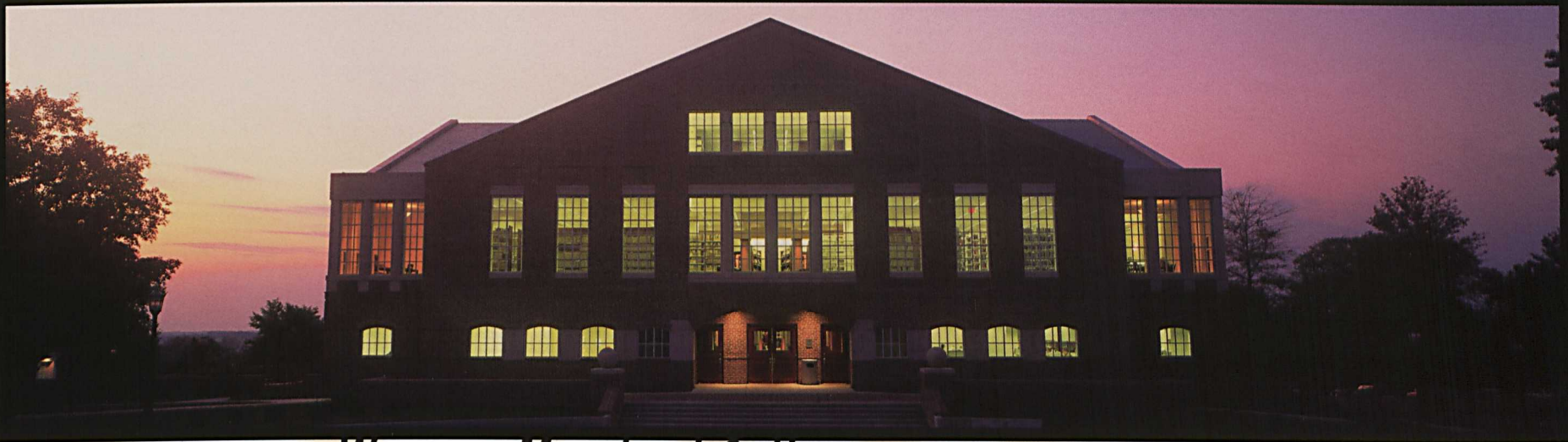


1
9
9
9



2
0
0
1

Western Maryland College

Graduate Studies Catalogue

Professional studies for the new century

Table of Contents

Graduate Mission.....	1
A Message from the Dean	1
Heritage.....	2
Location	2
College Profile.....	2
Educational Program	3
Admission	4
Financial Aid.....	7
The Honor System	7
Joseph R. Bailer Award.....	8
College Expenses.....	8
Student Services.....	10
Directions to Campus.....	12
Programs of Study	
Master of Liberal Arts.....	13
Master of Science	13
Courses of Instruction	17
Trustees and Faculty.....	35
Index	42
Application for Graduate Study.....	43
Directory of Services.....	inside back cover
Academic Calendar	back cover

Graduate Mission

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.

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. Through a combination of research, theory, and practice, the graduate programs encourage students to become reflective practitioners dedicated to ongoing personal and professional development.

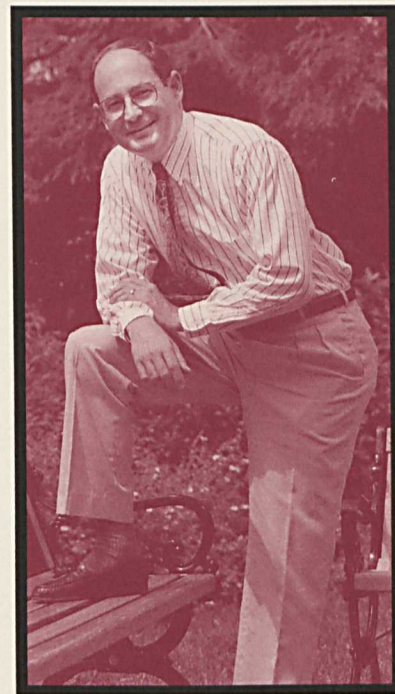
Message from the Dean

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 leadership 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.

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.



*Dr. Kenneth W. Pool
Dean of Graduate Affairs*

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, 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.



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.

Educational Program

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 course work 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 1,600 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, Northeast Maryland and Prince George's County 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 Southern and Northeast Maryland and Prince George's County 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.

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:

- BEST (Better Educators for the Students of Tomorrow) (Initial Certification Program)
- Elementary and Secondary COUNSELOR EDUCATION
- DEAF EDUCATION
- *ELEMENTARY EDUCATION (Curriculum and Instruction or General Elementary Option)
- *EXERCISE SCIENCE AND PHYSICAL EDUCATION
- *HUMAN RESOURCES DEVELOPMENT
- READING
- SCHOOL ADMINISTRATION
- *SCHOOL LIBRARY MEDIA
- *SECONDARY EDUCATION (Curriculum and Instruction or Secondary Field Option)
- SPECIAL EDUCATION (Regular and Community-based Option)

** Requires Liberal Arts Elective*

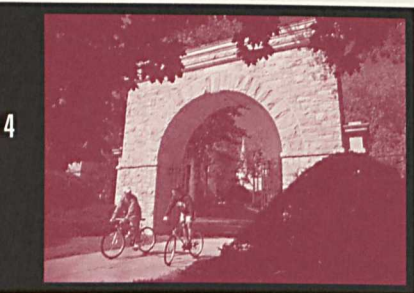
The structure of the Master of Science programs includes course work in the area of specialization along with supporting electives. Each student in the M.S. program must also enroll in ED:550, Introduction to Research Methodology. BEST students do not take ED:550 but do take ED:594, Action Research, and ED:595, Action Research II instead. 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. M.S. candidates in non-licensure programs are required to include at least one Liberal Arts course in their program of study. This course may be chosen from among the M.L.A. courses designated as Cultural Heritage or Contemporary Issues. Students may also choose selected Creative Process courses which 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 should confer with their adviser regarding the applicability of the Liberal Arts elective to their program.)

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. Information which explains each individual program in detail is found on page 13. 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) (Initial Certification)
Guidance and Counseling
Deaf Education
School Library Media
Reading Specialist
School Administration and Supervision
Secondary Education (BEST Program) (Initial Certification)
Special Education



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 with a one-time, non-refundable fee of \$40.00 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 American Sign Language (ASL) skills (3 courses in ASL with a grade of 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 of each program.

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 have been achieved on the General Knowledge and Communication Skills Tests of the National Teachers Examination (NTE) or the Praxis basic skills in math, reading and the basic writing test (Praxis I) for the M.S. and M.L.A. programs. (Students enrolling in the MLA, HRD,

Target Community and Educational Services, Inc. or the Community Counseling track of the Counselor Education Program may submit the Miller Analogies Test (MAT), GRE or GMAT scores.) Students should contact their program coordinator to determine the appropriateness of a previous standardized admission test.

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 and 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 and 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.

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.

**Undergraduates Enrolling in
Graduate Courses**

Second semester seniors of 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 (nine for HRD) 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.

Grades

A student's grade reflects the quality of the student's scholarly achievement. Letter grades are converted to numerical values on the following scale: A+=4; A=4; A-=3.7; B+=3.3; B=3; B-=2.7; C+=2.3; C=2; C-=1.7. A total average of 3.00 (B) must be maintained.



An Incomplete (I) grade may be given only for emergency reasons acceptable both to the instructor and the 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.

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.

The deadline for appealing a grade is the last day of classes of the semester following the term in which the course was taken.

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 not 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 or a grade of C is received, 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. the student receives two grades of C or lower at any time during the graduate study at the College.

A student has the right to appeal an academic dismissal. A written appeal must 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.

Grade Repeat Policy

Graduate students may repeat only one graduate course. This course may be repeated once and must be retaken within one year of receiving the original grade. Both grades for that course will be averaged.

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 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. Notice of cancellation of weekend classes will be made by 7:00 a.m. on Saturday for courses at the Westminster campus. Off-campus weekend classes are guided by instructor and site policy.

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 Affairs Office by calling 410/857-2500 (v/tty).

Registrar's Office Hours

During the first week of the Fall and Spring academic terms, the Registrar's Office is open Monday through 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 through 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. Phone: 410/857-2216 (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 the 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 with a credit card number 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

Federal Stafford Loans are available for graduate degree-seeking students who are registered for at least 6 credits. Graduate students from Maryland are encouraged to contact their Maryland state delegate and senator for available funding. The only scholarships offered by WMC 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 for application information. The phone number is 410/857-2235 v/tty and the FAX number is 410-386-4608. The email address is as follows: egeiman@wmde.edu

Western Maryland 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 on assistantships.

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 Final project or thesis or HRD portfolio assessment. 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 the 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 of 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.

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 dishonor has a detrimental effect on the grades of all students in a given course. For the faculty, this means clearly establishing guidelines at the beginning of every course and then making it physically difficult to cheat during the rest of the semester. In some courses

this might simply mean removing temptation; in others, it might involve more stringent procedures such as simultaneously administering all examinations regardless of course sectioning. In some courses it might also mean proctoring examinations.

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



Honor System Procedures (academic violations)

Notification

1. When instances of cheating or plagiarism are discovered, the faculty member responsible for the course 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 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 (preferably faculty who have previously been elected to 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, at least forty-eight hours prior to the hearing, the Dean shall notify the accused in writing of the exact nature of the charges and 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 it will arrive at a decision of whether or not the student violated the Honor Code. A guilty decision requires the vote of three members of the Board. If a student is found guilty of a violation of the Honor Code, the Board will establish a sanction. All hearings will be tape recorded; the tape will be given to the Dean of Faculty after the hearing and remains property of Western Maryland College.

If the accused believes that either the conviction or penalty is unjust, he or she may appeal in writing to the College Provost within forty-eight hours of the end of the initial hearing. The circumstances under which a student may legitimately appeal are: faulty procedures, lack of sufficient evidence, sanctions believed to be too severe, or new evidence. The Provost shall call the Appeals Board to review both convictions and penalties. The Appeals Board shall follow procedures outlined in the *Student Guide and Datebook*.

Examinations

Western Maryland College is an official testing site for the Miller Analogies Test, the National Teacher's Exam/Praxis and the Graduate Record Examination. Contact the Center for Counseling and Career Services (410/857-2243) for details for the GRE. Contact Ms. Jeanette Witt (410/857-2513,

v/tty) for details of the MAT. Contact Lisa Maher (410/549-4923) for details on the National Teacher's Exam/Praxis.

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. BEST students are required to complete an Action Research Project.

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 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 1999 through Spring 2000 is \$230 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.

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.

Tuition and Fees 1999-2000

Application fee\$40.00
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.

Tuition/credit hour\$230.00

Registration Processing fee
(due at 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.

Late registration fee\$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.

HRD Portfolio
Assessment\$250.00

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

Student Teaching fee	\$350.00
Internship fee ...\$100/3hrs.of credit	
Music Fee	
(private lessons)	\$200/1/2 hr.
	\$400/hour
Photography Lab fee	\$50.00
Transcript fee	\$3.00
Parking Registration	\$15.00/yr.

WMC does not currently offer on-campus housing for graduate students during the regular academic year.

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

Room charges per semester for the 1999 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.

Several meal plan options are available to resident and commuter students. The meal plans and the semester costs for 1999-2000 are available in the Bursar's Office.

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:

Fall and Spring Semesters

First class session	80%
Second class session	60%
Third class session.....	40%
Fourth class session.....	20%
After fourth class.....	no refund

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.

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 U.S. Government Documents in excess of 200,000 volumes and subscribes to online services offering full text access to more than 750 electronic databases and journals.

The Library is a member with the Carroll County Public Library System and with Carroll Community College in the Carroll Library Partnership. The Partnership operates a single, shared online catalog with combined holdings of more than 305,000 titles and 675,000 volumes. WMC library ID cards are valid at any Partnership location and books owned at any Partnership site may be delivered on request to any registered borrower's home library.

The Library's comprehensive collection of ERIC microfiche, more than 450,000 items, is of particular interest to graduate students. Electronic and traditional reference services include access to the World Wide Web, online search services, library instructional workshops, and interlibrary loan.

Microcomputer labs are available for student use.

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, will arrange for 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 game-room. Mailbox assignments are available to resident graduate students upon request.

Food Services

The College has one dining hall with cafeteria-style meals and a College grille. Although designed to serve residents on the full-board plan, other students may purchase meals in the dining hall at guest rates or through various other plans. The grille located in Decker College Center 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 provides a full range of confidential medical and health-related services including gynecological services for acute problems and health

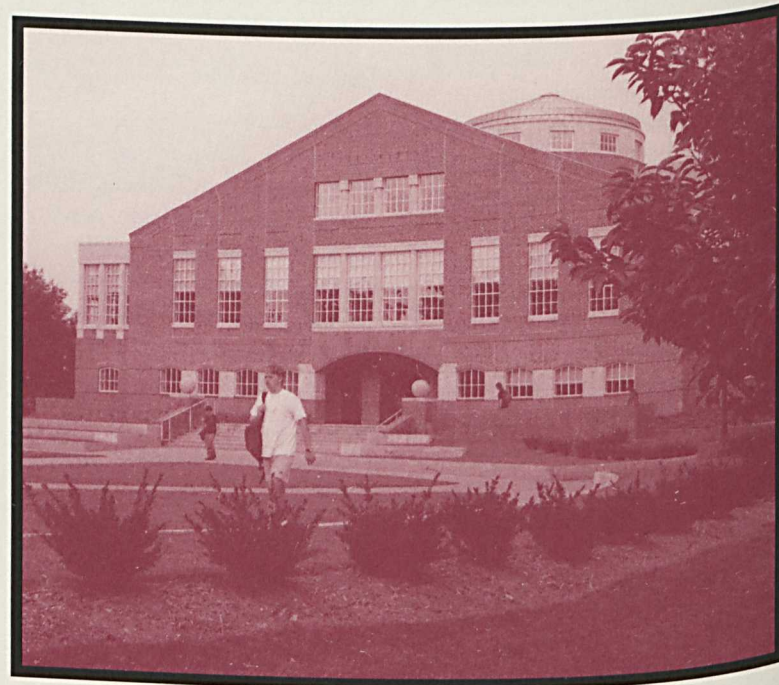
maintenance. While visits are free, there is a nominal charge for medications and certain laboratory tests done at the Health Center. Services provided by specialists, other health care providers outside the Health Center, and Carroll County General Hospital and its emergency department, labs, and X-ray 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

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

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 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 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 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. Students may contact the 504 Office at 410/857-2504 v/tty.

Interpreter Services

Students who are deaf or hard-of-hearing 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.) Students may contact the Interpreter Services Office at 410/857-2518, v/tty.

Notetaking Services

Volunteer notetakers provide this service for students who are deaf or hard-of-hearing. 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 I.D. card. Cards are available for each currently enrolled graduate student. These cards provide free admission to the College pool, the Gill Center, golf course, Computer Centers and gameroom. I.D. 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, regulations have been established. Complete regulations will be provided 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.

Visitors' Parking

A student's vehicle parked in a visitors' 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 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 to 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.

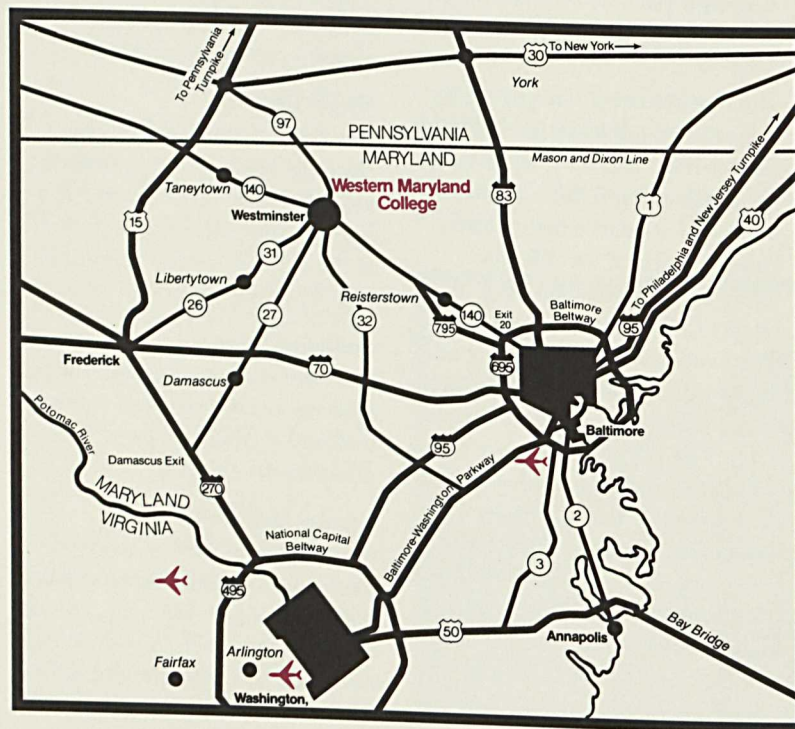
From Baltimore: Take I-695 (Baltimore Beltway) to Exit 19 onto I-795 North (Northwest Expressway), continue to its completion. Follow signs to Westminster via Route 140 West around Westminster, and turn left exiting onto Route 31. Drive 1/4 mile (WMC golf course is on your left) and turn left at the 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.

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. Westminster is a short drive from both cities.

From the North: From U.S. 15 at Gettysburg, exit onto Route 97 South. Follow 97 to Route 140 North, and follow it around Westminster. 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.



PROGRAMS OF STUDY

MASTER OF LIBERAL ARTS

Overview

The Master of Liberal Arts Program is an interdisciplinary graduate program for adults interested in crossing the boundaries of a traditional, career-oriented approach. It is of particular interest to those who want to explore new disciplines in the liberal arts, who wish to supplement their professional education by continued intellectual growth, or who simply wish to satisfy their continuing intellectual curiosity and creativity.

The program consists of 30 credit hours. Two courses in the program are required: Ancient World and Modern World. These courses examine some of the most influential books, people, and ideas of the world before and after 1500. Other courses (as well as electives) are distributed among three areas: Cultural Heritage, Contemporary Issues, and Creative Process. Individual programs and the final project are arranged in consultation with the program coordinator.

Graduate courses are conducted during late afternoon and evening hours, except during the summer.

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

Courses

The M.L.A. program consists of 30 semester hours divided as follows: 12 hours in Cultural Heritage, including HU:509 (Ancient World) and HU:510 (Modern World); the remaining courses each in a different department 6 hours in 2 different departments in Contemporary Society 3 hours in the Creative Process 6 hours of Graduate Electives 3 hours for a Final Project

MASTER OF SCIENCE PROGRAMS

Better Educators for Students of Tomorrow (BEST)

Overview

The BEST program provides students with the academic content and practical experiences necessary for initial certification in elementary and secondary education (including art, biology, chemistry, English, French, German, mathematics, music, physical education, physics, social studies, and Spanish). The program has been evaluated and approved by the Maryland Higher Education Commission and the Maryland State Department of Education.

The BEST program embraces the rich combination of thorough academic content, research based learning theory, and effective teaching practices with significant public school experiences, opportunities for research within the public school setting, and encouragement to reflect upon classroom activities. MSDE's Essential Dimensions of Teaching provides the base for

pedagogical knowledge throughout the BEST program.

Successful completion of the BEST program will result in the candidate becoming eligible for initial teacher certification by the State of Maryland and the awarding of a Master of Science degree by Western Maryland College.

Courses

Matriculation (program admission requirements): successful completion of ED:580 and 581; a 3.0 cumulative GPA in the first three courses at WMC; program plan developed in consultation with BEST Coordinator; three letters of recommendation; recommendations from two instructors who taught ED:580 and ED:581; Praxis I test scores received and that meet MSDE minimum score requirements.

Required of all participants: ED:580; ED:581; ED:594; ED:595; LS:521; SOC:508; SE:521.

Elementary Sequence:

Course prerequisites from undergraduate studies: American History, Children's Literature, General Psychology, Life Science and Physical Science (12 credits), Mathematics (12 credits including MA:520 Math for Elementary Teachers).

Required: ED:549; ED:556; RD:501; PSY:502; ED:592; ED:596; ED:597.

(Because of pending changes in Maryland initial certification requirements, students may need to complete additional course work.)

Secondary Sequence:

Course prerequisites from undergraduate studies: Earned major in subject area of certification or complete WMC major; a general psychology course in addition.

Required: ED:610-620 (choose the appropriate course for your area of certification); RD:532; PSY:503; ED:593; ED:598 and ED:599 or ED:600 and ED:601.

(Because of pending changes in Maryland initial certification requirements, students may need to complete additional course work.)

Exit Portfolio and Action Research project are required for culmination of the degree program.

COUNSELOR EDUCATION

Overview

The primary role of the graduate program in counseling is to prepare mental health workers who are both specialists and generalists. Through a combination of research, theory, and practice, the counseling program encourages graduate students to become reflective practitioners in either the community counseling track or the school guidance track.

Our graduates are employed in a variety of settings, including public and private schools, community colleges, and selective human service agencies. The Master of Science degree is 34 graduate credits. However, to qualify for school guidance certification in Maryland or Pennsylvania, students must complete an additional 12 credits, including a field practicum experience. Students wishing to become

Licensed Professional Counselors (LPC) may continue to take courses through our licensure preparation program.

The counseling program has been evaluated and approved by the Maryland State Department of Education and is recognized by the Pennsylvania State Department of Education.

Courses

Matriculation (program admission requirements): 3 references; official transcripts; MAT, GRE or NTE test scores; successful completion of CE:500, CE:501, ED:550, and a third course.

M.S. Program Plan (34 credits)

Area of concentration (19 credits): CE:500; CE:501; CE:502; CE:504; CE:508; CE:511; CE elective (not CE:506/CE:507).

Education (6 credits): ED:550; ED:505 (CE:590 substituted for students doing thesis).

Synthesis (9 credits): PSY:505 or PSY:510 or PSY:511; a CE elective or MLA elective; CE:505.

Certification (school guidance) option

In addition to the M.S. degree, add CE:506; CE:507; PSY:502 or PSY:503; CE:552 (field experience); additional courses as determined by the State Department of Education in either Pennsylvania or Maryland.

Licensure Preparation option

In addition to receiving the M.S. degree, the student can arrange to complete an additional 26 credits, and complete the additional state licensure requirements for Licensed Professional Counselor designation (either PA or MD).

DEAF EDUCATION

Overview

The program in Deaf Education began in 1967 as a joint effort between the Maryland School for the Deaf and WMC in order to supply certified teachers for the state of Maryland. The mission of the Deaf Education Program is to prepare outstanding teachers of deaf students. The program's philosophic orientation views deaf students from a bilingual-bicultural perspective. It prepares teachers who have a genuine acceptance of and respect for the language and culture of deaf people and a commitment to providing quality educational experiences supporting literacy development and academic achievement for deaf students. Graduates are prepared to teach deaf students at either the elementary or secondary level and are employed throughout the United States, Canada, and other countries. An extension of the elementary and secondary program is the ASL Specialist program. This program prepares its graduates to serve two distinct populations—deaf students whose first language is ASL as well

as deaf and hearing individuals who are learning ASL as a second language. The Deaf Education program is approved by the Council on Education of the Deaf (CED) and the Maryland State Department of Education. The ASL Specialist courses meet ASLTA standards.

Currently, there are approximately 300 graduate students in the Deaf Education program from across the United States and Canada, the majority of whom are deaf and fluent users of American Sign Language. Courses are taught by full-time faculty as well as adjunct instructors—teachers and researchers in the field who are able to incorporate their professional experience into their course content. Classes are taught in ASL by deaf and hearing faculty. Students intern in bilingual programs across the United States.

The Deaf Education program accepts full-time and part-time students who enroll in classes during the academic year. In addition, a large number of students who work full time throughout the academic year choose the “Summers-only” program. All courses are offered during the 7-week summer sessions that run from late June to early August.

Program Options

Elementary: Prepares classroom teachers for elementary and middle school deaf students. Eligible for M.S. degree in Deaf Education and Maryland state certification in Deaf Education grades 1-8.

Elementary/ASL Specialist: Prepares ASL Specialists to work with deaf students learning ASL as

their first language, with hearing (and some deaf) students learning ASL as a second language, and with elementary/middle school deaf students in the regular classroom.

Eligible for M.S. degree in Deaf Education, Maryland state certification in Deaf Education grades 1-8, and ASLTA certification.

Secondary: Prepares classroom teachers for middle school and high school deaf students. Requires a Bachelor's degree in English, Science, History, Mathematics, P.E., or Art. Eligible for M.S. degree in Deaf Education and Maryland certification in Deaf Education 6-12.

Secondary/ASL Specialist: Requires a Bachelor's degree in English, Science, History, Mathematics, P.E., or Art. Prepares ASL Specialists to work with deaf students learning ASL as their first language, with hearing (and some deaf) students learning ASL as a second language, and with middle/high school deaf students in the regular classroom. Eligible for M.S. degree in Deaf Education, Maryland state certification in Deaf Education grades 6-12, and ASLTA certification.

Courses

Prerequisites: Demonstrate entry level ASL proficiency, Child/Adolescent Development, Special Education courses, Elementary/Secondary methods, ASL Linguistics, Deaf Culture.

Matriculation (acceptance into Deaf Education): Plan program with adviser, 3.0 GPA in CORE courses,

reference letters, satisfactory review of the suitability for the field criteria.

CORE: DE:511; DE:518; DE:541; RD:517.

Concentration: DE:527; DE:534; DE:535; DE:582; DE:589; DE:595.

ASL Specialist: DE:520; DE:533; DE:540; DE:543; LS:515.

Graduate and/or Certification: ED:550; Comprehensive examination or thesis; Student teaching/ASL internships; Demonstrate exit level ASL proficiency.

ELEMENTARY/SECONDARY EDUCATION, CURRICULUM AND INSTRUCTION

Overview

This flexible 33-credit program engages teachers in developing knowledge and skills for improving classroom practice. There is an emphasis on blending current trends in instructional methodology with the design and improvement of curriculum to engage students in the learning process. A critical program objective is to assist teachers in the practical application of recent educational research into actual classroom practice. The relevant course sequence provides three options: 1) Curriculum and Instruction emphasis on campus, 2) Curriculum and Instruction emphasis off campus, and 3) Elementary and Secondary Education.

All students complete a 4-course Curriculum Core that focuses on the design, delivery and evaluation of curriculum. A 4-course

Instructional Core allows the student to select an instructional improvement or subject matter concentration. Students are also required to complete a three-course core of synthesis electives to extend their knowledge base. The determination of the courses for the instructional core is made with the program coordinator or adviser for the campus program. A comprehensive examination or thesis (on campus only) is required for completion of the program.

The off-campus program is offered at three locations in Maryland (Prince George's County, Northeastern Maryland and Southern Maryland). It allows students to move through a sequence of courses as a group and provides convenient scheduling, locations and a contracted tuition rate.

Courses

Program Core: ED:509; ED:510; ED:511; ED:550.

Some students may be advised to enroll in ED:505 in place of ED:509 and ED:545 in place of ED:510.

Instructional Core: Four courses are selected in consultation with the adviser. ED:515; ED:516; ED:517; ED:518; ED:519; ED:521; ED:526; ED:540; ED:541; ED:543; ED:545. For students interested in a program concentrating on a particular subject area, four courses in a field such as math, reading, science may be selected as part of the Elementary or Secondary Education options.

Synthesis Core: Three courses approved by the adviser to meet the following criteria:

1) extend knowledge in either the foundations for curriculum and instruction, or in the content area in which you teach; 2) one of the three synthesis core must be from the liberal arts.

EXERCISE SCIENCE AND PHYSICAL EDUCATION

Overview

The graduate program offers the students an opportunity to pursue a specialized interest in the discipline of exercise science and physical education. Successful completion of an approved program leads to the Master of Science degree. Students pursuing the Master of Science degree have the opportunity to select one of three tracks: general studies, administration, or scientific perspectives.

A General Studies emphasis provides the professional physical educator with the opportunity for greater professional competence in the field. This program may be designed specifically to meet individual needs and a wide variety of interests.

An Administrative emphasis provides the opportunity for those who wish to prepare for an administrative position with a body of knowledge essential to the management of a multifaceted physical education/ sports program, either within the educational realm or the private sector.

A Scientific Perspective emphasis provides an in-depth study for those wishing to explore further the science of human movement and exercise. Preparation for various certifications through the American College of Sports Medicine (ACSM) or the National Strength and Conditioning Association (NSCA) testing programs is possible.

In addition, teachers may choose appropriate courses for certificate renewal without matriculating in a degree program.

Courses

Students may select a 30-credit or 33-credit hour degree program. The 30-credit option requires the student to write a thesis. The 33-credit program requires a comprehensive examination. Either of those options requires three areas of course work:

Common Core (Required): All degree candidates, regardless of field of specialization, complete a course in research design and methodology (ED:550) and a synthesis course appropriate to the liberal arts (any course meeting the M.L.A. cultural heritage, contemporary society, or creative process designations).

Area of Specialization: Degree candidates complete a course in statistics (EPE:501). Those who are working or planning to work in the field of education also take a course examining the issues, problems, and trends confronting physical education and sport (EPE:503). Depending on the selected area of emphasis, three or four additional courses are required.

Supporting electives: Three courses (generally, but not necessarily outside of the area of specialization) are selected from a wide range of graduate offerings to support and enrich the area of specialization.

HUMAN RESOURCES DEVELOPMENT PROGRAM

Overview

The program for human resources development provides students with opportunities to study the theories and practices of human resources development and prepares them for positions in a variety of organizational and industrial settings. The program content is founded in competencies defined by professional organizations in the field of HRD. Through content courses in human resources development and related topics—such as research methods, group dynamics, and cultural diversity—and through workplace experiences, students will acquire the necessary skills to be successful human resources development professionals. Because of the rapid changes occurring in organizations, the marketplace, and societies in general, organizations must prepare their people to adapt to those changes quickly and actively. This program is designed to prepare graduates to take a proactive role in addressing those changes within their organizations.

The program in human resources development will be offered using a cohort model. Cohorts of up to 25 students will complete the program as a group taking the courses in sequence.

This format allows for cooperative learning and facilitates the development of teamwork, interpersonal skills, and important professional networks. Cohorts will typically begin in September and February.

Courses

Foundations: HRD:500; HRD:501; HRD:502; ED:550

Theories & Practices: HRD:520; ED:513; CE:504; SOC:508

Required Capstone Experience: HRD:595

M.L.A. Elective: One course

Electives: Choose 3

READING

Overview

The graduate program for certification of reading specialists seeks to educate students to become leaders in literacy education. The program is defined by three interrelated goals. First, reading specialists can extend theory and research into practice; therefore, every reading course in the program rests on a firm research and theory base.

Second, the program reflects the belief that reading specialists are specialists in all types of literacy learning. All processes of language learning are communication processes; they complement each other and are woven into a single fabric. Therefore, the second goal is for reading specialists to possess knowledge of the language arts.

The third goal of the program is that reading specialists become reflective practitioners. The pro-

gram provides sufficient experience with a broad repertoire of assessment techniques and instructional strategies across all grade levels, allowing specialists to make decisions based on the strengths and needs of individuals and groups of students.

The graduate reading program has been evaluated and approved by the Maryland State Department of Education and is recognized by the Pennsylvania State Department of Education.

Courses

Specialization: RD:501; RD:502; RD:503; RD:504; RD:506; RD:532; RD:535

Education: ED:550; one reading-related elective; one language arts elective

SCHOOL ADMINISTRATION

Overview

The programs in school administration have been designed to provide students with opportunities to study the theories and practices of school administration and to prepare themselves for positions in public and private schools and schools for special populations. The Master of Science degree is a carefully designed program, which may be modified for those interested in higher education administration.

Maryland certification as an Administrator I (assistant principal or supervisor) and Pennsylvania certification as a principal require students

to complete three graduate courses and an administrative internship beyond the master's degree.

(Pennsylvania students seeking certification as a supervisor should meet with the Coordinator of Graduate Programs in School Administration.) Maryland certification as an Administrator II (principal) requires evidence of a qualifying score on the School Leaders Licensure Assessment in addition to the above requirements for an Administrator I.

All programs in school administration have been evaluated and approved by the Maryland State Department of Education and are recognized by the Pennsylvania State Department of Education.

Courses

For the M.S. Degree in School Administration & Supervision, the following three-credit graduate courses are required:

Concentration: AD:501; AD:502; AD:504; CE:508; *AD:516

Education: ED:510; ED:511; ED:550

Synthesis: BA:527; PS:527; and one course to be determined by the Coordinator.

**All other courses in this program are prerequisites to this course.*

The Approved Program Leading to State Certification

In addition to the course requirements for the M.S. degree in school administration, the following courses

are required for the State-approved program leading to Maryland's Administrator I certificate and Pennsylvania's Principal Certificate: AD:503; ED:505; PSY:510 and AD:552.

SCHOOL LIBRARY MEDIA

Overview

The school library media program endorses the American Association of School Librarians' *Information Power: Guidelines for School Library Media Programs*.

Prospective students will want to read this book, which is available at the WMC College Bookstore or through the American Library Association. Briefly, the successful school library media specialist will be an outstanding teacher, an instructional leader, and a user of technology.

The Master of Science degree is a minimum of thirty-three graduate hours and meets the certification requirements of the Maryland State Department of Education (MSDE) as a media generalist Level II. The program has been evaluated and approved by MSDE and is recognized by the Pennsylvania State Department of Education. Instead of a degree, some students seek only certification (MSDE Level I) in school library media, usually twenty-one or twenty-four hours of course work.

If prospective students do not have teacher certification, they will need additional course work to obtain MSDE certification. These courses, which may be graduate or undergraduate courses, should be in the following areas: philosophy of

education, curriculum, educational psychology, reading, and special education.

Note: Successful graduate students will need access to a fast computer, an email address, and an Internet provider.

Courses

LS:500; LS:501; LS:502; LS:503; LS:504; LS:505; LS:506; LS:507; LS:521; LS:552 or LS:553; ED:550; one course to be determined by the Coordinator; comprehensive examination or thesis.

SPECIAL EDUCATION

School-Based Program with Certification

Overview

The graduate program in special education offers students the opportunity to join the ranks of professionals who are committed to ensuring that all children and adolescents, including those with identifiable disabilities, receive a free and appropriate education in the least restrictive environment. Students enrolled in the program quickly come to embrace the position that the purpose of education is the same for all students: to provide experiences that facilitate the acquisition of school success and satisfaction. The graduate program believes this position is best accomplished by focusing less on disabilities and deficits, and focusing more on students' strengths and acquired skills, and matching individualized instruction to those strengths and skills.

Western Maryland College offers a 36-credit hour Master of Science degree in Special Education, as well as teacher certification in special education, elementary levels (grades 1-8) and secondary levels (grades 6-12). The Master of Science degree requires a comprehensive examination or thesis for completion of the program. Certification requires 360 direct contact hours with diverse students through student teaching.

The Special Education program has been evaluated and approved by the Maryland State Department of Education. It is also recognized by the Pennsylvania Department of Education.

Courses

Courses required for the Master of Science may include the following: PSY:510; PSY:502 or PSY:503; SE:501; SE:502; SE:503; SE:504; SE:508; SE:511; SE:520; ED:509; and ED:550. Elective courses can include the following: ED:559; RD:501; RD:532. Each Master of Science Degree is tailored to fit closely the student's particular interests.

Special Education Certification may require several prerequisite courses depending upon a student's prior experience in the field.

Human Service Management & Special Education (Target Community and Educational Services, Inc.)

Overview

The Human Services Management program is a community-based Special Education program designed to prepare middle to upper level

managers for community-based programs in special education. Students also have the option of a Special Education Teaching Track. Graduate students in the program provide direct services and support for individuals with developmental disabilities who live in the community.

The program accepts full-time graduate students who are interested in full-time employment as counselor/graduate students with the Target Community and Educational Services, Inc., while they are completing requirements for the M.S. Target Community and Educational Services is a non-profit agency affiliated with Western Maryland College and provides services to adults with disabilities through its community living, vocational and recreational programs. Students begin course work in June of each year and graduate in May of the second year. Students receive housing, a 75% tuition scholarship, salary and a variety of other benefits.

Courses

First Year: SE:523; PSY:510; PSY:506; CE:508; PSY:531; SE:506. Second Year: One curriculum course; SE:510; ED:550; SE:522; SE:515; SE:515, and one liberal arts elective.

Other requirements will be necessary for students seeking special education certification.

Courses of Instruction

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

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 programs, pupil personnel concerns, extra-curricular program, the instructional program, and the non-instructional responsibilities are examined. Forces influencing the principal's role are examined, as are relationships with the central office, the faculty, students, parents and the community as a whole.

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: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 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.

AD:566 Special Topics in Administration

3 credits

This course will focus on various topics pertaining to the administration program. The topics change periodically and will be fully described in the Graduate Bulletin published each semester.

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 Graduate Bulletin 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 a 35 mm camera with adjustable shutter speeds and lens openings. (Lab fee) Creative Process

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: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 of 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

BIO:566 Special Topics in Biology for Non-Scientists

3 credits

This course will focus on various topics pertaining to the biological sciences. The topics change periodically and will be fully described in the Graduate Bulletin published each semester. No previous scientific background is required. 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

3 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

COM:566 Special Topics in Communication

3 credits

This course will focus on various topics in communication. The topics change periodically and will be fully described in the Graduate Bulletin published each semester.

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 hero through 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 words of Dostoevsky, Zamiatin, Huxley, Orwell, and B. F. Skinner. Cultural Heritage

CL:566 Special Topics in Comparative Literature

3 credits

This course will focus on various topics pertaining to comparative literature. The topics change periodically and will be fully described in the Graduate Bulletin published each semester. Cultural Heritage

Counselor Education (CE)

CE:500 Personal Growth Experience

1 credit

A one-credit personal growth experience in which students participate as group members in a small group counseling experience. Students seeking the M.S. degree in the Counseling program are required to complete the process as part of their matriculation. Facilitators will support group members in an

exploration of their own personal development and issues that may impede their effectiveness as a healthy counselor. By experiencing the role of client, students can enhance empathy, communication, and relational skills. Students receiving a similar documented experience outside of WMC may waive this requirement.

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 Diversity-Sensitive Counseling
3 credits

Prerequisites-CE: 501 and CE: 502
Introduces and examines the origins and dimensions of human similarities and differences. Explores social, political, personal, and behavioral influences upon culture and diversity, and examines issues such as racism, oppression, white identity development, gender, sexual orientation, age, ethnicity, disability, and their impact on self and ability to counsel effectively. Projects and assignments will focus on development or identification of the student's values, cultural identity, attitudes, and biases.

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
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 Community Mental Health
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: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

Prerequisite-Matriculation, successful completion of all area courses, and permission of the program coordinator.

A semester of field experience in either the schools or an agency, under the supervision of a counseling faculty member.

CE:566 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 the Graduate Bulletin published each semester.

CE:577 Applied Counseling Problems: Alcohol and Drug Abuse
3 credits

Prerequisite-CE:501

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)

All Deaf Education courses are taught in ASL only. Students requiring a voice interpreter may request one for any of the four CORE courses ONLY. All entering students must satisfy the ASLPI requirement prior to beginning classes.

DE:511 Foundations of Deaf Education

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 Instructions 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 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.

RD:517 Reading for Deaf Students

3 credits - CORE Course

This course focuses on the process of learning to read as it applies to deaf students. Assessment techniques and the materials used in teaching reading strategies will be covered with an emphasis on literature-based instruction. Relevant research will be stressed.

DE:520 Counseling Parents of Deaf Children

3 credits

This course is designed to facilitate the development of communication and counseling skills of teachers of deaf students and ASL Specialists. These skills will be applied to conferencing parents of deaf children in family and in parent-group settings. Appropriate materials and activities for teaching ASL and Deaf Culture for parents and families are presented. Specific instruction to support parents' role in the language development of their deaf child is highlighted. Strategies are identified for developing the ASL language component for the IEP.

DE:527 ESL Instruction

3 credits

Prerequisite-to be taken after CORE.

This course is an overview of English as a Second Language (ESL) theory and practice, with an emphasis on applications thereof to the instruction of Deaf and Hard of Hearing students in K-12 classrooms. Course content will include assessment procedures as well as language teaching methodologies with a particular focus on the development of literacy competence in content areas.

DE:533 Methods of Teaching ASL: First and Second Language Instruction

3 credits

Prerequisite-to be taken after CORE (for ASL Specialist only).

This course presents methods and approaches of grammar-based and non-grammar-based teaching; testing procedures; assessment of materials and resources; materials preparation, and curriculum development, including a survey of traditional and innovative methods and their application to ASL. Definition and survey of linguistic research problems specific to ASL, especially proficiency-based and content-based teaching for first and second language learners, from kindergarten to adult will be highlighted. Signed and written assignments and class discussion will focus on teaching and curriculum development, with particular attention to L1 and L2 language learning.

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 Adviser.

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 for parents of deaf students and the students themselves.

DE:538 Linguistics of American Sign Language

3 credits

This course provides an analysis of the major structural features of American Sign Language phonology, morphology, syntax, semantics, and discourse.

DE:540 Advanced American Sign Language Linguistics

3 credits

Prerequisite-DE:538 and CORE (for ASL Specialist only).

This course provides a detailed and comprehensive examination of the major linguistic structures of ASL including its phonology, morphology, and syntax. Advanced discourse analysis will also be presented. Recent research on ASL will be featured, with consideration of factors affecting language use and change.

DE:541 First and Second Language Learning

3 credits - CORE course

This course focuses on theories of first and second language acquisition of American Sign Language and second language learning in general. Emphasis will be on discussion of L1 and L2 literature as well as the application of relevant principles for teaching deaf students.

DE:543 Assessing ASL Skills: First and Second Language Learners

3 credits

Prerequisite-to be taken after CORE (for ASL Specialist only).

This course will focus on description and evaluation of American Sign Language by assessing sign language skills of L1 and L2 learners. Measurements using ASLPI, diagnostic evaluation, and ASL checklists are taught. Extensive classroom exercises will focus on the measurement and analysis of language samples by phonological, morphological, and syntactic criteria for L1 and L2 learners.

DE:569 American Deaf Culture

3 credits

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, self-image, culture, and arts.

DE:566 Special Topics in Deaf Education

3 credits

This course will focus on various topics pertaining to Deaf Education. The topics change periodically and will be fully described in the Graduate Bulletin published each semester.

DE:582 Bilingual-Bicultural Approaches to Teaching Deaf Students

3 credits

Prerequisite-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.

DE:589 Seminar in Deaf Education

3 credits

Prerequisite-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.

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 course work in Deaf Education and is supervised by a Deaf Education faculty member.

DE:552, 553, 554 Internship in Deaf Education

3 credits each

Students interested in certification as a teacher of Deaf and Hard of Hearing students, will complete a 10-week student teaching internship.

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

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 evaluations.

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:530 Adult Learning and Development

3 credits

This course will explore the development of adults as individuals and members of groups, organization, and communities. Psychological, social and biological changes that occur from young adulthood through old age will be discussed. The course will emphasize the interaction of individuals and society against the background of varied social opportunities and expectations.

ED:549 Teaching Science and Social Studies in the Elementary School

3 credits

Prerequisite-ED:580 and ED:581 when taken as part of the BEST program of study. Must also be registered for ED:592 when taken by BEST student.

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:566 Special Topics in Education

3 credits

This course will focus on various topics pertaining to the education program. The topics change periodically and will be fully described in the Graduate Bulletin published each semester.

ED:580 Learning and Teaching

3 credits

To be taken concurrently with ED:581 and either ED:592 or ED:593.

An in-depth study of selected learning theories and concepts and their relationship to educational issues and problems. Particular focus will be the application of these theories in the content disciplines and in professional development.

ED:581 Linking Instruction and Assessment

3 credits

To be taken concurrently with ED 580 and either ED:592 or ED:593.

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.

ED:592 Field Experience Practicum-Elementary

No credit

Must be taken simultaneously with ED:580, 581, 549, 556, and RD:501 when taken as part of the BEST program of study.

One goal of the alternative certification program is to integrate theory and best practice. Consequently, a practicum is scheduled to coincide with each ED course of the program, involving spending approximately 40 hours per semester in a public school classroom. Practi-

cums are arranged in conjunction with the Office of Field Placements. 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.

ED:593 Field Experience Practicum-Secondary

No Credit

Must be taken simultaneously with all ED:580, 581, 610-617, and RD:532 when taken as part of the BEST program of study.

One goal of the alternative certification program is to integrate theory and best practice. Consequently, a practicum is scheduled to coincide with each ED course of the program, involving spending approximately 40 hours per semester in a public school classroom. Practicums are arranged in conjunction with the Office of Field Placements. 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.

ED:594 Action Research I

3 credits

To be taken prior to Internship. Prerequisites for Elementary-ED:580, ED:581, ED:556, RD:501, ED:549, LS:521, PSY:502, SE:572, SOC:508, and ED:592.

Prerequisites for Secondary-ED:580, ED:581, RD:532, ED:610-618, LS:521, PSY:502, SE:572, SOC:508, and ED:593.

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

To be taken simultaneously or following student teaching internship.

Prerequisites for Elementary-ED:580, ED:581, ED:556, RD:501, ED:549, LS:521, PSY:502, SE:572, SOC:508, ED:592, and ED:594.

Prerequisites for Secondary-ED:580, ED:581, RD:532, ED:610-618, LS:521, PSY:503, SE:572, SOC:508, and ED:593.

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 related to their school-based internship. The completed project and subsequent paper will be the candidate's master thesis/capstone project.

**ED:596 Internship and Seminar-
Primary Grades**

4 credits

All Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship except ED:595. Must have 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

All Prerequisite courses, Education courses, and Concentration courses must be completed prior to the Internship except ED:595. Must have 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 professional 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

All Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship except ED:595. Must have 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

All Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship except ED:595. Must have 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

All Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship except ED:595. Must have 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

All Prerequisite courses, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship except ED:595. Must have 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:610-617 Instructional Plans
in _____**

3 credits

Prerequisite-ED:580 and ED:581 when taken as part of the BEST program of study.

Includes 150 minutes of class meetings a week AND planned blocks of time for participation and micro-teaching in a public school classroom as arranged by the Office of Field Placements and the appropriate instructor. 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.

ED:611 Sciences

ED:612 Foreign Languages

ED:613 English

ED:614 Social Studies

ED:615 Physical Education

**ED:616 Music/Choral or
Instrumental**

ED:617 Art

ED:618 Mathematics

The following eleven courses are offered in collaboration with Performance Learning Systems, Inc., Emerson, NJ, and are part of our Curriculum and Instruction Program.

**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 Ideas

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 Coaching Skills for Successful Teaching

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 non-threatening 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:526 Discovering the Power of Live Event Learning

3 credits

This course gives teachers direct experience using active participation in real-life learning experiences—“live events” as a basis for integrating academic curriculum with important life skills. It is solidly based on cognitive research on how students learn and retain information (when the topic has meaning, value, and emotional and sensory participation). Educators learn how to use live events—real-life experiences—in lessons in various ways. Participants are not only taught the concepts and theories behind the notion of Live-Event Learning, they have a direct experience of it. The course itself models learning through real-life situations, where the learner experiences interest, emotion, participation, meaning and consequences related to learning.

ED:540 Purposeful Learning through Multiple Intelligences

3 credits

To enlighten educators on the research of Howard Gardner regarding the multiple intelligences, to understand in depth the characteristics of each of the intelligences, to create diverse strategies for teaching through the intelligences, and to develop various entry points for integrating the intelligences into a schoolwide program.

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: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 a program elective.)

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 a 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

Prerequisite-ED:580, ED:581, and MA:1141/MA:520 when taken as part of the BEST program of study. Must also be registered for ED:592. 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.

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 a 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 of 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

An introductory statistics course. The tools and techniques of descriptive and inferential statistics are emphasized.

EPE:502 Sport Management
3 credits

A study of the development, standards, practices and problems associated with the organization, management and conduct of athletic programs with an emphasis on 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: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. 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, minerals, 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.

EPE:566 Special Topics in Exercise Science and Physical Education

3 credits

This course will focus on various topics pertaining to the field of exercise science and physical education. The topics change periodically and will be fully described in the Graduate Bulletin published each semester.

General Science (GS)

GS:509 Impact of Science and 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 a position on the topic. Four topics will be chosen each semester from among areas such as energy, genetics, pollution and evolution. Contemporary Society

GS:566 Special Topics in General Science

3 credits

This course will focus on various topics or themes in Astronomy or Earth Science for the non-scientist. The topics (Geology, Astronomy, Weather, Energy Use) change periodically and will be fully described in the Graduate Bulletin published each semester. 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 Graduate Bulletin 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 organizations, 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

Human Resources Development (HRD)

HRD:500 Introduction to Human Resources Development 3 credits

A survey of the issues confronted by organizations while developing the human resources needed to meet current objectives and future goals. Students will explore the human resource function across a variety of industries and organizations and apply the organizational learning model in order to involve the organization in systematic development and growth activities. Areas explored are: training and individual development, organizational change and development, and career development.

HRD:501 Organizational Theory and Behavior 3 credits

This course is designed to expose students to the foundations of group interactions and processes within the workplace. Students will explore a variety of management theories, organizational behavior principles, and examine organizations as complex social systems. Topics will include leadership, motivation, conflict and conflict resolution, communication and teamwork, and organizational change. The course will emphasize theories, research, and practices that are relevant to these areas. The course will focus on how group processes can facilitate or inhibit overall organizational effectiveness and discuss the interventions that can be used to effectively address these issues.

HRD:502 Introduction to Human Resources Management 3 credits

A survey of the issues confronted by organizations while maintaining the personnel needed to meet organizational objectives. Students will explore management's responsibility in labor and personnel relations and will consider the contributions made by adjacent fields including law, economics, behavioral sciences, communication and psychology. Students will learn to design and deliver essential human resource services including recruitment, selection, performance management, and compensation and benefits design. The course will emphasize the need to balance individual, organizational, and community needs.

HRD:520 Organizational Change and Development 3 credits

This course emphasizes the theory, research, and practice of long term planned organizational change and development. This course will provide students with the fundamentals necessary to conduct and understand organizational diagnosis, action research, process consulting, planned and unplanned change efforts and the dynamics of organizations as they attempt to remain viable. Topics will include: organizational culture, power and team-building, strategic planning, group development, and empowerment.

HRD:530 Strategic Planning 3 credits

An overview of the planning processes needed to promote organizational survival, viability, and growth. Special attention will be paid to the integration of the organizational mission and objectives with the human resources function. The course will examine the role of global, regional, and industry business environment as well as internal culture and resources in determining the most effective strategies for organizational efforts.

HRD:531 Marketing 3 credits

An introduction to the marketing function. The focus is primarily on "for profit" firms and their approaches to the marketing discipline. The course tests the student's mastery of fundamental marketing concepts, principles and definitions. Several case studies supplement the required texts and lecture contents.

HRD:532 Legal Environment in the Workplace 3 credits

This survey course on the regulation of the employment relationship will focus on managerial and employee rights in the workplace. The course will explore legal issues regarding formation and dissolution of the employment relationship, as well as the establishment and enforcement of terms and conditions of employment. In addition, the federal and state employment laws will be examined with regard to prohibitions against race, sex, religion, national origin, age and handicap discrimination.

HRD:533 Workplace Wellness 3 credits

This course will focus on the research, theories, and practices that consider the physical and psychological well-being of employees. Topics will include stress and stress-management, preventative health care, work/family balance, and safety. Students will learn the essentials of designing and implementing comprehensive workplace wellness programs.

HRD:534 Conflict Resolution & Management 3 credits

This course will review the theories and practices within the field of conflict resolution and management. Students will explore the possible causes of conflict and a variety of techniques that may be applied to resolve those conflicts including cooperative problem solving, distributive negotiation, mediation, and arbitration.

HRD:535 Morale, Attitudes & Motivation 3 credits

This course will examine the theories, research and interventions directed at facilitating motivation, satisfaction, and commitment in employees. Students will learn a variety of approaches designed to make employees and organizations more effective and better places to work. The course will also focus on the outcomes most typically associated with low levels of job satisfaction, motivation, or commitment for both individual employees and organizations.

HRD:536 Information Systems in Human Resources 3 credits

An examination of the use, selection, and management of human resource information systems. Current and future technologies will be discussed. An emphasis will be placed on the implications of this technology for individuals and organizations within the human resources function.

HRD:537 Organizational Climate and Culture 3 credits

An exploration of the role organizational environments play in individual, group, and organizational performance. This course will explore the theories and research aimed at understanding the nature of organizational climates and cultures and the practices that can be applied to modify employees' perceptions and experiences within those environments.

HRD:538 Performance Management 3 credits

An analysis of theories, research, and techniques designed to monitor and manage employee work performance. An emphasis is placed on developing targeted strategies to promote employee development and productivity in a variety of work settings.

HRD:539 Leadership and Executive Development

3 credits

An overview of leadership training theories and approaches for a variety of organizational settings. Program development, evaluation, and potential outcomes will be discussed.

HRD:540 Job Analysis and Evaluation

3 credits

This course will examine techniques for accurately defining job demands and requirements, as well as the importance and value of a job to the organization's mission, objectives, and function. The course will introduce strategies for using this information to develop effective methods for recruitment, selection, and evaluation of individual employees.

HRD:541 Selection and Recruitment

3 credits

Designed to provide students with the essential tools needed to develop and implement an effective and legally defensible hiring and recruitment system. Topics include the development of appropriate selection criteria, recruitment strategies, and the evaluation and use of standardized tests, work samples, and other selection tools.

HRD:542 Compensation and Benefits Design

3 credits

An analysis of the theories and practices used to administer compensation to all employees within an organization. The course will focus on the procedures used to analyze and evaluate individual jobs, the strategies and goals behind salaries, wages and other forms of financial compensation, the benefits that can be made available to employees, and the relevant legal requirements for these programs.

HRD:566 Special Topics in HRD

3 credits

This course will focus on various topics in human resources development. The topics will change periodically and will be fully described in the Graduate Bulletin published each semester.

HRD:595 Practicum in Human Resources Development

3 credits

A practicum to provide further development, integration and application of human resource development skills. Supervised practice based on the approved proposal in either a current job situation or placement situation arranged by the program coordinator. Supervision is jointly handled by a field-based practitioner and a faculty supervisor. Class time will be used to discuss experiences and explore solutions.

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 course work 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 mission of the school library media program—to ensure that students and staff are effective users of ideas and information. The course explores the roles of the school library media specialist as teacher, instructional partner, information specialist, and program administrator. Topics include curriculum, lesson planning, management, collection development, collaboration, leadership, and technology. Observations in school library media centers are incorporated into the 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 a field trip 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 curriculum. Reference materials (books, software, and the Internet) will be examined. Topics include selecting and evaluating sources, integrating the sources into the classroom, 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 Multimedia Presentation and Design

3 credits

This course includes an overview of the techniques and skills involved in the development of locally produced multimedia presentations as well as a study of instructional design. Students will prepare projects using computer presentation software, camera and audio recording, video, computer-generated graphics, desktop publishing and animation.

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 and the Internet 3 credits

Students will learn basic navigation tools, protocols and procedures for accessing electronic information. They will learn how to use: e-mail, telnet, listserv World Wide Web, FTP, and they will create web pages. They will also learn how to integrate resources into the school curriculum.

LS:522 Technology in the Classroom 3 credits

This course is designed for K-12 classroom teachers. It provides hands-on instruction on how to select and evaluate Internet sites appropriate for schools, how to use presentation software, and how to design web pages that meet student learning needs.

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:527 Advanced Internet and Web Applications 3 credits

Prerequisite-LS:521 or instructor approval.

This course builds upon the skills learned in LS:521 and knowledge of the K-12 curriculum. Students learn intermediate and advanced procedures for using and administering the Internet in an educational environment. They study current practices, leaders in the field, and they create web sites incorporating Java, CGI, and Active X components. Class projects integrate curriculum with technology, always focusing on putting technology to its best possible use in the educational setting.

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, Advanced 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.

LS:566 Special Topics 3 credits

This course will focus on various topics pertaining to the school library media program. The topics change periodically and will be fully described in the Graduate Bulletin published each semester.

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; on 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

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.

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

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

MA:523 Discrete Mathematics

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

Music (MUS)

MUS: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

MUS: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

MUS:566 Special Topics in Music 3 credits

This course will focus on various topics pertaining to music. The topics change periodically and will be fully described in the Graduate Bulletin published each semester. Cultural Heritage, Contemporary Society, Creative Process

MLA 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:566 Special Topics in Philosophy

3 credits

This course will focus on various topics pertaining to Philosophy. The topics change periodically and will be fully described in the Graduate Bulletin published each semester.

Physics (PHY)

PHY:503 Classical Physics

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

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: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:566 Special 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 and will be described in the Graduate Bulletin published each semester.

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: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 various disabilities is 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:531 Applied Behavior Analysis

3 credits
Prerequisite-PSY:506
An experience to improve program development, analysis, and written communication, with emphasis on the latter.

PSY:566 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 the Graduate Bulletin published each semester. Contemporary Society

Reading (RD)

RD:501 Reading Acquisition: Strategies and Methods 3 credits

This course examines the process of reading acquisition in all areas of the language arts (reading, writing, listening, speaking) including: the creation of a literate environment; language development; the dynamic interaction of the reader and the text within the instructional context; phonemic awareness; vocabulary and comprehension development. Students develop a theoretical knowledge base on which to make instructional decisions for all learners.

RD:502 Reading Assessment and Planning 3 credits

This course provides an interactive perspective on the components and procedures comprising the assessment-instruction process. Using this model, teachers evaluate current local, state, and classroom reading assessments in terms of their usefulness to various educators. The course focuses on the various assessments for the purpose of designing instructional modifications to meet the needs of diverse learners.

RD:503 Reading: Assessment and 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.

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

This course 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 Materials for Balanced Reading Instruction 3 credits

This course examines currently available materials and focuses on strategies for evaluating and selecting materials for a variety of learners. Emphasis will be placed on the adaptation of materials including basals, content reading texts, and literature. Choice of materials to provide balance within a program will be emphasized.

RD:525 Components of Effective Literacy Programs 3 credits

This course focuses on literacy instruction programs. Literacy acquisition includes all of the language arts (listening, speaking, reading, writing). Issues such as spelling, grammar, the reading-writing connection, the development of meaning in reading and writing, and the place of phonics in a balanced literacy program will be examined.

RD:532 Reading in the Content Areas 3 credits

A methods course that includes an examination of the elements of the reading process that are essential for success in reading at the secondary level including: types of reading for both narrative and expository text; methods of assessment; cognitive strategies to develop reading comprehension; classroom instructional strategies; motivational factors. This course links theory with practice in the area of content reading.

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:534 Reading in the Content Areas: Advanced 3 credits

Focuses on teaching reading at the middle and high school levels in order to enhance student ability to get meaning from text. Reading strategies appropriate for secondary students are examined including: technical reading; cognitive strategies in reading; and effective integration of reading instruction into the secondary classroom. Particular attention is given to multi-media resources and how students process such resources as well as the development of study skills.

RD:535 Early Literacy: Approaches for the Classroom 3 credits

This course is designed to help participants develop a broader understanding of the reading acquisition process. The focus is on instruction and literacy intervention strategies that are especially useful for at-risk readers. Instruction is based on skillful observation of the reading behaviors of children including their phonemic awareness, their understanding of the conventions of reading, and their ability to apply strategies to get meaning from print. Participants will need to have access to an early reader during the course (K or 1st grade level).

RD:539 Balanced Reading Instruction
3 credits

This course deals with the theoretical and practical issues for implementing a balanced reading program. The focus will be on instruction and the integration of a variety of reading materials for teaching reading. Topics will include the integration of basic reading strategies that focus on the three cueing systems (graphophonic, syntactic, and semantic); methods and critical thinking skills are highlighted. Communicating about the reading program to parents and the community are also topics addressed.

RD:566 Special Topics in Reading
3 credits

This course will focus on various topics pertaining to the reading program. The topics change periodically and will be fully described in the Graduate Bulletin published each semester.

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:566 Special Topics in Sociology
3 credits

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 the Graduate Bulletin 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 disability. This program consists of the following courses plus selected support courses.

SE:501 Instructional Models and Learning Theories for Exceptional Students
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 Students (Focus: Grades 1-8)
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 Assessment
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. Students will learn to develop and implement individual education programs (I.E.P.). 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 special and general educational settings. Emphasis placed on curriculum-based assessment and ecological and functional assessment models as they pertain to the academic and social behavior of elementary and secondary students.

SE:507 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 education.

SE:508 Seminar: Exceptional Persons

3 credits

Prerequisites-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 Teaching Strategies for Exceptional Students (Focus: Grades 6-12)

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 secondary students with mild/moderate disabilities.

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:566 Special Topics in Special Education

3 credits

This course will focus on various topics pertaining to the special education program. The topics change periodically and will be fully described in the Graduate Bulletin published each semester.

SE:572 Issues in Inclusive Education

3 credits

An approach to providing educational services to students in general 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 analysis, and development of accommodations to match each child's present academic and behavioral performance levels. Behavior management issues are discussed. Measuring effectiveness of teaching techniques is an important aspect of the course.

Human Services Management in Special Education (Target Community and Educational Services, Inc.)

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

3 credits

A course on the medical and physical issues and implications of persons with disabilities.

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

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.

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.

College Organization

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., D.H.L.
1984-	Robert Hunter Chambers, III, A.B., B.D., Ph.D.

Chairmen of the Board

1868-1892	John Smith, Esq.
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.

Richard D. Adams (1997)

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

Peter G. Angelos (1996)

Law Offices of Peter Angelos, P.C.
Baltimore, Maryland

George R. Benson, Jr. (1996)

President, Benson Motor Cars, Ltd.
Annapolis, Maryland

Lawrence Blumberg '67 (1990)

Orthopedic Surgeon
Williams Island, Florida

M. Walker Buckalew (1997)

Senior Consultant & Senior Writer,
Independent School Management
Wilmington, Delaware

Francis B. Burch, Jr. (1996)

Chairman & Partner, Piper & Marbury, L.L.P.
Baltimore, Maryland

Carol A. Carter '69 (1993)

Vice Chancellor for Institutional Advancement
University of Pittsburgh
Pittsburgh, Pennsylvania

Priscilla C. Caskey (1993)

Attorney
Riderwood, Maryland

Wayne K. Curry '72 (1990)

Prince George's County Executive
Upper Marlboro, Maryland

William B. Dulany '50 (1976)

Managing Partner,
Dulany & Leahy, L.L.P.
Westminster, Maryland

John A. Emens '66 (1996)

Executive Vice President/President
Greater Washington Region
Allfirst Financial, Inc.
Stevenson, Maryland

Jerome H. Fader '56 (1997)

President, Heritage Automotive Group
Baltimore, 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 Macks Homes, Inc.
Lineboro, Maryland

Robert A. Howell (1989)

Visiting Professor
International Institute for Management Development
Lausanne, Switzerland

William S. Keigler, L.H.D. '91 (hon.) (1980)

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

Steven D. Kesler (1997)

President, Constellation Investment, Inc.
Baltimore, Maryland

Richard Klitzberg '63 (1994)

President, Klitzberg Associates
Princeton, New Jersey

Carolyn P. Landis (1993)

President, IHC Management Consulting
Key Biscayne, Florida

Laura L. Lange (1998)

Senior Vice President & Director
Legg Mason Wood Walker, Inc.
Monkton, Maryland

James I. Melhorn (1993)

President/CEO
Episcopal Ministries to the Aging, Inc.
Baltimore, Maryland

Frank H. Menaker, Jr. (1992)

Sr. Vice President and General Counsel
Lockheed Martin Corporation
Potomac, Maryland

Albert J. Mezzanotte, Jr. '78 (1997)

Partner, Whiteford, Taylor & Preston L.L.P.
Ellicott City, Maryland

G. Melvin Mills, Jr. (1996)

President, Mills Communication
Finksburg, Maryland

Charles E. Moore '71 (1993)

Vice President/Principal,
Capital Consulting Group
Davidsonville, Maryland

Carol S. Parham (1997)

Superintendent, Anne Arundel Public Schools
Annapolis, Maryland

Caryl E. Peterson '58 (1992)

Professor of Biology Emerita,
Coordinator of Pre-Medical & Pre-Dental Programs,
Towson University
Lutherville, Maryland

Bruce H. Preston '75 (1995)

Vice President for Acquisitions and Development,
Mid-Atlantic Realty
Baltimore, Maryland

Diane Rehm, D. Journ. '92 (hon.) (1994)

Host and Executive Producer,
The Diane Rehm Show,
Bethesda, Maryland

M. Lee Rice '48; Sc.D. '83 (hon.) (1980)

Business Consultant
Round Hill, Virginia

R. Christine Royer '48 (1994)

Vice President of Public Affairs
(Retired)
Barnard College
New York, New York

Emeriti Trustees

Kurt L. Schmoke, LL.D. '84 (hon.) (1986)
Mayor, City of Baltimore
Baltimore, Maryland

Carolyn L. Scott, B.A. '67; MLA '77 (1996)
Community Leader & Real Estate
Manager, Manchester Manor
Westminster, Maryland

Dolores J. Snyder, M.Ed. '63; L.H.D. '89 (hon.) (1980)
Educator (Retired)
Manchester, Maryland

Ferenc Somogyi (1994)
President, Hungarian Atlantic Council
Director for EU Integration and
International Regulatory Affairs
Hungarian Telecommunications
Company Limited
Budapest, Hungary

David M. Stout '76 (1996)
President, North America
Pharmaceuticals
SmithKline Beecham
Philadelphia, Pennsylvania

George F. Varga '61; H.H.D. '92 (hon.) (1989)
Former President and CEO, Tungsram
Marco Island, Florida

Nancy C. Voss '54 (1981)
Educator (Retired)
Denton, Maryland

Michael E. Weinblatt '71 (1994)
Professor of Medicine, Harvard
Medical School
Director of Clinical Rheumatology
Brigham & Women's Hospital
Waban, Massachusetts

Clarence W. Blount LL.D. '82 (hon.) (1980)
Maryland State Senator
Baltimore, Maryland

Robert E. Bricker '42; LL.D. '84 (hon.) (1974)
Business Executive (Retired)
Blue Bell, Pennsylvania

Mary B. Bryson '35 (1967)
Community Leader
Westminster, Maryland

Frank W. Carman (1976)
Board of Directors (Retired),
The Bank of Baltimore
Towson, Maryland

Samuel H. Hoover Sc.D. '79 (hon.) (1972)
Dentist (Retired)
Cockeysville, Maryland

John Bayley Jones '41; D.D. '58 (hon.) (1958)
Minister (Retired), United Methodist
Church
Frostburg, Maryland

Catherine S. Kiddoo '46 (1982)
Community Leader
Naples, Florida

Richard W. Kiefer '34; D.C.L. '78 (hon.) (1967)
Attorney
Baltimore, Maryland

Frederick C. Malkus, Jr. '34; LL.D. '80 (hon.) (1962)
Maryland State Senator (Retired)
Cambridge, Maryland

Arlie R. Mansberger, Jr. '44; Sc.D. '74 (hon.) (1971)
Chairman, Department of Surgery
(Retired),
Medical College of Georgia
Augusta, Georgia

Robert K. Mathias '48 (1975)
Vice President (Retired),
The Black and Decker Corp.
Reisterstown, Maryland

Allan W. Mund D.B.A. '71 (hon.) (1960)
Chairman of the Board (Retired),
Ellicott Machine Corporation
Towson, Maryland

Austin E. Penn LL.D. '74 (hon.) (1961)
Chairman, Executive Committee
(Retired),
Baltimore Gas and Electric Company
Catonsville, Maryland

Wilbur D. Preston, Jr. '44; D.C.L. '75 (hon.) (1967)
Chairman, Whiteford, Taylor &
Preston, L.L.P.
Lutherville, Maryland

Alleck A. Resnick '47; D.C.L. '81 (hon.) (1972)
Attorney
Baltimore, Maryland

Rebecca G. Smith '37 (1976)
Educator (Retired)
Easton, Maryland

Lloyd B. Thomas (1980)
President (Retired),
Thomas, Bennett and Hunter, Inc.
Westminster, Maryland

Honorary Trustees

Laurence J. Adams L.H.D. '93 (hon.) (1992)
President/COO (Retired),
Martin Marietta Corporation
Potomac, Maryland

Julia T. Burleigh (1980)
Information Editorial Specialist
(Retired),
Department of State
Centreville, Maryland

Catharine W. Eaton M.H.L. '90 (hon.) (1991)
College Steward
Easton, Maryland

Charles C. Fenwick, Sr. (1978)
Chairman, Valley Motors, Inc.
Glyndon, Maryland

Elizabeth J. Marshall (1994)
Landscape Architect
Upperco, Maryland

Ann W. McCool '38 (1988)
Retired Educator and
Owner/Manager,
Walls' Cottages
Rehoboth Beach, Delaware

Margaret Lee Tawes '32 (1994)
Community Leader
Crisfield, Maryland

Officers of the Board

Chair: **Mr. Melhorn**
Chair Emeriti: **Mr. Preston, Mr. Bricker, Mr. Keigler, Mr. Rice**
Vice Chair: **Ms. Snyder**

Alumni Visitors to the Board

President, **Kathleen M. Rittler ('68)**,
Reisterstown, Maryland

President-Elect, **Philip G. Enstice ('71)**
Ellicott City, Maryland

Executive Secretary, **Donna D. Sellman ('45)**,
Westminster, Maryland

Term expires June, 2000: **Richard V. Boswell ('68)**,
Finksburg, MD

Term expires June, 2001: **Mary Lee Y. Schmall ('55)**,
Westminster, MD

Term expires June, 2002: **Deborah L. Cameron ('75)**,
Columbia, MD

Faculty Visitors to the Board

Richard H. Smith, Jr., Professor of
Chemistry (2000)
Sherri L. Hughes, Associate Professor of
Psychology (2001)
Brian Lockard, Associate Professor of
Education (2002)
Michael M. Brown, Professor of
Biology (alternate)

Student Visitors to the Board

Chandra Westergaard ('00),
Frederick, MD
Bradley Ingram ('01), Sharpsburg, MD

Administration

President, **Robert H. Chambers**
Provost and Vice President of
Academic Affairs, **Joan Develin Coley**
Dean and Vice President of Student
Affairs, **Philip R. Sayre**
Vice President for Institutional
Advancement, **Richard G. Kief**
Vice President of Administration and
Finance, **Ethan A. Seidel**

Office of Graduate Affairs

Kenneth W. Pool, Ed.D., *Dean of Graduate Affairs*

Sarah J. Richardson, *Administrative Assistant*

Jeanette Witt, *Coordinator of Graduate Records and Registrations*

Graduate Program Coordinators

J. Richard Carpenter, Ed.D., *Exercise Science and Physical Education*

Joan Develin Coley, Ph.D., *Reading*

Judith Coryell, Ph.D., *Deaf Education*

Linda Dudley, Ph.D., *Curriculum and Instruction (Campus-based program)*

Francis M. Fennell, Ph.D., *Elementary and Secondary Education (Regular)*

Sherri Lind Hughes, Ph.D., *Human Resources Development*

Ramona Kerby, Ph.D., *School Library Media*

Ochieng' K'Olewe, Ed.D., *BEST Program, Secondary*

Robert Lemieux, Ph.D., *Master of Liberal Arts*

Brian Lockard, Ph.D., *Administration*

Julia L. Orza, Ph.D., *Counselor Education*

Henry B. Reiff, Ph.D., *Special Education, School Based*

Leslie J. Simpson, M.Ed., *BEST Program, Elementary (Interim Coordinator)*

Thomas J. Zirpoli, Ph.D., *Human Service Management: Special Education and CEO of Target*

Community and Educational Services, Inc.

Graduate Program Support

Robin Bowyer, M.Ed., *Curriculum & Instruction, Southern Maryland*

Janet Conley, Ph.D., *Deaf Education*

Janice E. Knight, M.S., *Reading*

Joel Macht, Ph.D., *Special Education*

Althea Sassaman, M.S., *Performance Learning Systems/Curriculum & Instruction*

Katherine Schmied, M.A., *Curriculum & Instruction, Northeast Maryland*

Academic Skills/504 Office

Denise Marjarum, M.S., *Director*

Susan Dorsey, M.S., *Co-Director*

Lynda Casserly, B.S., *Coordinator of Interpreter Services*

Graduate Faculty and Lecturers

Emeriti Faculty

Herman Behling, *Associate Professor of Education*

B.S., Kent State University; M.A., Ed.D., Columbia University

Richard Allen Clower, *Professor of Exercise Science and Physical Education*

B.A., Western Maryland College; M.S., Springfield College; Ed.D., West Virginia University

Robert Hill Hartman, *Professor of Philosophy and Religious Studies*

A.B., Oberlin College; S.T.B., Boston University; Ph.D., Northwestern University

Stephen Wheeler Colyer, *Associate Professor of Psychology*

A.B., Gettysburg College; M.A., Ph.D., Temple University

Melvin Delmar Palmer, *Professor of Comparative Literature*

B.A., M.A., Ph.D., University of Maryland

James E. Lightner, *Professor of Mathematics and Education*

B.A., Western Maryland College; A.M., Northwestern University; Ph.D., The Ohio State University

Ira Gilbert Zepp, Jr., *Professor of Religious Studies*

B.A., Western Maryland College; B.D., Drew Theological Seminary; Ph.D., St. Mary's Seminary and University

Faculty

George Samuel Alspach, Jr., *Professor of Biology*

A.B., Antioch College; M.S., Ph.D., Oregon State University

Robin Armstrong, *Assistant Professor of Music*

B.M., M.A., California State University, Long Beach; Ph.D., The University of Michigan

Julie Oeming Badice, *Professor of Art History*

B.A., M.A., Ph.D., The University of Michigan

Mary M. Bendel-Simso, *Assistant Professor of English*

B.A., The College of St. Catherine; M.A., Ph.D., The State University of New York at Binghamton

Susan Ruddick Bloom, *Associate Professor of Art*

B.F.A., M.F.A., The Maryland Institute College of Art

Margaret A. Boudreaux, *Associate Professor of Music*

B.M., University of Arizona; M.Mus., University of Oregon; D.M.A., University of Colorado

James Richard Carpenter, Jr., *Professor of Exercise Science and Physical Education*

B.S., West Virginia Wesleyan College; M.Ed., Western Maryland College; Ed.D., West Virginia University

Howard Samuel Case, *Professor of Exercise Science and Physical Education*

B.S., M.Ed., Western Maryland College; Ph.D., The Ohio State University

Joan Develin Coley, *Provost and Dean of the Faculty, Professor of Education (Reading)*

A.B., Albright College; M.Ed., Ph.D., University of Maryland

Judith Coryell, *Associate Professor of Education (Deaf Education)*

B.S.N., San Diego State University; M.A., California State University, Northridge; Ph.D., University of Rochester

- Linda R. Eshleman, *Associate Professor of Computer Science*
B.S., Florida State University; M.A., Bowdoin College; Ph.D., University of Maryland
- Francis Michael Fennell, *Professor of Education (Elementary/Secondary Education)*
B.S., Lock Haven University of Pennsylvania; M.Ed., Bloomsburg University of Pennsylvania; Ph.D., The Pennsylvania State University
- Sherri Lind Hughes, *Associate Professor of Psychology (Human Resources Development)*
B.A., Davidson College; M.S., Ph.D., Georgia Institute of Technology
- Esther Mildred Iglich, *Professor of Biology*
B.A., Queens College of CUNY; M.S., Ph.D., University of Georgia
- Robert Kachur, *Assistant Professor of English*
B.A., University of Virginia; M.A., Ph.D., University of Wisconsin
- Ramona Kerby, *Assistant Professor of Library Science (School Library Media)*
B.A., Texas Wesleyan University; M.Ed., Texas Christian University; M.L.S., Ph.D., Texas Woman's University
- Ochieng' K'Olewe, *Assistant Professor of Education (Better Educators for Schools of Tomorrow)*
B.S., Iowa State University; M.S., Northern Illinois University; Ed.D., West Virginia University
- Debra C. Lemke, *Assistant Professor of Sociology*
B.S., M.A., University of Georgia; Ph.D., Iowa State University
- Robert Lemieux, *Assistant Professor of Communication (Master of Liberal Arts)*
B.A., University of Southern Maine; M.A., Michigan State University; Ph.D., University of Georgia
- Michael L. Losch, *Associate Professor of Art History*
B.A., M.A., Michigan State University; Ph.D. The Pennsylvania State University
- Brian L. Lockard, *Associate Professor of Education (Administration)*
B.S., Frostburg State College; M.Ed., Western Maryland College; Ph.D., The American University
- Kathy Steele Mangan, *Professor of English*
B.A., Denison University; M.A., Ph.D., Ohio University
- Joel Macht, *Professor of Education (Program Support: Special Education)*
B.A., University of Miami; M.S., Colorado State University; Ph.D., Arizona State University
- Jasna Meyer, *Assistant Professor of Communication*
B.A., Fontbonne College; M.A., Ph.D., University of Missouri-Columbia
- Ronald R. Miller, *Associate Professor of Communication and Theatre Arts*
B.A., Swarthmore College; Ph.D., University of Wisconsin
- William Gene Miller, *Professor of Psychology*
A.B., West Virginia Wesleyan College; M.Div., Wesley Theological Seminary; Ph.D., Boston University
- Gregg S. Nibbelink, *Coach/Lecturer and Head Athletic Trainer*
B.S., Towson State University; M.S., The Ohio State University
- Alexander George Ober, *Professor of Exercise Science and Physical Education*
B.A., M.Ed., Western Maryland College; Ph.D., University of Maryland
- Julia L. Orza, *Assistant Professor of Education (Counselor Education)*
B.A., Clark University; M.A., Ph.D., The University of Connecticut
- Wasył Palijczuk, *Professor of Art*
B.A., M.A., University of Maryland; M.F.A., The Maryland Institute College of Art
- Louise Anne Paquin, *Professor of Biology*
B.A., Trinity College; Ph.D., Georgetown University
- Kenneth W. Pool, *Professor of Education and Dean of Graduate Affairs*
B.S., Carroll College; M.S., University of Wisconsin, Milwaukee; Ed.D., University of Georgia
- Robert Patrick Reed, *Associate Professor of History*
B.A. University of California, San Diego; M.A., Ph.D., Cornell University
- Pamela Lynne Regis, *Professor of English*
B.A., M.A., Ph.D., The Johns Hopkins University
- Henry B. Reiff, *Associate Professor of Education (Special Education)*
A.B., Princeton University; M.Ed., Ph.D. University of New Orleans
- Simeon K. Schlossberg, *Assistant Professor of Education (Counselor Education)*
B.A., M.A., Beaver College; Ph.D., University of Connecticut
- Rachel Stone, *Assistant Professor of Education (Deaf Education)*
B.A., Gallaudet University; M.Ed., Western Maryland College; Ph.D., Gallaudet University
- Thomas J. Zirpoli, *Professor of Education (Special Education)*
B.S., M.S., Ph.D., University of Virginia

Lecturers

- Philip L. Arbaugh, *Education*
B.S., Towson State University; M.Ed., Western Maryland College
- Karen Noll Arnie, *Human Resources Development and Counseling*
B.A., Western Maryland College; M.A., University of Maryland
- Sally A. Ayres, *Education*
B.S., Millersville University; M.A., George Washington University
- Lynn Ballard-Weiner, *Deaf Education*
B.S., Gallaudet University; M.S., Western Maryland College
- Patricia Baltzley, *Education*
B.A., College of Notre Dame; M.S., Shippensburg University
- Jeremy C. Barnes, *Education*
B.A., Rhodes University; M.S., Western Maryland College
- Michael R. Barrett, *Counselor Education/Special Education*
B.A., Towson State University; M.Ed., Loyola College; Ed.D., Nova University
- David William Bearr, *Counselor Education*
B.S., Texas A&M University; M.A., Washington University; C.A.S., Johns Hopkins University
- Cynthia A. Bell, *Education*
B.A., M.S., Western Maryland College
- Joyce M. Benson, *Education*
B.S., M.Ed., Salisbury State College
- Dennis Berrigan, *Deaf Education*
B.S., Gallaudet University; M.Ed., Western Maryland College
- Kay Betz, *Special Education*
B.S., Towson State University; M.B.A., Mount Saint Mary's College
- BoAnn Bohman, *Administration*
B.S., Shepherd College; M.Ed., Shippensburg University; Ph.D., University of Maryland
- Edward Bosso, *Deaf Education*
B.S., Bloomsburg University; M.A., California State University, Northridge
- Claudia R. Bowen, *Special Education*
B.A., Mary Manse College; M.A., Loyola College

- Brian Brizendene, *Deaf Education*
B.A., Gallaudet University; M.S., Western Maryland College
- Sharon Brown, *Education*
B.S., Towson State University; M.A., George Washington University; Ed.D., University of Maryland
- Katherine R. Bruck, *Education*
B.S., James Madison University; M.S., Western Maryland College
- Steven W. Burnett, *Counselor Education*
B.S., Frostburg State University; M.S., Western Maryland College
- Joseph L. Carter, Jr., *Human Resources Development*
B.A., Western Maryland College; M.B.A., The Johns Hopkins University
- S. Melvin Carter, Jr., *Deaf Education*
B.A., Gallaudet University; M.A., California State University, Northridge
- Jeraldine Cepura, *Reading*
B.S., Radford University; M.S., Western Maryland College
- Marianne Chorba, *Education*
B.S. Georgian Court College; M.Ed., Boston College
- Burton A. Clark, *Human Resources Development*
B.S., Strayer College; M.A., Catholic University; Ed.D., Nova Southeastern University
- Janet E. Conley, *Reading/Deaf Education*
B.S., M.Ed., Western Maryland College; Ph.D., New York University
- Cheryl Coppeler, *Special Education*
B.E., M.Ed., University of Cincinnati
- Bruce Cowan, *Exercise Science and Physical Education*
B.A., Bridgewater College; M.Ed., Western Maryland College
- James R. Cowan, *Education*
B.A., Salisbury State College; M.Ed., George Washington University
- Kay Craig, *School Library Media*
AB, Hood College; M.S.L.S., Shippensburg State University
- Lynda Cratty, *Education*
B.S., University of Maine; M.Ed., Bowie State
- Nancy G. Crim, *Education*
B.S., Towson State University; M.S., Western Maryland College
- James F. Dasinger, *Counselor Education*
B.S., Montana State College; M.Ed., Montana State University; Ed.D., University of Montana
- Joy Dain, *Reading*
B.S., University of Akron; M.S., Western Maryland College
- Carole A. Day, *Education*
B.S., Illinois State University; M.A., Bowie State University
- Bernice C. De Bels, *School Library Media*
B.A., University of Maryland, Baltimore County; M.L.A., The Johns Hopkins University; M.S., Towson State University
- Suzanne Dyer-Gear, *Human Resources Development*
B.A., University of Tennessee; M.A.S., The Johns Hopkins University
- Linda Dudley, *Education*
B.S., University of Delaware; M.A., Ph.D., University of Maryland
- Marsha Flowers, *Deaf Education*
B.A., Gallaudet University; M.Ed., Western Maryland College
- Jodi Forestieri, *Education*
B.S., M.Ed., University of Delaware
- Ronald Friend, *Education*
A.B., West Virginia Wesleyan College; M.A., University of the Americas; Ed.D., University of Southern California
- Beverly Jo Gallagher, *Education*
B.A., M.S., Loyola College
- Deborah Galovic, *Reading*
B.S., University of Delaware; M.S., Western Maryland College
- Eva Garin, *Education*
B.A., University of Maryland; M.Ed., Pennsylvania State University; Ed.D., University of Maryland
- Dermot Garrett, *Education*
B.A., Christ's College; M.Ed., Lehigh University
- Mary Anne Gebler, *Education*
B.A., The American University; M.A., Central Michigan University
- Barry Gelsinger, *Administration*
B.A., Towson State College; M.S., Loyola College of Maryland; M.S., Western Maryland College
- Joanne Geppert, *Deaf Education*
B.S., Gallaudet University; M.Ed., Western Maryland College
- John Gerstmyer, *Counselor Education*
B.A., M.Ed., Western Maryland College; Ph.D., University of Pennsylvania
- Gloria Gibson, *Human Resources Development*
M.S., Boston University; M.A., Ph.D., University of Michigan
- Susan Glore, *Counselor Education*
B.A., M.S., Shippensburg University
- Fiona Gray, *Education*
B.S., State University of New York; M.S., Western Maryland College
- Patrick A. Graybill, *Deaf Education*
B.A., M.S., Gallaudet University
- Mary H. Hackman, *School Library Media*
B.A., Western Maryland College; M.S., Towson State University
- Ardith Harle, *Education*
B.A., William Paterson College; M.A., George Washington University; Ed.D., University of Maryland
- Joanne Hay, *School Library Media*
B.A., Frostburg State College
- Roberta Hays, *Education*
B.S., M.Ed., Towson State University
- Gina Hicks, *Education*
B.S., Towson State University; M.S., Western Maryland College
- David A. Hirsch, *Deaf Education*
B.S., Gallaudet University; M.S., Western Maryland College
- Anne Hott, *Education*
B.A., Shepherd College; M.Ed., Frostburg State College

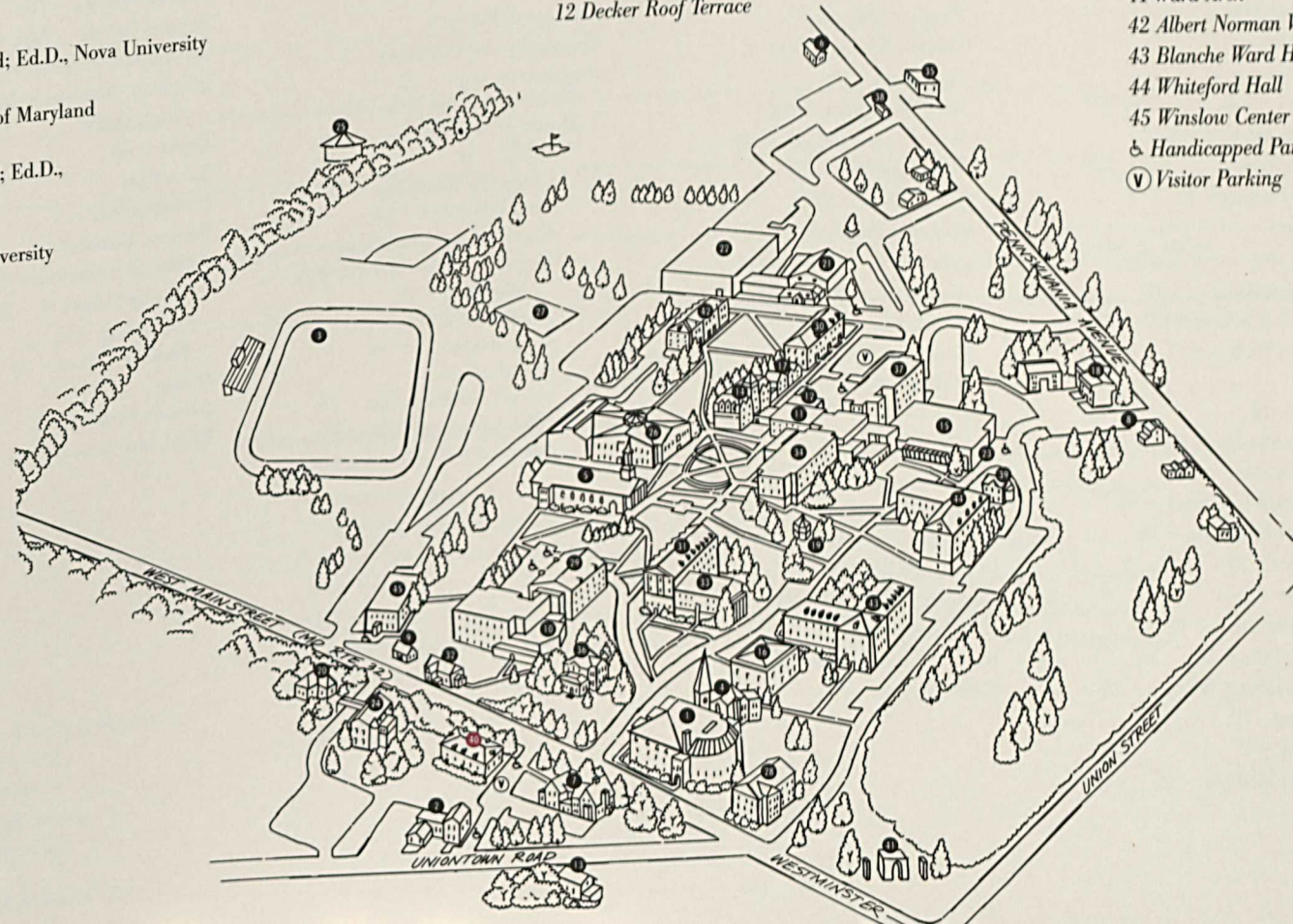
- Larry Houser, *Education*
B.S., University of Wisconsin; M.Ed., Ph.D., The Pennsylvania State University
- Thea Jones, *School Library Media*
B.S., Ohio University; M.L.S., University of Maryland
- Eugene Karol, *Education*
B.S., University of Maryland; M.Ed., Western Maryland College; Ed.D., Nova University
- Victoria Karol, *Education*
B.A., Towson State University; M.Ed., Bowie State University; Ed.D., University of Maryland
- Sharon King, *Education*
B.S., Salisbury State College; M.Ed., University of Maryland
- Janice E. Knight, *Reading*
B.S., Edinboro University; M.S., Western Maryland College
- William "Lance" Landauer, *Administration*
B.S., M.Ed., Shippensburg State College; D.Ed., University of Pennsylvania
- Theodore E. Landis, *Education/Curriculum Materials Library*
B.A., Western Maryland College; M.Ed., Coppin State
- Pamela A. Landry, *Education*
B.S., Frostburg State College; M.A., George Washington University
- Melissa Leahy, *Counselor Education*
B.S., Towson State University; M.A., Goucher College; Ph.D., Union Institute
- Patricia Love, *Education*
B.A., University of Maryland; M.Ed., Western Maryland College
- Judy Marshall, *Education*
B.S., M.Ed., University of Maryland
- Maryann McBride, *Education*
B.S., Frostburg State College; M.Ed., Loyola College
- Molly Ann McCloskey, *Education*
B.A., The Catholic University of America; M.Ed., University of Maryland
- Barbara McClosky, *Counselor Education*
B.S., Bloomsburg University; M.Ed., Western Maryland College
- Debra A. Miller, *Reading*
B.S., M.Ed., Frostburg State University; Ph.D., University of Maryland
- Sally Ann Miller, *Education*
B.A., Shepherd College; M.S., Western Maryland College
- Robert E. Mitchell, *Education*
B.A., M.Ed., Western Maryland College
- Paula Montgomery, *School Library Media*
B.A., M.L.S., Florida State University; Ph.D., University of Maryland
- Jayne Moore, *School Library Media*
B.A., University of Delaware; M.Ed., Salisbury State University
- Marian L. Morgan, *Education/Special Education*
B.S., University of Delaware; M.S., Western Maryland College
- Diane Morton, *Deaf Education*
B.S., M.S., California State University; Ph.D., Center for Psychological Studies
- Joan A. Mory, *Education*
B.S., University of Maryland; M.S., Johns Hopkins University
- Arthur C. Mueller, *Education*
B.S., M.A., Ph.D., University of Maryland
- Frances H. Nussle, *Education*
B.S., Towson State University; M.Ed., Loyola College
- Richard J. Nyankori, *Education*
B.A., Emory University; M.S., Western Maryland College
- Malissa Parnell, *Education*
B.S., University of the District of Columbia; M.Ed., George Washington University
- Herbert A. Phelps, *Administration*
B.S., Waynesburg College; M.Ed., Western Maryland College; Ed.D., Temple University
- Charles H. Phillips, *School Library Media*
B.S., Frostburg State College; M.S., Western Maryland College
- Thomasina Piercy, *Reading*
B.S., Salisbury State University; M.Ed., Western Maryland College; Ph.D., University of Maryland
- Nancy Preuss, *Education*
B.S., Texas A & I University; M.A., The George Washington University
- Marc Rasinsky, *Political Science*
B.A., University of Maryland; J.D., University of Maryland School of Law
- Robert F. Redmond, *Counselor Education*
B.S., Georgetown University; M.Ed., Ph.D., University of Maryland
- Lauren Reinhardt, *Counselor Education*
B.A., M.S., Western Maryland College
- Patricia M. Richardson, *Education*
B.S., M.Ed., Ph.D., University of Maryland
- Matthew J. Robinson, *Exercise Science and Physical Education*
B.A., York College of Pennsylvania; M.S., Western Maryland College; Ed.D., Temple University
- Margaret Elaine Mundis Runkle, *Human Resources Development/School Library Media*
B.S., The Pennsylvania State University
- Althea Sassaman, *Education*
B.A., Messiah College; M.S., Millersville State College
- Connie Saul, *Education*
B.S., M.S., Old Dominion University
- Dale L. Schaeberle, *Administration*
B.S., Millersville State College; M.Ed., Western Maryland College; Ed.D., Lehigh University
- Karen Scott, *Special Education*
B.A., M.Ed., Western Maryland College
- Jonathan D. Seligman, *Music*
B.S., Regents College; M.A., Berklee College
- Katherine Schmied, *Education*
B.S., James Madison University; M.A., Glassboro State College
- Barbara Y. Shelley, *Reading*
B.S., East Stroudsburg University; M.S., Western Maryland College
- Richard Simmons, *Counselor Education*
A.B., Fordham College; M.S.Ed., Fordham University
- Leslie J. Simpson, *Reading/BEST*
B.S., University of Maryland; M.Ed., Western Maryland College

Campus Map

- 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 Elderic 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)
- 41 Ward Arch
- 42 Albert Norman Ward Hall
- 43 Blanche Ward Hall
- 44 Whiteford Hall
- 45 Winslow Center
- ♿ Handicapped Parking
- Ⓥ Visitor Parking



- Mary Lynn Sinclair, *Deaf Education*
B.A., Gallaudet University; M.A., Western Maryland College
- Phyllis L. Sonnenleiter, *Reading*
B.S., Frostburg State College; M.A., Loyola College
- Patricia Stafford, *School Library Media*
B.A., University of Maryland; M.L.S., University of Maryland
- Jan Stocklinski, *Education*
B.A., M.A., Frostburg State College
- Alan Sturrock, *Education*
B.Ed., Dundee University; M.A.T., Duke University; Ed.D., Harvard Graduate School of Education
- Margaret A. Swyka-Wood, *School Library Media*
B.S., University of Maryland
- Robin Talbott, *Human Resources Development*
B.A., M.S., Towson State University
- Kathryn Taylor, *Education*
B.S., Glassboro University; M.A., LaSalle University
- Joyce A. M. Thomas, *Education*
B.S., Fairleigh Dickenson; M.Ed., University of Maryland; Ed.D., Nova University
- Ronald S. Thomas, *Education*
B.S., M.Ed., Towson State University; Ph.D., University of Maryland
- Frank R. Turk, *Deaf Education*
B.A., Gallaudet University; M.A., University of Maryland; Ed.D., American University
- Larry Tyree, *Education/BEST*
B.S., Frostburg State University; M.Ed., Bowie State University
- Linda VanHart, *Art*
B.S., Western Maryland College; M.A., Towson State University
- Anna M. Varakin, *Reading*
B.A., University of Northern Iowa; M.S., Western Maryland College
- Marcia Virts, *Deaf Education*
B.A., Washington College; M.Ed., Western Maryland College
- Susan Williamson, *Art/Art History*
B.S., Slippery Rock University; M.L.A., Western Maryland College
- Bonnie K. Wilson, *Education*
B.A., University of Maryland; M.Ed., Western Maryland College
- Phyllis W. Younkings, *Education*
B.A., Shepherd College; M.A., Hood College

- Address – Inside Back Cover
 Academic Probation and Dismissal – 6
 Academic Load – 5
 Administration, Officers of – 36
 Admission – 4
 Application Process – 4
 Board Expenses – 9
 Calendar – Back Cover
 Campus and Facilities – 10
 Campus Map – 41
 Campus Safety – 11
 Career Services – 10
 Chairman of the Board – 36
 College Organization – 35
 College Profile – 2
 Commuter Parking – 11
 Conveniences – 10
 Counseling and Career Services – 10
 Course Designations – 3, 13
 Courses of Instruction – 17
 American Studies – 17
 Art – 17
 Biology – 18
 Business Administration – 18
 Communication – 18
 Comparative Literature – 18
 Counselor Education – 18
 Economics – 21
 Education – 21
 Administration – 17
 Deaf, of the – 20
 Media/Library Science – 28
 Reading – 31
 Special – 32
 Subject Methods – 24
 Educational Computing – 25
 English – 25
 Exercise Science and Physical Education – 25
 General Science – 26
 History – 26
 Human Resources – 27
 Humanities – 26
 Mathematics – 29
 Music – 29
 Performing Arts – 33
 Philosophy – 30
 Physics – 30
 Political Science – 30
 Psychology – 30
 Religious Studies – 32
 School Library/Media – 28
 Sociology – 32
 Theatre Arts – 33
 Educational Programs – 3
 Expenses – 9
 Application – 9
 Board – 9
 Room – 9
 Tuition – 9
 Facilities – 2
 Faculty – 37
 Fees – 9
 Financial Aid – 7
 Food Service – 10
 Grades and Reports – 5
 Graduation Requirements – 7
 Health Services – 10
 History of the College – 2
 Honor System – 7
 ID Cards – 11
 International Students – 4
 Lecturers – 38
 Library – 10
 Location Map – 12
 Master of Liberal Arts Program – 3
 Master of Science Program – 3
 Matriculation – 4
 Parking and Traffic – 11
 Payment of Bills – 9
 Philosophy and Objectives – 2
 Programs of Study – 13
 Master of Liberal Arts – 13
 Master of Science
 BEST – 13
 Counselor Education – 13
 Deaf Education – 14
 Curriculum & Instruction – 14
 Exercise Science and Physical Education – 15
 Human Resources Development – 15
 Reading – 15
 School Administration – 15
 School Library Media – 16
 Special Education – 16
 Refunds – 9
 Reports, Grades and – 5
 Room Fees – 9
 Special Studies – 34
 Student Services – 10
 Summer School – Back Cover
 Teaching Certification – 3
 Telephone Numbers – Inside Back Cover
 Thesis – 34
 Transcripts – 7
 Transfer Credit – 5
 Trustees, Board of
 Alumni Visitors to – 36
 Faculty Visitors to – 36
 Officers of – 36
 Student Visitors – 36
 Tuition – 8
 Veterans Benefits – 7
 Withdrawal from College – 9

Western Maryland College

Please print or type.

Date _____

Application for Graduate Study

Social Security Number _____

Telephone (Home) _____

Telephone (Work) _____

Email _____

Name _____ last

Mr./Ms. _____ full first _____ full middle _____

Maiden/Previous Name _____

Address _____

City _____ State _____ Zip _____

County _____

Date of Birth _____ Place of Birth _____ Country of Citizenship _____ Visa Type (Non-U.S. citizen) _____

County _____

Employer _____

College/Professional Schools Attended _____ Major _____ Degree _____ Dates _____

College/Professional Schools Attended _____ Major _____ Degree _____ Dates _____

College/Professional Schools Attended _____ State _____ Date of issue _____

Teaching Certificate Currently Held _____ State _____ Date of issue _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Teaching Certificate Currently Held _____

Please check one of the following programs of study

_____ **Master of Liberal Arts**

Master of Science Degree in Teaching:

_____ BEST (Elementary)

_____ BEST (Secondary)

Master of Science Degree with an emphasis in:

_____ Administration

_____ Counseling (School)

_____ Counseling (Community)

_____ Curriculum & Instruction (On Campus)

_____ Deaf Education

_____ Deaf Education/ASL

_____ Elementary Education (Regular)

_____ Exercise Science and Physical Education

_____ Human Resources Development

_____ Reading

_____ School Library Media

_____ Secondary Education (Regular)

_____ Special Education (School)

_____ Special Education (Community)

Curriculum & Instruction Off-Campus Cohort Groups—Location Preferred:

Southern MD

_____ Calvert County

_____ Charles County

_____ St. Mary's County

_____ Non-degree Student

Northeastern MD

_____ Elkton

_____ Chestertown

_____ Perryville

_____ Certification Only in _____

_____ Prince George's County

44

1999-2001

Directory of Key Administrators and Services

All may be reached through the WMC main phone lines:
410/848-7000, 410/876-2055 (v/tty)

Events and Sports line: 410/857-2766
Fax: 410/857-2729

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>

Academic Work and Progress:
Joan Develin Coley, Provost and Dean of the Faculty;
For Graduate Program Coordinators see page 37.

Admissions:
Jeannette Witt, Coordinator of Graduate Registration and
Records

Book Store:
Kyle Meloche, Manager

College Activities:
Mitchell Alexander, Director of College Activities

College Bills:
Susan Schmidt, Student Accounts, Bursar

Counseling and Career Services:
Karen Arnie, Director of Career Advising;
Susan Glore, Director of Counseling

Financial Aid:
Patricia Williams, Director of Financial Aid

504 Services Coordinators:
Denise Marjarum, Susan Dorsey

General Information:
Information Desk, Decker College Center

Gifts:

Richard Kief, Vice President for Institutional Advancement

Graduate Record Exam:

Mary Ann Nalevanko, Career Services

Health Services:

Herbert P. Henderson, M.D.;

Joan M. Lusby, PAC

Luanne A. Frebertshauser, R.N.

Dana D. Plevyak, R.N.

Housing Director:

Scott Kane, Assistant Dean of Student Affairs

Internships:

See Individual Departments Concerned

Motor Vehicle Registration:

Campus Safety Office

Notary Services:

Deb Newhouse and Crystal Perry, Graduate Affairs

Parents Board:

Philip Sayre, Dean of Student Affairs

Parking:

Office of Campus Safety

Post Office:

Joan Stickle, Coordinator

Praxis (National Teacher's Exam):

Lisa Maher, 410/549-4923

President:

Robert H. Chambers

Public Relations and Publications:

Joyce E. Muller, Public Information

Security

Michael Webster, Director of Campus Safety

Student Records and Transcripts:

Office of the Registrar

Student Services:

Philip Sayre, Dean of Student Affairs

Title IX Coordinator:

Susan Bloom, Art Department

Withdrawal:

Elizabeth Pival, 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

Web site: www.wmdc.edu

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 the Director of Affirmative Action.

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

♻️ Printed on recycled paper

Published July 1999 by
WMC Office of Public Information
Editor: Joyce Muller
Design: Manger, Steck & Koch
Printing: E. John Schmitz & Sons

Graduate Calendar

Fall Semester 1999

Fall classes begin Monday, August 30

Labor Day (no classes)

Fall break on Monday & Tuesday, October 11 & 12

Thanksgiving break on Tuesday, November 23; classes resume on Monday, November 29

Fall semester ends Monday, December 13

Spring Semester 2000

Spring classes begin Monday, January 24

Spring break on Friday, March 10; classes resume on Monday, March 20

Spring semester ends Thursday, May 4

Summer Session 2000 (proposed)

Summer classes begin June 26

Classes end August 11

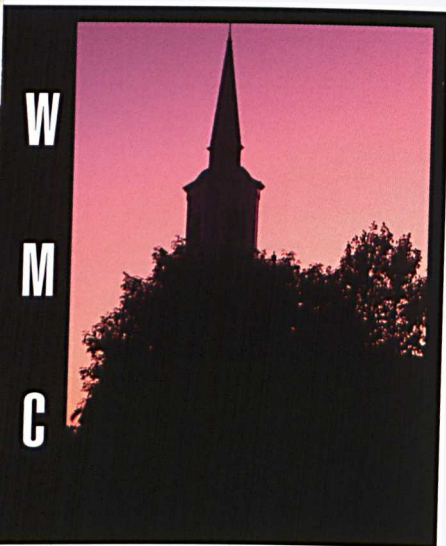
Non-Profit Org.

U.S. Postage

PAID

Westminster, MD

Permit No. 178



**Western
Maryland
College**

2 College Hill

Westminster, Maryland

21157-4390

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

Fall Semester 2000

Fall classes begin Monday, August 28

Labor Day (no classes)

Fall break on Monday & Tuesday, October 9 & 10

Thanksgiving break on Tuesday, November 14; classes resume on Monday, November 20

Fall semester ends Monday, December 11

Spring Semester 2001

Spring classes begin Monday, January 29

Spring break on Friday, March 16; classes resume on Monday, March 26

Spring semester ends Thursday, May 10

Summer Session 2001 (proposed)

Summer classes begin Monday, June 25

Classes end Friday, August 10