North: From U.S. 15 at Gettysburg, exit onto Route 97 South. Follow 97 to Route 140 West, and follow it around Westminister. Exit left onto Route 31 and go 1/4 mile (WMC golf course is on your left) and turn left at the second light — onto Uniontown Road. Drive 3/10 of a mile and turn left into Admissions Visitor Parking. Thompson Hall is on the left.

## Mileage

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

Both Washington, D.C., and Baltimore, Maryland are served by major airlines and Amtrak.

Westminister is a short drive from both cities.





# instruction courses of

All graduate courses are designated with a course number of 500 or higher. Undergraduate courses are designated with course numbers of 499 or lower.

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

- Cultural Heritage
- ▲ Contemporary Society
- Creative Process

## American Studies (AMS)

### ▲ AMS: 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. Contemporary Society

### ▲ AMS:518 The American Experience: Search for the Self 3 credits

A study of the American quest for identity and meaning and its social, philosophical, and cultural dimensions, as discussed and portrayed in thinkers and writers from various periods. Contemporary Society

## Administration (AD)

### AD: 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.

### AD: 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 pro-

grams, 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.

### AD: 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 affecting change, the supervisor's responsibility for inservice education, clinical supervision, the supervisory visit, the post-observation conference, the design of a faculty meeting and a PTA meeting, and the analysis of personal interaction.

### AD: 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.

### AD: 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.

### AD: 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.

### AD: 552 Internship in School Administration 3 credits

Prerequisites—Matriculation, successful completion of all area courses and permission of program coordinator. Field experiences under the supervision of an on-site supervisor and an administration faculty member.

### AD: 553 Internship in School Supervision 3 credits

Prerequisites - Completion of all other courses required for State certification in supervision and permission of program coordinator. Field experiences will be conducted under the supervision of an on-site supervisor and an administration faculty member.

### AD: 554 Advanced Internship in School Administration 3 credits

Prerequisite-AD:552 and permission of the coordinator  
Extends the field experiences under the supervision of an on-site supervisor and an administration faculty member.

## Art (ART)

### ■ ART: 5 Studio Courses (Examples: Drawing, Sculpture, etc.) 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. Creative Process

### □ ART: 504 Studies in Art History 3 credits

This course will focus on various topics in art history. The topics change periodically and will be fully described in the Course Listings published each semester. Cultural Heritage

### ▲ ART: 505 Twentieth Century Art 3 credits

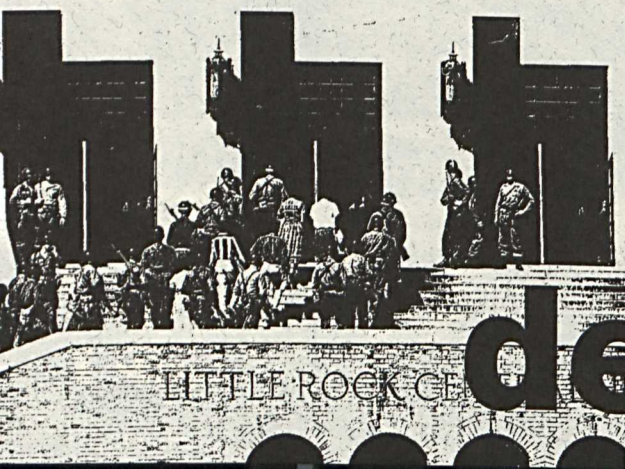
A focus on art as an expression of the modern spirit. Topics covered will include Expressionism, Cubism, Dada and Surrealism, Abstract Expressionism and Pop Art. Contemporary Society

### □ ART: 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. Cultural Heritage

### ■ ART: 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) Creative Process



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## ■ ART: 516 Computer Graphics

3 credits

Designed to give basic skills in the field. Draw and Paint programs, scanning photos and manipulating them for inclusion in projects, will be covered, as well as some desktop publishing. Applications to education, publication, and art. No prior computer knowledge required. Creative Process

## Biology (BIO)

### ▲ BIO: 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. Contemporary Society

### ▲ BIO: 505 Seminar in Biology for Non-Scientists

3 credits

A study of a major topic or theme in the biological sciences. A different topic is selected each time the course is offered, for example: Genetics, or the Environment. No previous scientific background is required. Contemporary Society

### ▲ BIO: 506 Human Genetics

3 credits

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

### ▲ BIO: 507 Molecular Genetics

3 credits

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

### ▲ BIO: 508 Ethics of Health Care

3 credits

An examination of biomedical ethics and the issues faced in contemporary society. The course will include analysis of alternative ethical perspectives and their application to specific cases in research and clinical care. Contemporary Society

## Business Administration (BA)

### BA: 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 (COM)

### ▲ COM: 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. Contemporary Society

### ▲ COM: 541 Communication and Social Change

— credits

A study of the persuasive strategies used by groups seeking social change in opposition to the established social order. We examine the life cycle, leadership, arguments, and resistance to these groups in the twentieth century. Contemporary Society

## Comparative Literature (CL)

### □ CL: 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. Cultural Heritage

### □ CL: 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. Cultural Heritage

### □ CL: 503 Seminar: Comparative Literature

3 credits

A study of a major figure, theme, genre, or period in Comparative Literature. A different topic is selected each session. Cultural Heritage

## Counselor Education (CE)

### CE: 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.

### CE: 502 Counseling Theories and Techniques

3 credits

Prerequisite—CE: 501

A study of psychoanalytic, rational emotive therapy, gestalt, existential, and person-centered 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.

### CE: 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.

### CE: 505 Counseling Special Populations

3 credits

Prerequisites—CE: 501 and CE: 502

A course to expose counselors, teachers, and other mental health workers to the unique characteristics of a variety of special subgroups 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. Students will also examine the influence their own culture has on their counseling relationships.

### CE: 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 implementation and management are stressed. Research and evaluation skills are included.

### CE: 507 Counseling Children

3 credits

Prerequisites—CE: 501 and CE: 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.



**CE : 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 within various organizations are developed.

**CE : 509 Family Counseling****3 credits***Prerequisites—CE:501 and CE: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.

**CE : 510****Consultation and Interpersonal Skills****3 credits**

A study of the process of consultation, as well as the various roles of the consultant both internal and external to the organization. The student will learn how to be educator and facilitator in affective and cognitive processes that influence professional and personal relationships in an organization. Emphasis is also placed on the interpersonal skills required of the effective consultant, including creative problem solving and communication.

**CE : 511 Counseling Practicum (Laboratory)****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.

**CE : 513 Delivery of Pupil Personnel Services****3 credits**

This course focuses on the role of the pupil personnel worker in a changing society. It is specifically oriented to teach information related to the delivery of services and the development and implementation of programs that are uniformly applicable to all school systems. This course addresses the following: legal issues, delivery of services, case management, crisis intervention, program development and evaluation, public relations and staff development.

**CE : 514 The Community Counselor****3 credits***Prerequisite: CE:501*

This course will give the student an overview of the field of mental

health with particular emphasis on community and agency counseling. The course will also address the identification of the cultural, professional, social, and political aspects of the mental health care milieu, including the present mental health care philosophy in the United States. The student will develop an operational frame of reference of the various available counseling services on the local, state, and federal levels. Attention will be given to the roles of counselor, advocate, behavior changer, broker, and educator.

**CE : 528 Special Topics in Counseling****3 credits**

This course will focus on various topics in counseling. The topics change periodically and will be fully described in Course Listings published each semester.

**CE : 531 Counseling & Advocacy with People With Disabilities****3 credits**

The course is designed to familiarize counselors, teachers and parents with the fundamentals of developmental counseling and advocacy with people with disabilities and their families.

**CE : 552 and 553 Field Practicum 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 supervision of a counseling faculty member.

**CE : 577 Applied Counseling Problems: Alcohol and Drug Abuse****3 credits***Prerequisites—CE:501 and CE: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.

**CE : 578 Current Issues in Counseling****3 credits**

This course enables students to identify and explore current issues and trends in the field of counseling.

**Deaf Education (DE)**

This is a teacher education program for students who wish to teach deaf students at the elementary and/or secondary level. This program consists of the following courses plus selected supporting courses.

PLEASE NOTE: All students entering the Deaf Education Program must demonstrate skill in American Sign Language (ASL) prior to their first semester. This requirement can be satisfied in two ways: successfully complete (with a grade of B or better) 3 semesters of ASL or pass the ASLPI (American Sign Language Proficiency Interview).

All Deaf Education courses are taught in ASL. Interpreting services are provided for students requiring a voice interpreter except those courses designated "Taught in ASL only."

**DE : 503 Language and Cognition****3 credits - CORE Course**

This course combines the study of language acquisition and the study of cognitive and language skills development in children and the impact of hearing status on the development of these skills in deaf children. This course will provide a basic understanding of language acquisition in general with focus on acquisition of American Sign Language and English.

**DE : 511 Foundations of Education of Deaf Students****3 credits - CORE Course**

The relationship of the goals and processes of deaf education to those of bilingual-bicultural education are explored in an historical context. Current demographic, legal, educational, political, medical, and social trends which affect deaf students' instructional delivery and placement are reviewed. Federal, state, and local legislation affecting deaf students will be analyzed and critiqued. Criteria for the establishment of quality educational services for deaf students will be presented.

**DE : 518 Assessment and Instruction of Deaf Students with Special Needs****3 credits - CORE Course**

The focus of this course will be on the study of formal and informal assessment techniques and strategies and their use in developing



# Illustrated Lessons



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prescriptive educational programs (including the development of behavioral objectives for IEP's and lesson planning). These competencies will be developed through practical application with deaf students with varying abilities and disabilities including classroom management techniques and adaptations.

## **DE : 534 Issues and Trends in Audiology and Spoken English Development**

3 credits

*Prerequisite:* To be taken after CORE.

An overview of the anatomical and physiological principles of audiology and speech development (i.e., spoken English) will provide the foundation for examining current trends and issues in the education of deaf students in general and for bilingual-bicultural education specifically. Emphasis will be on establishing supportive collaboration between teachers and the professionals providing these related services as well as support for parents of deaf students and the students themselves.

## **DE : 535 Literacy Instruction for Deaf Students**

3 credits

*Prerequisite:* To be taken after CORE.

This course incorporates principles and methods of developing literacy in American Sign Language and English. Whole language instructional techniques will be emphasized for teaching reading and writing.

## **DE : 536 Bilingual-Bicultural Applications of Audiology and Spoken English**

1 credit

*Prerequisite:* Permission of Coordinator.

This one-credit course is to be taken by students who have previously taken courses in Speech and Audiology from another college or university. With this information as a foundation, this course will focus on approaches to apply this knowledge in the process of educating deaf students in a bilingual-bicultural environment. Students will examine current trends and issues in audiology and spoken English development for deaf students in bilingual-bicultural educational settings. Emphasis will be on establishing supportive collaboration between teachers and the professionals providing these related services as well as support for parents of deaf students and the students themselves.

## **DE : 537 Educational Applications of ASL Linguistics**

1 credit

*Prerequisite:* Permission of Coordinator.

This one-credit course is to be taken by students who have previously taken a course in ASL Linguistics from another college or university. With ASL Linguistics as a foundation, this course will focus on approaches to apply this knowledge in the process of educating deaf students. Applications will include issues of assessment of ASL



linguistic competence from a developmental perspective and inclusion of ASL Linguistics in the curriculum of schools/programs serving deaf students.

## **DE : 538 Linguistics of American Sign Language**

3 credits

*Prerequisite:* To be taken after CORE.

This course provides an analysis of the major structural features of American Sign Language phonology, morphology, syntax, semantics, and discourse. Application to the educational setting including issues of assessment of ASL linguistic competence from a developmental perspective and inclusion of ASL Linguistics in the curriculum of schools/programs serving deaf students is presented.

## **DE : 569 American Deaf Culture**

3 credits

*Prerequisite:* To be taken after CORE.

This course provides the student with a perspective on Deaf people who use American Sign Language and their cultural identity. The course is based on a cultural perspective as an alternative to the pathological model and explores the historical evolution of the deaf community in terms of language, identity, culture, and arts. This content will then be used in developing educational materials and strategies for incorporating Deaf Studies in the education of deaf students.

## **DE : 570 Classroom Applications of Deaf Culture**

1 credit

*Prerequisite:* Permission of Coordinator.

This one-credit course is to be taken by students who have previously taken a course in Deaf Culture from another college or university. With Deaf Culture as a foundation, this course will focus on approaches to apply this knowledge in the process of educating deaf students. Applications will include development of a bilingual-bicultural educational environment, Deaf Studies curricula, and infusion of Deaf Studies in classroom instruction and co-curricular experiences.

## **DE : 582 Bilingual-Bicultural Approaches to Teaching Deaf Students**

3 credits

*Prerequisites:* All Deaf Education prerequisite and required courses, acceptable rating on the ASLPI.

(To be taken just prior to student teaching.)

This course will provide a framework for implementing a bilingual-bicultural approach to teaching deaf students, building on theoretical foundations and instructional strategies for teaching deaf students. Emphasis will be placed on pedagogical approaches for using American Sign Language as the language of instruction with support from print English, enhancing the visual

dimension of instruction, sequencing of instructional delivery, and effectively incorporating questioning and cueing techniques. (This course is taught in ASL only.)

## **DE : 589 Seminar in Deaf Education**

3 credits

*Prerequisites:* All Deaf Education courses. (To be taken at the end of the program.)

Current trends and issues in the education of deaf students will be covered. Recent research will be emphasized. (This course is taught in ASL only.)

## **DE : 595 Practicum Experience**

3 credits

*Prerequisite:* To be taken after CORE.

The Deaf Education Practicum involves field experience working with deaf students of various ages and abilities in diverse educational settings. The practicum assignment is meant to complement and extend the knowledge and skills gained through required course work in Deaf Education and is supervised by a Deaf Education faculty member.

## **Economics (EC)**

### **▲ EC : 501 Economics of Environment**

3 credits

The biological and economic crises of contemporary people, 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. Contemporary Society

STUDENT





### ▲ EC: 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. Contemporary Society

## Education (ED)

### ED: 501 History and Philosophy of Education 3 credits

Central philosophical concepts with a study of their effect upon the theory and practice in the history of American education.

### ED: 505 Assessment Techniques 3 credits

This course addresses the nature, function, and use of standardized and non-standardized measurement in the appraisal of student achievement and aptitude. Alternative assessment is an integral component of this course. Attention is also given to the application of procedures in pupil classification, guidance, evaluation, and prediction.

### ED: 509 Assessment of Student Learning 3 credits

This course is designed for classroom teachers and focuses on the development of systems for determining student readiness for and growth toward learning outcomes in the classroom. Special attention is given to the interpretation of available standardized instructional assessment data, the development of alternative assessments (i.e., authentic, performance, portfolio) and the selection and development of assessment plans. Validity and reliability issues are central throughout. The course also emphasizes the role of students as users of the assessment information and the processes for communicating assessment information to students and parents.

### ED: 510 Curriculum: Trends and Issues 3 credits

Students analyze significant issues impacting curricular decisions, trace their historical development and predict likely futures. Issues

include conflicts within and between learning theory, educational philosophies, and the content disciplines and issues surrounding societal expectations and educational policy formation.

### ED: 511 Curriculum Design 3 credits

Students analyze models for curriculum design and dimensions of learning as they develop a curriculum for classroom implementation. The designs integrate the development of thinking skills and understanding of the subject matter. Students defend the significance of the outcomes selected for instruction and develop a comprehensive plan for implementation and evaluation.

### ED: 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.

### ED: 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.

### ED: 549 Teaching Science and Social Studies in Today's Schools 3 credits

Prerequisites for BEST students: ED:580, ED:581

Current trends in science and social studies for the elementary school level examined with an emphasis on student involvement in the learning environment. Students will acquire familiarity with national standards for science and social studies, a variety of teaching strategies and commercially available materials in science and social studies.

### ED: 550 Introduction to Research Methodology 3 credits

This course is directed toward an understanding of how research is conducted. Includes the study of quantitative and qualitative strategies and their appropriate use. Reviews appropriate statistical tools and their use in data collection and interpretation.

### ED: 580 Learning and Teaching in Today's Schools 3 credits

*Prerequisite: Introductory Psychology*  
Provides an overview of Education in the United States. Includes identification of student characteristics at the elementary, middle and high school ages. This course relates educational foundations, learning theory and a research based introduction to current issues in education. To be taken concurrently with ED:581.

### ED: 581 Linking Instruction and Assessment 3 credits

Emphasizes planning for whole class, small group, and tutorial instruction in a daily and long-term basis. Includes the development of general and performance outcomes; unit and daily lesson planning and an emphasis on assessment. The study of formative and summative assessment will include standardized norm-referenced assessment, performance assessment, and portfolios. To be taken concurrently with ED:580.

### ED: 582 Elementary School Science - A Hands-On Approach 3 credits

Active involvement in the learning process is critical to understanding. Such thinking went into the development of Hands-On Elementary Science, a comprehensive curriculum for grades K-5. Teachers enrolled in this course will become familiar with the research and philosophy which forms the basis for this curriculum. Course participants will relate the newly released Standards in Science Education to the Hands-On Elementary Science curriculum. Participants will design and implement authentic assessment instruments and become familiar with the use of computer generated assessment.

### ED: 592 Field Practicum - Elementary No credit

*BEST Program Only.*

One goal of this alternative certification program is to integrate theory and best practice. Consequently, a practicum is scheduled each semester of the program, involving spending approximately 40 hours per semester in a public school classroom. This is optimally scheduled as a three hour block at least once a week, although alternative scheduling will be entertained because of participants work schedules. The practicum experience is coordinated with the course requirements of each class in the professional sequence. Assignments such as prescribed observations or bit teaching are part of class requirements and are part of course grades. Must be taken simultaneously with Education and Concentration category classes.

### ED: 593 Field Experience Practicum - Secondary No credit

*BEST Program Only.*  
One goal of this alternative certification program is to integrate theory and best practice. Consequently, a practicum is scheduled each semester of the program involving spending approximately 40 hours per semester in a public school classroom. This is optimally scheduled as a three hour block at least once a week, although alternative scheduling will be entertained because of participants work schedules. The practicum experience is coordinated with the course requirements of each class in the professional sequence. Assignments such as prescribed observations or bit teaching are part of class requirements and are part of course grades. Must be taken simultaneously with all Education and Concentration category classes.



**ED : 594 Action Research I****3 credits***BEST Program Only and By Special Permission of the Coordinator**Prerequisites: To be taken prior to internship; ED:580, ED:581, ED:556, RD:501, ED:549, LS:521, PSY:502, PSY:510 or SE:501, ED:570, ED:592*

This course emphasizes research models and their use. Course experiences include reading and discussion of experimental (Quantitative) and ethnographic (qualitative) research design. The course also examines techniques for abstracting and reviewing literature. Participants will complete a review of literature on a research topic of interest.

**ED : 595 Action Research II****3 credits***BEST Program Only and By Special Permission of the Coordinator**Prerequisites: ED:580, ED:581, ED:556, RD:501, ED:549, LS:521, PSY:502, PSY:510 or SE:501, ED:570, ED:592, ED:594*

This course emphasizes the development and critical analysis of a classroom or school based research problem. Students will gather data or otherwise address a research problem related to their school based internship. The completed project and subsequent paper will be the candidate's master thesis/capstone project. To be taken simultaneously and following student teaching internship.

**ED : 596 Internship and Seminar - Primary Grades****4 credits***BEST Program Only.**Prerequisites: All Education courses and Synthesis courses must be completed except for ED:595. Permission of Program Coordinator.*

An internship teaching at the primary level of the elementary school. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvement of the professional teacher. Biweekly seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search.

**ED : 597 Internship and Seminar - Intermediate****4 credits***BEST Program Only.**Prerequisites: All Education and Synthesis courses must be completed except for ED:595. Permission of Program Coordinator*

An internship teaching at the intermediate level of the elementary school. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvement of the profession-

al teacher. Biweekly seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search.

**ED : 598 Internship and Seminar - Middle School****4 credits***BEST Program Only.**Prerequisites: All Education and Synthesis courses must be completed except ED:595. Permission of Program Coordinator.*

An internship teaching at the Middle School level. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvement of the professional teacher. Biweekly seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search.

**ED : 599 Internship and Seminar - High School****4 credits***BEST Program Only.**Prerequisites: All Education and Synthesis courses must be completed except ED:595. Permission of Program Coordinator.*

An internship teaching at the high school level. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvement of the professional teacher. Biweekly seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search.

**ED : 600 Internship and Seminar - Elementary (for K-12 certification areas)****4 credits***BEST Program Only.**Prerequisites: All Education and Synthesis courses must be completed except for ED:595. Permission of Program Coordinator.*

An internship teaching at the elementary school level. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvement of the professional teacher. Biweekly seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search.

**ED : 601 Internship and Seminar - Secondary (for K-12 certification areas)****4 credits***BEST Program Only.**Prerequisites: All Education and Synthesis courses must be completed except for ED:595. Permission of Program Coordinator.*

An internship teaching at the middle or high school level. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvement of the professional teacher. Biweekly seminar meetings will address instructional topics pertinent to the internship experience and the subsequent job search.

**ED : 611-620 Instructional Plans in \_\_\_\_\_****3 credits***Prerequisites: ED:580, ED:581*

An in-depth study of specific methods for the student's teaching field, classroom management techniques applicable to the discipline, and varied behavioral management strategies including affective concepts. Includes 150 minutes of class meetings a week and planned blocks of time for participation and micro-teaching in a public school classroom.

**ED : 611 Science****ED : 612 Foreign Language****ED : 613 English****ED : 614 Social Studies****ED : 615 Physical Education****ED : 616 Music****ED : 617 Art****ED : 620 Math**

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

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

This course emphasizes practical, positive techniques of classroom management, including verbal skills to build self esteem and gain student cooperation, 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.



**ED: 516 Professional Refinements in Developing Effectiveness (PRIDE)**

3 credits

This course increases the teachers classroom performance through greater precision in teaching skills. Teachers learn to refine their questioning techniques to ask higher level questions that students use throughout life. Participants develop a sensitivity to nonverbal communication of both pupils and teachers. Teachers discover ways to motivate positive behavior rewards and penalties and analyze critical incidents by assessing alternate courses of action.

**ED: 517 Teaching Through Learning Channels**

3 credits

This course explores the process of increasing academic success for all students through the use of learning strengths. There is a focus on the development of strategies to meet the needs of all students, including "at risk" students. Strategies include: methods of dealing with all types of learners in one class; discovering how teaching preferences influence student learning; understanding how the mind organizes information and how to correlate that with teaching activities; ways to assist students in compensating for their weaknesses and constructing memory enhancers.

**ED: 518 Patterns for I.D.E.A.S.**

3 credits

This course reveals how to make lessons more meaningful through a wide variety of activities that enhance student learning. Proven lesson formats will be presented which include concrete exercises in life skills. Strategies include how to teach using inductive processes, spelling and word mapping techniques, music memory enhancers, patterns that teach students to think clearly and learn quickly.

**ED: 519 Keys to Motivation**

3 credits

This course emphasizes ways to identify and overcome roadblocks to student motivation strategies to enable the teacher to provide an encouraging classroom environment, teacher leadership strategies which create an environment where students have greater decision-making power, mapping strategies to enhance organization and expression of ideas and content, group learning strategies to promote student involvement and risk management.

**ED: 521 Peer Collaboration**

3 credits

Develops and models strategies that help teachers share teaching ideas with one another. Participants will be introduced to communication and coaching skills that enable them to talk and reflect on their own teaching. Participants will learn how to: plan and implement coaching conferences; build rapport, using supportive techniques that enhance teacher self esteem; unlock the power of sharing

ideas with colleagues in a nonthreatening environment; identify excellent teaching practices and grow from them. Teachers will gain insights about their teaching style; learn how to enhance their presentation skills and collect a repertoire of activities for use in their class.

**ED: 525 Advanced Project TEACH**

3 credits

*Prerequisite: ED:515*

Teacher-participants will extend their use of Project Teach skills through initial self-analysis and goal setting of target areas for internalization. Each class will determine the direction of the course using story-boarding for creative planning. Each participant will hone skills of communication, dealing with resistances, team building, positiveness, humor and decision making. Teachers will discover the impact of journal writing and portfolio development for self-reflection of their own teaching and for use with their students.

**ED: 541 Meaningful Activities to Generate Interesting Classrooms**

3 credits

This course provides activities that unlock the creative minds of students. Strategies, such as simulations, games, physical activities, and races, will be demonstrated. This course provides projects and activities that apply to the elementary day, middle school schedule, or the 90-minute secondary block. Beginning teachers or the veteran teacher will master ways to use activity/lesson formats to develop flexibility in classroom activities.

**ED: 543 Achieving Student Outcomes through Cooperative Learning**

3 credits

This course is designed for teachers who would like to use cooperative strategies appropriately in classrooms. Participants learn to organize and conduct appropriate lessons as cooperative learning activities in their own classrooms.

They will learn to teach students interpersonal skills needed to work in groups, become an interactionist rather than an interventionist, develop and carry out cooperative learning "Starters", use the power and strategy of debriefing cooperative groups, effectively apply "Resources, Obligations, Product, Environment" to cooperative groups, and teach your students to become "PALS" (Participate, Attend, Listen, Stay on task) in cooperative groups.

**ED: 545 Curricular Reform for the 21st Century**  
3 credits

Takes a look at the most innovative approaches to teaching available. Techniques are presented for use in the classroom that enhance and enliven teaching and student learning and break the mold of traditional teaching methods. This course identifies the most useful real-life skills that students need in order to be successful in life and on the job. You'll discuss the nature and content of your school district's curriculum and what is relevant for your students to know and be able to do and what is not. You'll examine dynamic videotape productions made by educators and business leaders to help you think through your approach to innovation and change. You'll also receive performance learning strategies that will assist you in the MSPAP process.

**Subject Methods**

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

**ED: 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.

**ED: 538**

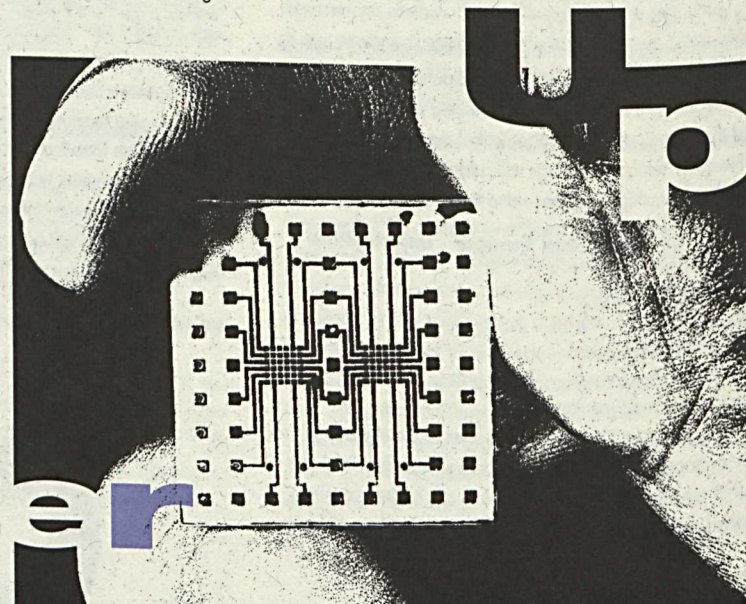
**Writing Instruction in the Elementary School**

3 credits

A survey of writing instructional methods, styles, trends, and research with emphasis on their application to classroom writing instruction.

(May be used as program elective.)

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**ED: 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. (May be used as program elective.)

**ED: 546**

## **Outdoor Education**

3 credits

The exploration of outdoor education as it relates to current practice in American education. History, philosophy, program development, interdisciplinary relationships and methods are considered.

**ED: 556**

## **Teaching Standards for Mathematics in the Elementary School**

3 credits

*Prerequisites for BEST students only:*  
ED:580, ED:581, MA:1141

An analysis of reform based issues in mathematics education at the elementary level. Methodology related to elementary mathematics is presented. Some of the topical areas are: learning and mathematics instruction, the remedial and enrichment student, geometry, problem solving, measurement, number sense, quantitative literacy and the use of technology in the curriculum. (May be used as program elective.)

**ED: 557**

## **Seminar: Teaching of Mathematics**

3 credits

A study of current methods and materials for teaching mathematics at the middle and high school level. Attention is given to motivation, evaluation, and special teaching problems through a study of the current literature and research in mathematics education. (May be used as program elective.)

**ED: 559**

## **Diagnostic Math Techniques**

3 credits

Competencies to be developed will be in the following areas: formative and summative assessment, problem-based instruction, constructivist-based teaching and learning, instructional techniques to meet the needs of remedial and enrichment students, number sense, quantitative literacy, and alternative assessment.

## **Educational Computing (EDC)**

### **EDC: 510 Teaching C and C++**

3 credits

An intensive study of the programming languages C and C++ that should be included in an introductory programming course at the

high school level designed to help teachers who teach Pascal to make the transition to C and C++ which will become the language used in the Computer Science Advanced Placement tests in 1999.

### **EDC: 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 (ENG)**

### **□/▲ ENG: 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. Cultural Heritage or Contemporary Society

### **□/▲ ENG: 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. Cultural Heritage or Contemporary Society

### **■ ENG: 510 Creative Writing Workshop**

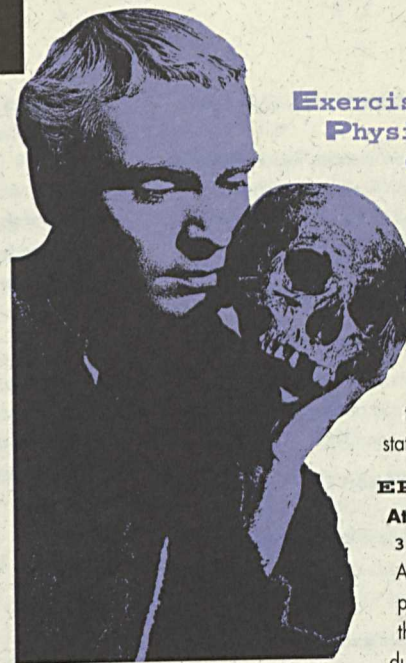
3 credits

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. Creative Process

### **■ ENG: 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. Creative Process



## **Exercise Science and Physical Education (EPE)**

### **EPE: 501 Statistical Analysis in Exercise Science and 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.

### **EPE: 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.

### **EPE: 503 Issues and Trends in Physical Education and Sport**

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.

### **□ EPE: 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. Cultural Heritage

### **EPE: 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 practicum. Course objectives and format will vary with the topic selected and the students' area of interest.

### **□ EPE: 515 History of Physical Education and Sport**

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. Cultural Heritage



### ▲ EPE : 516 Sociology of Sport

3 credits

An examination of sport as a social phenomenon. Topics include the interrelationship 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. Contemporary Society

### EPE : 517 Physiological Aspects of Physical Activity

3 credits

An examination of the basic physiological principles governing motor activity. Energy sources, training and conditioning, ergogenic aids, diet and other pertinent topics are considered.

### ▲ EPE : 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. Contemporary Society

### EPE : 519 Physical Education and Sport 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.

### EPE : 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.

### EPE : 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.

### ▲ EPE : 530 The American Sport Novel

3 credits

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

### ▲ EPE : 535 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. Contemporary Society

### EPE : 536 Sports Medicine for the Physical Educator/Coach

3 credits

An in-depth analysis of current protocols and trends in the prevention and care of sports injuries. Theoretical approaches as well as practical experiences in the evaluation and treatment of injuries are stressed. Roles of the trainer, coach, physical educator and physician are examined as vital entities in the total sports medicine program.

### EPE : 552 Internship in Physical Education

3 credits

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

## General Science (GS)

### ▲ GS : 507 Topics in Astronomy and Earth Science

3 credits

A study of a major topic or theme in Astronomy or Earth Science for the non-scientist. A different topic (eg. Geology, Astronomy, Weather, Energy Use) will be selected each time the course is offered. Contemporary Society

### ▲ GS : 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. Contemporary Society

## History (HIS)

### □ HIS : 504 Major Issues in World History

3 credits

This course will focus on various topics in world history. The topics change and will be fully described in the Course Listings published each semester. Cultural Heritage

### □/▲ HIS : 509 Major Issues in American History

3 credits

In-depth analysis of central themes in U.S. history, 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.

Cultural Heritage/Contemporary Society

### □ HIS : 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 native American people in Anglo-American society. Topics will include Indian culture, mutual discovery, missionary initiatives, frontier wars, and Federal policy on Indians. Cultural Heritage

### □ HIS : 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. Cultural Heritage

## Humanities (HU)

### □ HU : 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). Cultural Heritage

### □ HU : 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. Cultural Heritage

## School Library Media Program (LS)

### LS : 500 Introduction to School Library Media

1 credit

This one-hour credit course serves as an introduction to the school library media profession at the local, state, and national level. It also serves as an overview of the coursework and the competencies expected of students in the WMC school library media program. This course is recommended, but it is not a requirement.

### LS : 501 Administration of the School Library Media Center

3 credits

This course defines the three roles of the school library media specialist: teacher, information specialist, and instructional consultant. Topics include the school curriculum, lesson planning, organization, management, collection development, technology, and leadership. On-site observations in school library media centers are incorporated into the course requirements.



**LS : 502 Organization and Access**  
3 credits

This course examines the procedures of cataloging and classifying the materials in a school library media center. Topics include AACR2 rules, MARC records, Dewey Decimal classification, Sears Subject headings, and Library of Congress Subject headings. On-site observations in a school library media center are incorporated into the course requirements as well as field trips to the Library of Congress in Washington, D.C.

**LS : 503 Media Selection for Children**  
3 credits

This course presents new and outstanding titles in literature for children in grades kindergarten through sixth. Topics include authors and illustrators, fiction and nonfiction, literature in other media formats, principles of selection, using literature in the classroom, and reading for pleasure and life-long learning.

**LS : 504 Media Selection for Young Adults**  
3 credits

This course presents new and outstanding titles in literature for young adults in grades sixth through twelfth. Topics include authors, fiction and nonfiction, literature and other media formats, principles of selection, using literature in the classroom, and reading for pleasure and life-long learning.

**LS : 505 Information Sources: Retrieval, Dissemination and Utilization**  
3 credits

This course explores the wide variety of information sources that support the K-12 curricula. Reference materials (books, software, and the Internet) will be examined. Topics include selecting and evaluating sources, integrating the sources into the curricula, helping students use the sources, and lesson planning.

**LS : 506 Selection and Use of Media**  
3 credits

This course examines the procedures for developing, maintaining, and evaluating a school library media collection. Topics include selection tools and policies, using the collection to support the informational needs of the students and faculty, and lesson planning. On-site observations in school library media centers are incorporated into the course requirements.

**LS : 507 Design and Production of Non-Print Media**  
3 credits

This course provides opportunities in planning, designing, and producing projects that support the instructional needs of students in grades K-12. The projects encompass skills in word-processing, video, web pages, multimedia, and other technologies. Creative Process

**LS : 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.

**LS : 515 Art of Storytelling**  
3 credits

This course examines source materials for storytelling and the techniques for learning and telling tales. Students will have multiple opportunities to select, adapt, learn and present stories for all ages. Creative Process

**LS : 521 Telecommunications & the Internet**  
3 credits

This course offers demonstrations, hands-on instruction, and follow-up activities in the use of computers, telecommunications, and other new instructional technologies. The course includes ways in which the teacher or media specialist can integrate these skills into the K-12 educational environment.

**LS : 524 Case Studies in Management for Educational Media Administrators**  
3 credits

*Prerequisite: Educational Media Specialist or Generalist Certification (Level II)*

Case studies of situations and problems of school library media supervision. Students will examine case studies, propose alternative responses and evaluate probable effects of each response.

**LS : 552 Internship in School Library Media**  
3 credits

*Prerequisite: Matriculation, completion of required courses, and permission of program coordinator.*

This internship (a minimum 110 hours) involves field experience at either the elementary or secondary level in a school library media center under the supervision of a WMC instructor.

**LS : 553 Internship in School Library Media**  
3 credits

*Prerequisite: Matriculation, completion of required courses, and permission of program coordinator.*

This advanced internship is designed for students who are currently working as school library media specialists and is completed under the supervision of a WMC instructor.

**Mathematics (MA)**

**MA : 501 Modern Algebraic Structures**  
3 credits

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

**MA : 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.

**MA : 503 Historical Topics in Mathematics for Elementary Teachers**  
3 credits

A study of the development of mathematics from primitive counting systems to modern mathematics. Topics relating to elementary school mathematics will include ancient number systems, computing devices, arithmetic, number theory, algebra, geometry, and probability.

**MA : 504 Calculus for Teachers**  
3 credits

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

**MA : 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. Cultural Heritage



**Big books**



# studio TIME

## **MA : 520 Mathematics in the Elementary School** 3 credits

A study of the major content topics reflected in K-8 mathematics. Topics will focus on problem solving and include number, numeration and number theory, measurement, geometry, probability and statistics, and proportionality.

## **MA : 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.

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

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

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

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

## **Music (MU)**

### **▲ MU : 504 Jazz and Its Influence** 3 credits

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

### **□/▲/■ MU : 510 Special Topics in Music** 3 credits

This course will focus on various topics in music. The topics change periodically and will be fully described in Course Listings published each semester. Cultural Heritage/Contemporary Society/Creative Process

### **□ MU : 521 The Piano: A Most Accessible Instrument** 3 credits

The history and development of the piano as a musical instrument; survey of some of the major compositions written for the piano. Students will also learn how to play simple melodies and chords. Creative Process

### **□/▲/■ MLA : 501 Final Project** 3 credits

An interdisciplinary independent study project required for the completion of the Master of Liberal Arts degree. The project enables the student, under the supervision of a faculty member, to explore a

topic of significance in some depth. It culminates with a major research paper or suitable alternative (see adviser for guidelines).

Cultural Heritage, Contemporary Society, Creative Process

## **Philosophy (PHI)**

### **PHI : 504 Special Topics in Philosophy** 3 credits

This course will focus on various topics in philosophy. The topics change periodically and will be fully described in Course Listings published each semester.

## **Physics (PHY)**

### **▲ PHY : 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. Contemporary Society

### **▲ PHY : 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. Contemporary Society

## **Political Science (PS)**

### **PS : 503 State and Local Government** 3 credits

A comprehensive survey of state, county, and urban politics and administration with emphasis on the evolving federal relationship, the development of strong governors, and the emergence of professional state legislatures. Special attention is given to Maryland problems, prospects, and policy dynamics as well as to the politics of public education.



### **PS : 504 Public Administration** 3 credits

An examination of the nature and development of public administration in the United States with attention to policies of organization, management, personnel, budgeting, forms of administrative responsibility, and governmental services.

### **▲ PS : 524 Topics in Political Science** 3 credits

A study of a major topic, region, or theme in political science. A different topic is chosen for any given semester. Contemporary Society

### **PS : 527 School Law** 3 credits

A study of 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. Supreme Court and other appellate cases are examined.

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

*Prerequisite: PS: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 (PSY)**

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

A study of the basis for changes and constancies in psychological functioning throughout childhood. Research and theories of development are emphasized.

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

A study of 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.

### **▲ PSY : 504 Mental Health and Interpersonal Relations** 3 credits

Principles of mental health with emphasis on interpersonal relationships. Focus is on improving communication skills, identifying the effect of feelings on communication, and enriching personal-social adjustment. Contemporary Society



### ▲ **PSY: 505 Psychology of Personality**

3 credits

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

### ▲ **PSY: 506 Principles of Behavior Management**

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.

### ▲ **PSY: 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. Contemporary Society

### ▲ **PSY: 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.

### ▲ **PSY: 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.

### ▲ **PSY: 511 Psychology of Abnormal Behavior**

3 credits

A study of disorganized behavior of persons, including anxiety reactions, neuroses, and conduct disorders with some attention to signs of psychotic behavior. The course aims to develop capacity for recognizing abnormal behavior patterns.

### ▲ **PSY: 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.

### ▲ **PSY: 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.

### ▲ **PSY: 528 Special Topics in Psychology**

3 credits

This course will focus on various topics in psychology. The topics change periodically and will be fully described in Course Listings published each semester. Contemporary Society.

### ▲ **PSY: 531 Applied Behavior Analysis**

3 credits

*Prerequisite:* PSY:506

An experience to improve program development, analysis, and written communication, with emphasis on the latter.

### **RD: 502 Reading: Assessment & Planning**

3 credits

*Prerequisite:* RD:501 or equivalent.

A course for teachers who have some background in reading. The emphasis is on assessment principles and the reading context to develop instructional techniques needed to create a literate environment for learners at all educational levels. Effective organization and planning based on continuous assessment are stressed.

### **RD: 503 Reading: Assessment & Planning, Advanced**

3 credits

*Prerequisite:* RD:502

A course designed to develop ability to deal with disabled readers at all levels. Students gain competence in administration, scoring, and interpretation of informal and formal assessment instruments. Students will also develop facility in organizing and planning individual reading programs based on the assessment-instruction process.

### **RD: 504 Reading Practicum**

3 credits

*Prerequisites:* RD:501, RD:502, RD:503

A supervised clinic experience with learners, elementary through senior high age, which emphasizes the ongoing assessment-instruction process as well as increased facility as a resource person. Students are expected to design and execute a reading program based on formal and informal assessment data and communicate relevant data to parents, students, and professionals.

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

3 credits

*Prerequisite:* 6 graduate credits in reading

A course to deepen the student's knowledge and understanding of the theoretical and research base for the areas such as contemporary issues in reading; language development; related language arts; cognition and assessment. Students also research topics of individual interest.

### **RD: 511 Teacher as Researcher in Reading**

3 credits

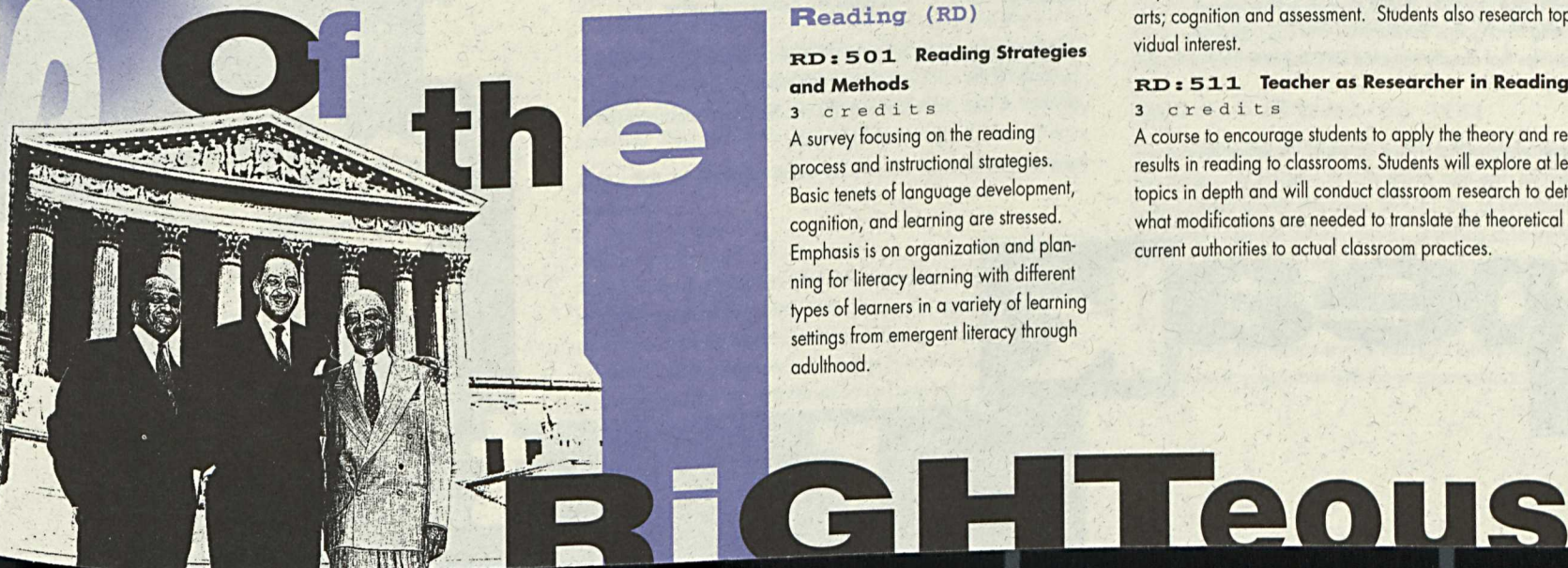
A course to encourage students to apply the theory and research results in reading to classrooms. Students will explore at least two topics in depth and will conduct classroom research to determine what modifications are needed to translate the theoretical ideas of current authorities to actual classroom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

### **Reading (RD)**

#### **RD: 501 Reading Strategies and Methods**

3 credits

A survey focusing on the reading process and instructional strategies. Basic tenets of language development, cognition, and learning are stressed. Emphasis is on organization and planning for literacy learning with different types of learners in a variety of learning settings from emergent literacy through adulthood.





**RD : 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 and develop expertise in communicating about reading.

**RD : 517 Reading for Deaf Students**

3 credits - CORE Course for the Deaf Education Program

Focuses on the process of learning to read as it applies to deaf students, the assessment techniques and the materials used in teaching reading strategies including literature-based instruction. Relevant research will be stressed.

**RD : 524 Adapting Materials for Reading Instruction**

3 credits

Emphasis will be on adapting currently existing materials to meet the needs of learners of all levels. Organizing and planning for effective instruction form the core of the course. Materials adapted include basals, content textbooks, and children's literature.

**RD : 525 Reading-Writing Connection**

3 credits

A course focused on the reciprocal processes of comprehending text and producing text. Participants examine the theory and methods behind the reading-writing connection and the practical implications for creating a literate environment in the classroom. Class members will prepare materials and plan activities for use in a variety of classroom settings.

**RD : 532 Reading in the Content Areas**

3 credits

A survey course to help teachers understand theory and research related to content reading at all grade levels. Instructional strategies using content area materials enable students to demonstrate an understanding of language development and cognition as they design activities that directly influence the comprehension of content materials.

**RD : 533 Teaching Children to Write**

3 credits

Teachers will focus on writing instruction, language development, cognition and the integration of writing with the rest of the curriculum. Emphasis will be on linking theory with practice.

**RD : 535 Early Literacy: Strategic Approaches for the Classroom**

3 credits

*Prerequisite: 3 credits in Reading*

Through an analysis of Reading Recovery methodology, students will develop a broader understanding of the early emergent reading process. Observation techniques will be practiced along with literacy intervention strategies. Participants will need to have access to an early reader during the course (K or 1st grade level). Students will complete a case study, that demonstrates adaptations of techniques for all grade levels.

**RD : 539 Teaching Reading with Trade Books**

3 credits

A course which deals with the theoretical and practical issues for implementing a trade book-based reading program. Selection of books, program and process evaluation, integration of basic reading and language arts strategies, methods and critical thinking skills are highlighted. Dealing with controversy in terms of traditional basal readers and monitoring parent concerns are some of the issues discussed.

**RD : 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. Organizing and planning curricular adaptations for teaching language arts are also explored.

**Religious Studies (REL)**

**▲ REL : 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 Hammarskjold, Thomas Merton, Margaret Mead, and Malcolm X. Contemporary Society

**▲ REL : 503 Mythologies of India**

3 credits

Introduction to the mythologies of India, primarily Hindu, together with an exploration of critical strategies in the study of mythology. Includes some introduction to history and cultures of India, as well as examination of selected mythological themes (e.g. the hero; the origin of evil; death and rebirth). Contemporary Society

**Sociology (SOC)**

**□ SOC : 502 Anthropology: General and Applied**

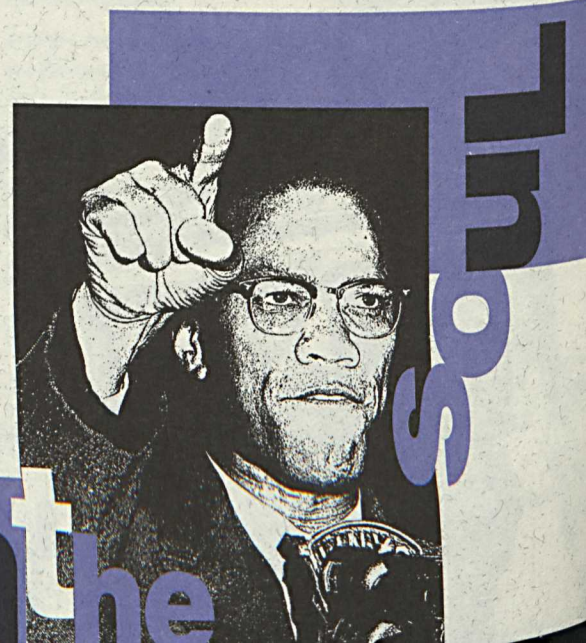
3 credits

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. Cultural Heritage

**▲ SOC : 508 Culture and Diversity**

3 credits

This course is designed to enhance understanding of the many different cultural perspectives existing in contemporary society. Students will analyze how culture impacts behavior and the role of cultural awareness and tolerance in facilitating interactions among diverse peoples. Special emphasis will be given to the influence of culture in formal educational settings and the workplace. Contemporary Society





### **▲ SOC : 510 Contemporary Issues in Sociology**

3 credits

A study of a particular topic pertaining to modern social life. A different topic is selected each time the course is offered, for example, Social Problems, Criminology, Gender Issues, etc. The topic will be fully described in Course Listings published each semester.

Contemporary Society

### **SOC : 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.

## **Special Education (SE)**

### **SE : 500 Practicum in 504 Support Services**

1-3 credits

*Prerequisites: Proficiency in English or ASL and Permission of Coordinator.*

This practicum provides the opportunity to coordinate and offer support services to graduate students with special needs. The practicum student will serve as a liaison to the Academic Skills Center or the ASL Lab and directly assist graduate students with special language needs, particularly regarding written English or American Sign Language requirements.

### **School-Based Program With Certification**

This is a teacher preparation program for students who wish to teach elementary and/or secondary programs for students with mild/moderate disabilities. This program consists of the following courses plus selected supporting courses.

### **SE : 501 Instructional Models and Learning**

**Theories for Exceptional Children**

3 credits

*Prerequisite: PSY:510*

A foundations course in methods of instruction for exceptional students. Theories of learning are presented as a basis for understanding instructional approaches and strategies. Legal and policy issues are explored to develop an awareness of service delivery, placement, and related practices.

### **SE : 502 Teaching Strategies for Exceptional Elementary Children**

3 credits

*Prerequisites: PSY:510, SE:501*

Methods, techniques, and models used for the analysis of specific tasks and selection of teaching strategies and materials to be employed with exceptional elementary students with mild/moderate disabilities.

### **SE : 503 Diagnostic-Prescriptive Teaching with Exceptional Students**

3 credits

*Prerequisites: PSY:510; SE:501; SE:502 or SE:511*

A review of basic diagnostic procedures and development of competencies in standardized and non-standardized assessment techniques administered to exceptional elementary and secondary students. Emphasis will be placed on the study of techniques and strategies used to develop prescriptive educational programs. These competencies will be enhanced through practical application with exceptional students, elementary or secondary, depending upon declared concentration area.

### **SE : 504 Classroom Management of Exceptional Students**

3 credits

*Prerequisite: PSY:510*

Course provides a comprehensive overview of specific strategies to respond to problem behaviors in the special and general educational settings. Emphasis placed on curriculum-based assessment and ecological assessment models as both pertain to the academic and social behavior of elementary and secondary students.

### **SE : 508 Seminar: Exceptional Persons**

3 credits

*Prerequisite: at least one Special Education (SE) course*

A review of literature, legislation and practices in the treatment of disabilities throughout the lifespan. Models of transition, vocational rehabilitation, and adaptations (curricular and vocational) will be studied to provide a context for exploring the diverse ways disabling conditions affect adolescents and adults.

### **SE : 511 Special Adaptations for Secondary School Students**

3 credits

*Prerequisite: PSY:510*

A study of the cognitive and affective adaptations that are essential to assist the special secondary school student in surviving in the mainstream both academically and socially. Emphasis will deal with academic, social, and career assessment in order to provide programming focusing on comprehension and overcoming psychological barriers to learning.

### **SE : 520 Parent Conferencing Skills**

3 credits

*Prerequisite: PSY:510*

A course designed to facilitate the development of communication and counseling skills of teachers and special education personnel. These skills will be specifically applied to conferencing parents of exceptional children. Legal requirements and implications, mainstreaming, effective teaching practices, and current trends in special education will provide the context in which communication skills are developed.

### **SE : 521 The Exceptional Child in a Regular Classroom**

3 credits

An approach to providing educational services to students in regular classrooms who present diverse needs. A brief history of special education laws and general characteristics of exceptionalities will be presented. Focus will then turn to formative, curriculum-based assessment techniques, including Piagetian error analyses, and development of accommodations to match each child's present academic performance levels. Measuring effectiveness of teaching techniques is an important aspect of the course.

### **SE : 566 Special Education Law**

3 credits

This course provides a comprehensive overview of special education law. The issues of who is protected, what is an appropriate education and least restrictive environment will be stressed through actual cases. Legal and policy issues will be discussed in a practical manner to benefit general and special educators.

### **SE : 572 Issues in Inclusive Education**

3 credits

This course focuses on issues related to teaching students with disabilities in the regular classroom. Methods of service delivery, collaborative teaching, modifications and academic adjustments, and specific teaching strategies will be discussed. The course is intended for regular and special education teachers in the spirit of fostering effective partnerships between teachers.

## **Special Education (SE)**

### **Community-Based Human Service Management**

This program is designed to train middle managers for community-based human service programs. TARGET, Inc. of Westminster, Maryland, a service delivery agency providing community living, vocational and recreational services for persons with developmental disabilities, is affiliated with Western Maryland College and provides the experiential aspect of this program. This master's degree is adaptable to any human service manager. Additional courses will be selected in conjunction with the program adviser.



**SE : 506 Medical and Physical Aspects of Severe and Profound Disabilities**

3 credits

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

**SE : 510 Introduction to Agency Management**

3 credits

An introduction to basic management strategies. The course will include theories, concepts, and application of management: the planning process and strategic plans; organizational mission; objectives; goals and organizational design; staffing and personnel issues; motivation and communications; and control techniques including financial planning and budgets.

**SE : 515 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.

**SE : 522 Special Project**

3 credits

*TARGET Program Only.*

Students are required to complete a two-semester project, approved by their academic adviser, during their second year in the TARGET program. The project will be related to their employment as a TARGET counselor.

**SE : 523 Licensing Training**

3 credits

*TARGET Program Only.*

This course includes training in the following areas: Medication administration, first aid, CPR, normalization and rights of clients, characteristics of persons with disabilities, behavior management and change procedures, introduction to IHP, and time management.

**Theatre Arts (THE)**

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.

**▲ THE : 501 Performing Arts I: Film**

3 credits

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

**▲ THE : 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. Contemporary Society

**▲ THE : 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. Contemporary Society

**■ THE : 510 Introduction to Acting and Interpretation**

3 credits

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

**▲ THE : 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. Contemporary Society

**■ THE : 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. Creative Process

**▲ THE : 513 Contemporary Drama**

3 credits

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

**Special Studies**

**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.

**Thesis**

**590 Thesis in \_\_\_\_\_**

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.



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Explorations



## Presidents

1867-1886.....	James Thomas Ward, D.D.
1886-1920.....	Thomas Hamilton Lewis, A.M., D.D., LL.D.
1920-1935.....	Albert Norman Ward, A.B., A.M., D.D.
1935-1947.....	Fred Garrigus Holloway, A.B., B.D., D.D., LL.D., L.H.D.
1947-1972.....	Lowell Skinner Ensor, B.A., B.D., D.D., L.H.D., LL.D.
1972-1984.....	Ralph Candler John, B.A., S.T.B., S.T.M., Ph.D., L.H.D., Litt.D.
1984.....	Robert Hunter Chambers, III, A.B., B.D., Ph.D.

## Chairmen of the Board

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1892-1897.....	The Reverend James Thomas Ward, D.D.
1897-1913.....	Joshua Webster Hering, A.M., M.D., LL.D.
1914-1918.....	Charles Billingslea, D.D.S.
1919-1922.....	Elias Oliver Grimes, Esq.
1922-1928.....	The Reverend Francis T. Little, D.D.
1929-1949.....	The Bishop James Henry Straughn, D.D., LL.D.
1949-1963.....	Franklin Murray Benson, LL.D.
1963-1968.....	Brigadier General Robert Joshua Gill, LL.B., LL.D.
1968-1971.....	Joshua Weldon Miles, LL.B., LL.D.
1971-1982.....	Wilbur Day Preston, Jr., J.D., D.C.L.
1982-1986.....	Robert Edwin Bricker, B.A., LL.D.
1986-1991.....	William Sorrell Keigler, B.S., L.H.D.
1991-1996.....	Millard Lee Rice, B.A., Sc.D.
1996.....	James Irvin Melhorn, A.B., M.Div.

## Board of Trustees

Date in parentheses indicates year of election to the Board of Trustees. City and state indicate place of residence.

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Senior Vice President of NationsBank, N.A.  
Severna Park, Maryland

### **PETER G. ANGELOS (1996)**

Law Offices of Peter Angelos  
Baltimore, Maryland

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Consultant  
Lutherville, Maryland

### **JEROME P. BAROCH '64 (1985)**

Banking Executive (Retired)  
Lutherville, Maryland

### **GEORGE R. BENSON, JR. (1996)**

President, Benson Motor Cars  
Annapolis, Maryland

### **LAWRENCE BLUMBERG '67 (1990)**

Orthopedic Surgeon, President & CEO  
Cohen & Blumberg, M.D., P.A. (Retired)  
Williams Island, Florida

### **M. WALKER BUCKALEW (1997)**

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Wilmington, Delaware

### **FRANCIS B. BURCH, JR. (1996)**

Chairman & Partner, Piper & Marbury  
Baltimore, Maryland

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Vice Chancellor for Institutional Advancement  
University of Pittsburgh  
Pittsburgh, Pennsylvania

### **PRISCILLA C. CASKEY (1993)**

Foreign Service Office  
U.S. Department of State  
Riderwood, Maryland

### **WAYNE K. CURRY '72 (1990)**

Prince George's County Executive  
Mitchellville, Maryland

### **WILLIAM B. DULANY '50 (1976)**

Managing Partner  
Dulany & Leahy  
Westminster, Maryland

### **JOHN A. EMENS '66 (1996)**

Senior Vice President, Corporate & International  
Banking,  
First National Bank of Maryland  
Stevenson, Maryland

### **SALLY K. GOLD '78 (1996)**

Real Estate Investor/Manager  
Towson, Maryland

### **KEVIN F. HANLEY '72 (1993)**

Orthopedic Surgeon  
Davidsonville, Maryland

### **MARTIN K. P. HILL (1993)**

President/CEO  
Masonry Contractors, Inc.  
Lineboro, Maryland

### **ROBERT A. HOWELL (1989)**

Clinical Professor at American Graduate School  
of International Management;  
President of Howell Mgmt. Corp.  
Scottsdale, Arizona

### **WILLIAM S. KEIGLER, L.H.D. '91 (HON.) (1980)**

President (Retired)  
The C. M. Kemp Mfg. Company  
Westminster, Maryland

### **RICHARD KLITZBERG '63 (1994)**

President  
Klitzberg Associates  
Princeton, New Jersey

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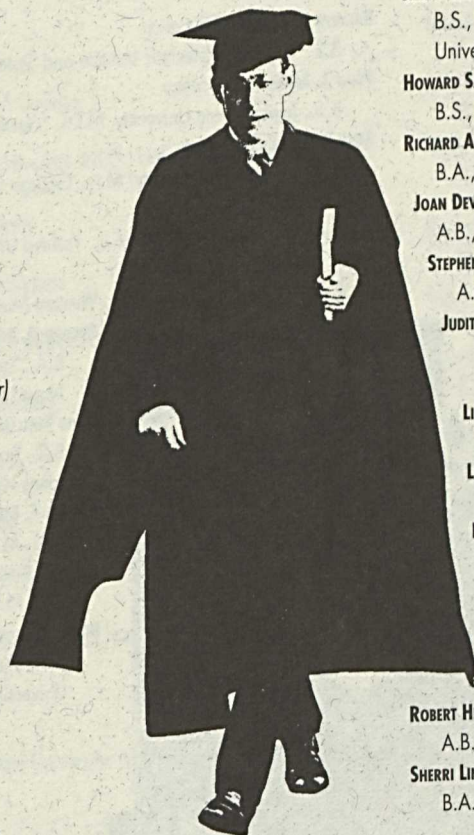
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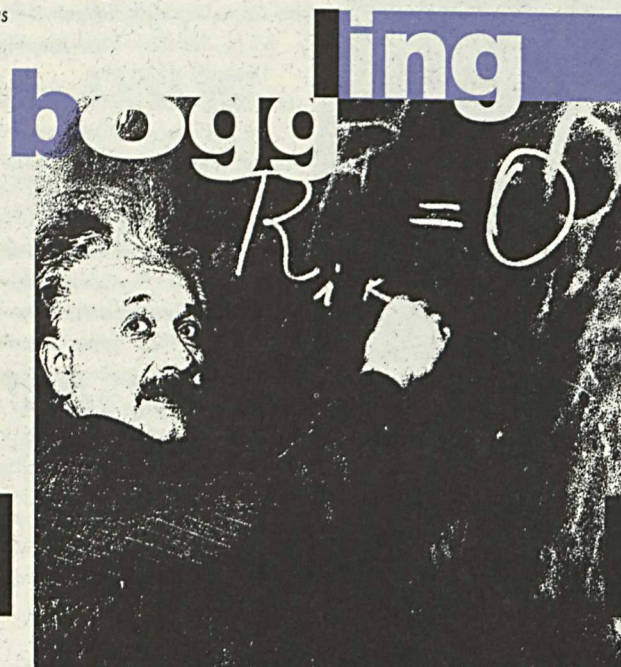
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**KATHLEEN M. WALLIS, Reading**  
B.A., M.Ed., Towson State University

**PHYLLIS W. YOUNKINS, Education**  
B.A., Shepherd College; M.A., Hood College

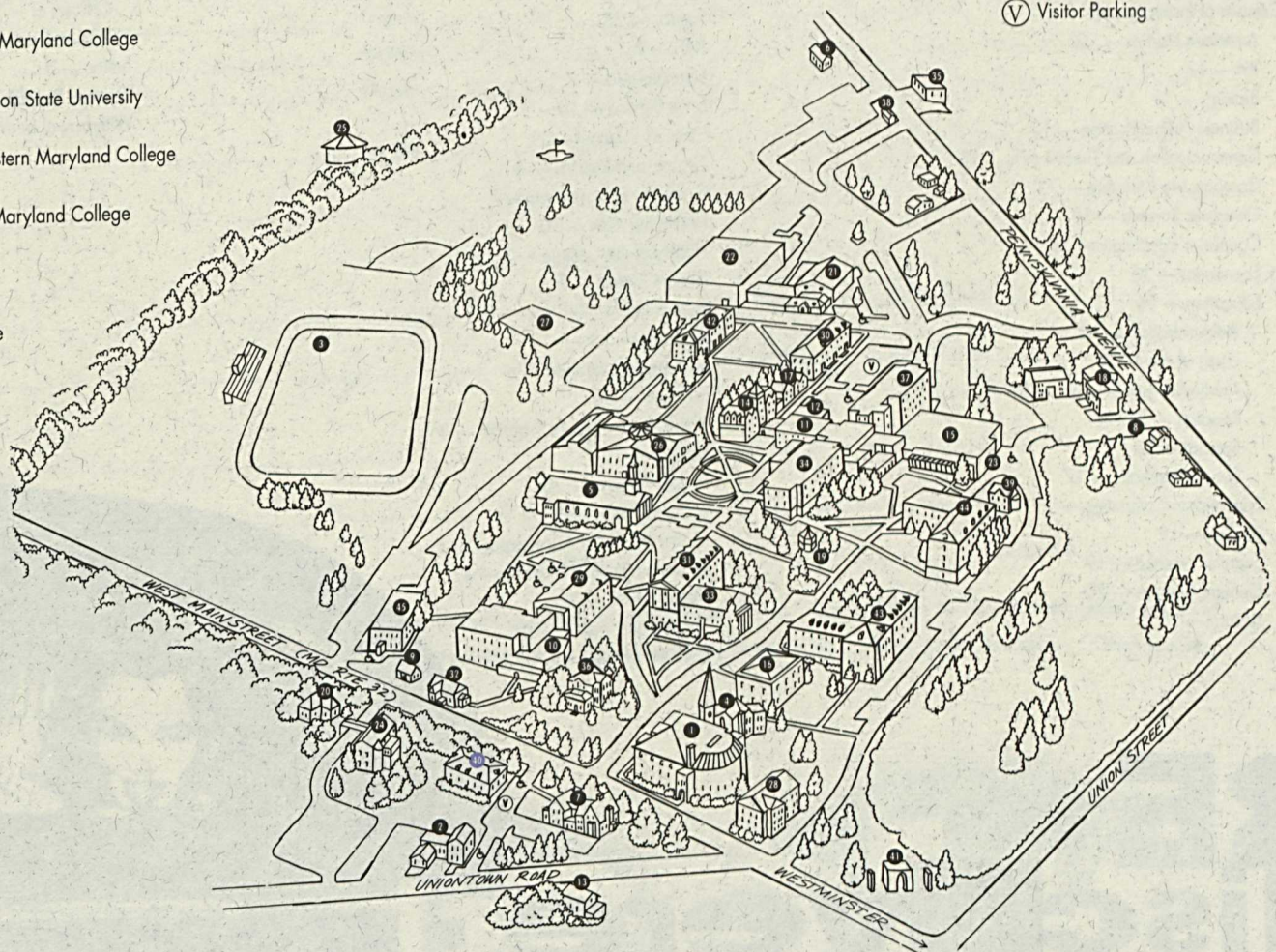
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B.A., University of Northern Iowa; M.S., Western Maryland College

**KATHLEEN M. WALLIS, Reading**  
B.A., M.Ed., Towson State University

**PHYLLIS W. YOUNKINS, Education**  
B.A., Shepherd College; M.A., Hood College

- 1 Alumni Hall Theatre
- 2 Art Studio
- 3 Bair Stadium
- 4 Baker Chapel
- 5 Baker Memorial Chapel
- 6 Buell House (Golf Clubhouse)
- 7 Carroll Hall (Office of Admissions)
- 8 Conference Services Office (149 Pennsylvania Avenue)
- 9 Dean's Cottage
- 10 Decker Auditorium (Lewis Hall of Science)
- 11 Decker College Center
- 12 Decker Roof Terrace
- 13 Doyle House
- 14 Elderice Hall
- 15 Englar Dining Hall
- 16 Peterson Hall (Fine Arts)
- 17 Forlines
- 18 Garden Apartments
- 19 Gazebo (Carpe Diem)
- 20 Geiman House
- 21 Gill Gym
- 22 Gill Physical Education Learning Center
- 23 Harlow Pool
- 24 Harrison House
- 25 Harvey Stone Park
- 26 Hoover Library
- 27 Frank B. Hurt Tennis Courts
- 28 Levine Hall
- 29 Lewis Hall of Science
- 30 Daniel MacLea Hall

- 31 McDaniel Hall
- 32 McDaniel House
- 33 McDaniel Lounge (McDaniel Hall)
- 34 Hill Hall (Memorial Hall)
- 35 Physical Plant Department (192 Pennsylvania Avenue)
- 36 President's House
- 37 Rouzer Hall
- 38 Service Area (201 Pennsylvania Avenue)
- 39 Smith House
- 40 Thompson Hall (Office of Graduate Affairs)
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- 43 Blanche Ward Hall
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classics



RE  
 discovered



# application for graduate study

Please print or type.

Name \_\_\_\_\_ Ms./Mrs./Mr \_\_\_\_\_  
full first full middle last maiden

Address (number and street) \_\_\_\_\_

City \_\_\_\_\_ County \_\_\_\_\_ 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: \_\_\_\_\_ State \_\_\_\_\_ Date of issue \_\_\_\_\_

Field \_\_\_\_\_ State \_\_\_\_\_ Date of issue \_\_\_\_\_

Field \_\_\_\_\_ State \_\_\_\_\_ Date of issue \_\_\_\_\_

Work experience: \_\_\_\_\_

When do you plan to enroll? \_\_\_\_\_ Fall 19 \_\_\_\_\_ Spring 19 \_\_\_\_\_ Summer 19 \_\_\_\_\_

The following information is optional and will be used for affirmative action purposes only. This information will not be used in the admission process. How would you describe yourself: (please check one)  
\_\_\_\_ American Indian or Alaskan Native \_\_\_\_ Asian or Pacific Islander (including Indian subcontinent) \_\_\_\_ African American \_\_\_\_ Hispanic (including Puerto Rican) \_\_\_\_ White, Anglo, Caucasian \_\_\_\_ Other (specify) \_\_\_\_\_

# apply



Please check one of the following programs of study listed below:

Master of Liberal Arts

Non-Degree

Master of Science in:

Administration

BEST (Best Educators for Students of Tomorrow) Elementary

BEST (Best Educators for Students of Tomorrow) Secondary

Counselor Education

Curriculum & Instruction/Elementary Education

Curriculum & Instruction/Secondary Education

Deaf Education

Elementary Education (Regular)

Exercise Science and Physical Education

Reading

School Library Media

Secondary Education (Regular)

Special Education: School Based

Special Education: Community Based Human Services

Enrollment status:

Full-time

Part-time

Post-masters

Will you live on campus?

Yes

No

How did you learn about the Graduate programs?

Friend

Newspaper

Academic counselor/adviser

Other (please name):

Return the completed application form with a **\$35** nonrefundable application fee to Office of Graduate Affairs, Western Maryland College, Westminster, Maryland 21157-4390. 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. To be eligible to enroll in any graduate course, an individual must submit one copy of an official transcript to verify receipt of a baccalaureate degree from an accredited higher education institution. For further information, please call 410/857-2500.

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 Office of Affirmative Action, 410/848-7000.

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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.



# DiReCTory

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administrators

and

services

All may be reached through the WMC switchboard: 410/848-7000 410/876-2055 (v/tty)

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

Western Maryland College

2 College Hill

Westminster, MD 21157-4390

Web site: <http://www.wmdc.edu>

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Joan Develin Coley, Ph.D., *Reading Education*; Judith Coryell, Ph.D., *Deaf Education*; Linda Dudley, Ph.D.,  
*Curriculum & Instruction*; Ramona Kerby, Ph.D., *School Library Media*; Kathy Steele Mangan, Ph.D., *Master of*  
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**HOUSING DIRECTOR:** Scott D. Kane, *Director*

**INTERNSHIPS:** See Individual Departments Concerned

**MOTOR VEHICLE REGISTRATION:** Office of Campus Safety

**NOTARY SERVICES:** Mary Louise Poole, *Admissions Office*; Deb Newhouse, *Graduate Affairs*

**PARKING:** Office of Campus Safety

**POST OFFICE:** Joan L. Stickles, *Coordinator*

**PRAXIS (National Teacher's Exam):** Lisa Maher, 717/637-3703

**PRESIDENT:** Robert H. Chambers

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**STUDENT SERVICES:** Philip Sayre, *Dean of Student Affairs*

**TITLE IX COORDINATOR:** Susan Bloom, *Art Department*

**WITHDRAWAL:** Barbara Shaffer, *Registrar*

For more information on programs, contact:

Office of Graduate Affairs

WESTERN MARYLAND COLLEGE

2 College Hill

Westminster, Maryland 21157-4390

410/857-2500

410/876-2055 (from Baltimore)

(v/tty)

FAX: 410-857-2515

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## **Western Maryland College**

2 College Hill

Westminster, Maryland

21157-4390

Web site: <http://www.wmdc.edu>

### **Graduate Calendar**

#### **Summer Session 1997**

Four-week Session June 23 - July 18

Three-week Session June 30 - July 18

Three-week Session July 21 - August 8

#### **Fall Semester 1997**

Fall classes begin Tuesday, September 2

Fall break . . . Monday & Tuesday, October 13 & 14

Thanksgiving break. . . . . Wednesday,

Thursday, Friday, November 26, 27, 28

Fall semester ends . . . . . Monday, December 15

#### **Spring Semester 1998**

Spring classes begin . . . . . Monday, January 26

Spring break . . . . . Monday-Friday, March 16-20

Classes end . . . . . Thursday, May 7

#### **Summer Session 1998 (Proposed)**

Four-week Session June 22 - July 17

Three-week Session June 29 - July 17

Three-week Session July 20 - August 7

#### **Fall Semester 1998 (Proposed)**

Fall classes begin . . . . . Monday, August 31

Fall break . . . Monday & Tuesday, October 12 & 13

Thanksgiving break. . . . . Wednesday,

Thursday, Friday, November 25, 26, 27

Fall classes end. . . . . Monday, December 14

#### **Spring Semester 1999 (Proposed)**

Spring classes begin . . . . . Monday, January 25

Spring break . . . . . Monday-Friday, March 15-19

Classes end . . . . . Thursday, May 6

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