

MCDANIEL COLLEGE

Founded in 1867 as Western Maryland College

Western Maryland College has changed its name.

The new name, **McDaniel College**, is effective July 1, 2002. As is our way, the entire College community—from first-year students to President Joan Develin Coley—helped find the perfect name for our liberal arts college.

William R. McDaniel had an unparalleled impact during his 65 years here on the Hill. We all see a bit of ourselves in him—just as we experience his legacy of commitment and community on campus today.

The College that bears his name is an extraordinary private college with small classes, professors who teach and mentor, and a close-knit community of people

turning dreams into reality. All this on a hill overlooking Westminster, Maryland—less than an hour's drive from Baltimore and Washington, D.C.

The graduate catalogue inside this wrapper went to press before the new name was chosen. Because only our name is changing, every detail inside is correct except one. The text refers to "Western Maryland College." Please feel free to take a pen (green might be appropriate, since our colors are green and gold) and change the name.

We'll make the change everywhere else.

Change is good.

William Roberts McDaniel

Western Maryland College
Class of 1880

More than a century ago, an unassuming, barely 16-year-old Billy Mac arrived on campus. He studied by the light of the coal oil lamp and graduated second in his class. His life was forever changed here on the Hill, and here he remained for life—a demanding yet patient teacher, a dedicated policy maker, a man who made a difference in the countless lives he touched.

His legacy lives on in the men and women who occupy today's classrooms. "It is true that there is no royal road to learning," McDaniel once said. "Yet the fact remains that the educational pilgrim must travel it, and needs a guide, a counselor and friend."



WESTERN MARYLAND COLLEGE



www.wmdc.edu/graduate

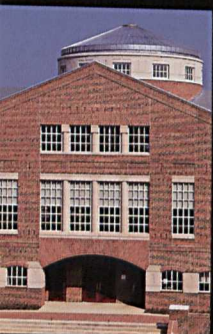


Table of Contents

Graduate Mission	1
A Message from the Dean	1
Heritage	2
Location	2
College Profile	2
Educational Program	3
Admissions	4
Joseph R. Bailer Award	4
The Honor System	7
College Expenses/Tuition	8
Financial Aid	9
Facilities & Services	9
Directions to Campus	12
Programs of Study	
Master of Liberal Arts	13
Master of Science	13

Courses of Instruction	19
Trustees and Faculty	38
Index	46
Application for Graduate Study	47
Directory of Services	ibc
Academic Calendar	bc



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 preparation but also by meaningful interactions with one another. I invite you to join us.

*Dr. Kenneth W. Pool
Dean of Graduate and
Professional Studies*



MISSION

Heritage

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

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

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

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

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

In its 134-year history, the College has had only eight 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), Dr. Robert H. Chambers (1984-2000), and Dr. Joan Develin Coley (2000-present). Under their guidance, the College has assumed a place among the quality liberal arts colleges in the nation, developing programs and material and physical assets that fulfill the vision of its founders.

Location

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

Western Maryland's 160-acre campus is centered on the crest of a high hill. Its landscaping, roadways, numerous playing fields, and 40 buildings take advantage of the varied, sloping terrain. Although the predominant architectural influence is Georgian, an eclectic and interesting variety has been added by the presence of Classical, Victorian, Dutch, and more modern styles.

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

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

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

College Profile

Western Maryland College is accredited by the Middle States Association of Colleges and Secondary Schools. It holds membership in the American Association of Colleges for Teacher Education, the Association of Graduate Liberal Studies Programs, and has program approval from the Council on Education of the Deaf. Six graduate programs offer advanced certification and are approved by the Maryland State Department of Education. The College is authorized by the State of Maryland to confer the Master of Liberal Arts degree and the Master of Science degree.

Philosophy and Objectives

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

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 coursework in supporting fields and by the selection of a liberal arts course to complement the program.

Student Body

Western Maryland College faculty recognize the benefits and rewards of working with a diverse student population. Students of all ages, interests, and professions are encouraged to apply for graduate study. While more than 4,000 students are listed on the active graduate roster throughout the year, approximately 1,200 individuals are attending graduate classes on campus and off-campus during any one semester. Most students commute to campus from surrounding Maryland counties, as well as nearby Pennsylvania, the District of Columbia, Northeast Maryland, 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 M.L.A. program consists of ten 3-credit courses for a total of 30 credit hours. Although there are required courses, the program's primary feature is that students are expected to design their own program of study. This flexibility allows students to pursue courses that best reflect their personal and professional interests. The program requirements are listed in the Program of Study section of this catalog.

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 (BEST)

COUNSELOR EDUCATION (CED)

DEAF EDUCATION (DED)

ELEMENTARY EDUCATION

(Curriculum and Instruction [C&I] or General Elementary Option) (EDU)

EXERCISE SCIENCE AND PHYSICAL EDUCATION (EPE)

HUMAN RESOURCES

DEVELOPMENT (HRD)

READING (RDG)

SCHOOL ADMINISTRATION (ADM)

SCHOOL LIBRARY MEDIA (SLM)

SECONDARY EDUCATION

(Curriculum and Instruction [C&I] or General Secondary Option) (EDU)

SPECIAL EDUCATION (Regular and Community-based Option) (SED)

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 EDU:550, Introduction to Research Methodology. BEST students do not take EDU:550 but do take EDU:594, Action Research I, and EDU:595, Action Research II instead. These courses are 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.

Students enrolling in the M.S. programs should confer with the appropriate program coordinator for their area of specialization. The coordinator for each program assigns 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. Students meet personally with their adviser 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/advisers, 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 (Initial Certification)

School Library Media

Reading

School Administration and Supervision
Secondary Education (BEST Program)

(Initial Certification)

Special Education (Initial Certification)

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.

Comprehensive Examination and Capstone Experiences

Comprehensive examinations are administered in most of 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 coordinator/adviser. Comprehensive examinations are administered three times a year, in March, July, and October. 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 Graduate Registration Form indicating the area in which they plan to take the exam.

Comprehensive exams are graded using an anonymous review process. This review can result in a pass, a fail, or a request for a conference in which responses will be explained or justified. Notification about results will be sent no more than three weeks after the exam is given. The comprehensive exam can be taken no more than three times.

BEST students are required to complete an Action Research Project. HRD students prepare a portfolio documenting their fulfillment of program objectives. MLA students complete a final project.

Thesis Option for Master of Science Students

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

Students who elect to write a thesis should discuss this option with their graduate program coordinator early in their program. The graduate program coordinator and the student will submit an abstract of the proposal and suggested names of committee members to the Dean of Graduate & Professional Studies. After approval is received, the student will register for the thesis using the Graduate Registration Form. To register use the department code (ADM, CED, DED, EDU, EPE, SLM, SED) and the course number 590.

Additional information is available from the program coordinators.

Graduation

As students near the end of their program, they must notify the Graduate Records Office of their intended date of graduation. All students must complete and submit the Graduate Application for Graduation form. This form may be obtained from your coordinator/adviser, the Registrar's Office or the Graduate Office. Formal commencement exercises are held once a year in May.

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 Ann Bailer Fisher, is given in memory of her father, 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.

Admissions

Graduate Office Hours

During the Fall, Spring, and Summer academic terms, the Graduate 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.

You may reach the Graduate Office by calling 410/857-2500 v/tty.

Non-degree Special Student Status

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

- persons who already hold an advanced degree and wish to take additional courses in their own field or in another area;

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

Students who wish to register for a class as a non-degree special student may do so by submitting an Application for Graduate Study and an unofficial transcript. 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.

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 their adviser early in their course of study to develop an individual program plan.



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 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.

Some programs may have additional requirements for pre-matriculation. See the Program of Study beginning on page 13.

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.

B. MATRICULATION

After successfully completing at least 9 credits in their program of study and meeting other specific requirements articulated by individual programs (letters of recommendation, test scores (if applicable), interview, particular courses) students will be sent a letter confirming their matriculation. See the Programs of Study beginning on page 13 for specific matriculation requirements in each program.

Examinations

Western Maryland College is an official testing site for the Graduate Record Examination, Miller Analogies Test, and the Praxis exam. Contact the Center for Counseling and Career Services (410/857-2243) for details about the

GRE. Contact the Graduate Records office (410/857-2513, v/tty) for details about the MAT. Contact Lisa Maher (410/549-4923) for details about the Praxis. At least one of these exams will be required for most programs. See the Programs of Study beginning on page 13.

Transfer Credit

Credit earned at another institution should be presented for approval by the program coordinator 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 graduate level transfer credits may be accepted from other accredited institutions or from a previous WMC master's degree; HRD students may transfer up to nine credits;
4. credits must be earned within the six-year time limitation for the degree;
5. a catalog course description and official transcript must be submitted.

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 213 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 cumulative grade point average. A maximum of six graduate credits may be taken. These courses will count toward the individual's undergraduate degree and cannot be used as *credit* toward a graduate degree.

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.

Registration

Graduate Bulletins are mailed to current and prospective graduate students each Fall, Spring, and Summer announcing the graduate courses being offered for that session. Specific registration information and the Graduate Registration Form are included in each Bulletin.

Registration may be completed in person in the Registrar's Office, by FAX (410/857-2752), or mailed to the Registrar's Office, 2 College Hill, Westminster, MD 21157-4390.

Registrar's Office Hours

During the first week of the Fall and Spring academic terms, the Registrar's Office in Elderdice Hall 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 term, the Registrar's Office is open Monday through Friday, 8:30 a.m. to 4:30 p.m.

You may reach the Registrar's Office by calling 410/857-2755 v/tty.

Late Entry

After classes start, an initial registration may be completed only if there is space available in the class and with the approval of the instructor. Students may add/drop classes after initial registration using an Add/Drop Form. This form may be obtained from the Registrar's Office or the Graduate Records Office. A completed form may be dropped off at the Registrar's Office during regular office hours (8:30 a.m.-4:30 p.m.). After hours the form may be put in the mail slot in the door of the Registrar's Office. Only graduate students may e-mail their add/drop request to: registrar@wmdc.edu

Please include your name, student ID number, the course or courses you wish to add and/or drop and a day time phone number. NOTE: Add/Drops will not be accepted by phone.

Withdrawal

It is assumed that students will not withdraw from the College during a term. In the event 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 class. Withdrawal after that date will result in an "F" grade.

Records

Academic records are permanently held by the Registrar's Office and the Graduate Records 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 \$5.00 fee is charged for each official transcript request. 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, academic level (graduate/undergraduate) and 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. Normally once a written transcript request is received it may take up to 3 days to process the request. However, at the end of each term due to the volume of requests, the processing time is longer. PLEASE NOTE: The Registrar's Office WILL NOT accept transcript requests via e-mail because a signature is required.



Academic Regulations

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 session, 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 program coordinator.

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.

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's Office;
3. paying the audit fee.

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

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.

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 3.0 (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 and Professional Studies. 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 and Professional Studies 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 and Professional Studies. 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.

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 or one F at any time during their 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 and Professional Studies within 30 days after the notice of dismissal. The Dean will review the appeal in a timely fashion.

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.

Academic violations consist of cheating in course work and misuse of library materials and borrowing privileges.

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 and Professional Studies. (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 and Professional Studies, 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 and Professional Studies 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 and Professional Studies.

The Honor and Conduct Board is established to correct academic honor violations within the College community.

INVESTIGATION

1. In cases which are referred to the Dean of Graduate and Professional Studies, 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 and Professional Studies, 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 and Professional Studies will notify the appropriate investigative team of the need to begin its investigation. When the investigation is complete, the Dean of Graduate and Professional Studies 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 Provost 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.

Tuition

The tuition for full-time and part-time students enrolled in any of the graduate programs for the Summer 2001 through Spring 2002 is \$240 per credit hour. 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.

Tuition must be paid in full before the first class session. An additional charge (late payment penalty) of \$50.00 per month will be added if payment is not received in the Bursar's Office located in Elderdice Hall, 410/857-2208 v or 410/857-2210 tty, by the first class. The proceeds of a Stafford Loan or Supplemental Loan are exempt from the late payment penalty provided a completed application is received in the Financial Aid Office located in Elderdice Hall, 410/857-2233, at least 3 weeks prior to the first day of class. Checks should be made payable to Western Maryland College.

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

Financial obligations must be met in order for students to be permitted to enter

class, enroll in a subsequent course, graduate and request transcripts. Students who have not fulfilled payment obligations will be automatically withdrawn from current courses and blocked from future registrations until payment obligations are met. Additionally, the student is responsible for attorney's fees and other costs necessary for the collection of any amount due.

Tuition and Fees 2001-2002

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 \$240.00

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.

Comprehensive Examination \$75.00
The comprehensive exam for eligible M.S. graduates at the end of their programs.

Late Comprehensive
Registration Fee \$25.00

HRD Portfolio Assessment \$250.00

Miscellaneous Fees

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

Student Teaching fee \$400.00
Internship fee. \$150/3hrs. of credit
Music Fee (private
lessons) \$250/1/2 hr.
. \$500/hour
Photography Lab fee \$50.00
Transcript fee \$5.00
Parking Registration. \$20.00/yr

Room Fees 2001-2002

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

Housing for graduate students for the Summer only is available in Daniel MacLea Hall or on Pennsylvania Avenue. Rooms are single and double occupancy. A limited number of single rooms will be assigned on a first come, first serve basis. Please contact the Department of Residence Life at 410/857-2240 v/tty for information about housing deadlines and assignments.

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

Room charges per semester for the 2001 Summer Session are available in the Bursar's Office.

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

Board Fees 2001-2002

Several meal plan options are available to all students. The meal plans and the semester costs for 2001-2002 are available in the Bursar's Office.

Tuition Refund Policy

It is assumed a student will not withdraw from the College during a semester. Failure to attend classes or to pay a billing statement does not constitute an official withdrawal. The effective date of withdrawal is the date of receipt of written notification from the student in the Registrar's Office. Should withdrawal become necessary because of prolonged illness or similar unusual circumstance, the following refund policy will prevail:

Tuition refunds are based on the amount of time the class has elapsed.

<i>Percent of class time elapsed:</i>	<i>Amount of tuition to be refunded:</i>
7 percent	80 percent
13 percent	60 percent
20 percent	40 percent
27 percent	20 percent

After 27 percent of class time, there will be no refund of tuition.

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

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

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

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.

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@wmdc.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 & Professional Studies for more information on assistantships.

Veterans Administration Benefits

Veterans or their dependents who are eligible for veterans' educational benefits should contact the Registrar's Office for information regarding V.A. 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.

Facilities and Services

Academic Skills Center

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 Academic Skills Center (ASC) provides services to students with disabilities enrolled at Western Maryland College. As stated in Section 504 of the Rehabilitation Act of 1973, it is the student's responsibility to make his or her disabling condition known and to request academic adjustments in a timely manner. The ASC office requests any student seeking academic adjustments or auxiliary aids to provide documentation of the disability and the need for services requested. Documentation must be current; no more than 3 years old. Academic adjustments and auxiliary aids will be provided to

address the needs of the student. Students may contact the ASC at 410/857-2504 v/tty.

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.



Career Services

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

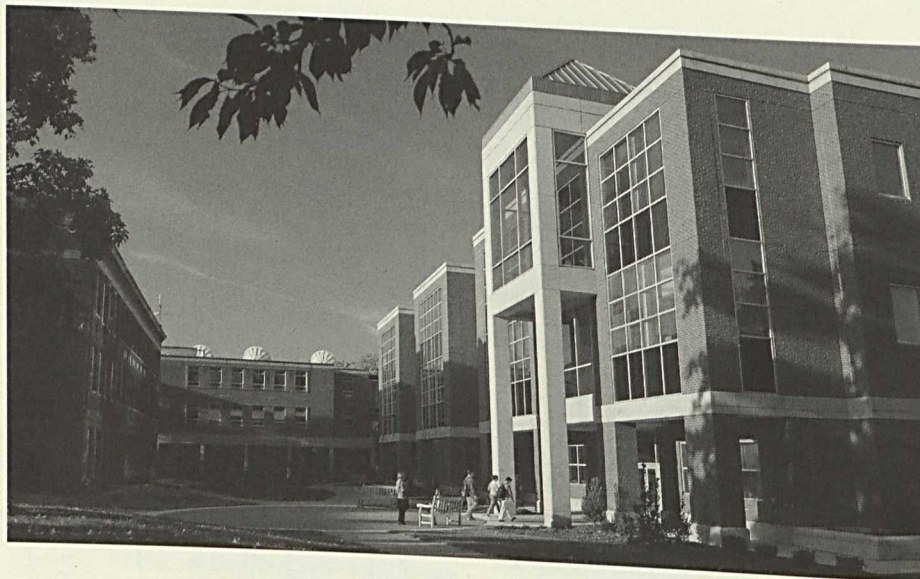
Any enrolled student or graduate of Western Maryland College may establish a credentials file with the Career Services Office. The file contains the student's letters of reference. Copies of the file are sent to prospective employers at the student's request, for a fee. The office also publishes a monthly 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.

College Events

A calendar of events of interest to the College Community is available at the Information Desk in Decker College Center and on the College website. A full program of cultural and recreational activities is presented by the College Activities Programming Board, the Office of College Activities, musical organizations and other college departments and organizations. Most programs are open to the entire college community. Inquiries should be directed to the Office of College Activities.

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

Housing Services

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

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.

Interpreter Services

When requested, interpreters are provided for all students in the classroom, meetings, appointments, and public events. Deaf students should check the appropriate box on the registration form. Hearing students requesting VOICE interpreters are to write "voice interpreter" on the line for Special Services. In addition, students are to make requests directly to the Coordinator of Interpreter Services. All requests for classroom interpreters must be received at least two weeks before the semester begins. Other requests require a 48-hour notice. For interpreting requests, call 410/857-2518 v/tty or stop by Winslow Center, Room 105.

Library

Hoover Library contains books, periodicals, and US 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 I.D. 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.

Parking and Traffic

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

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.

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.

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.

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.

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.

REGULATIONS: 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 given out when a parking permit is purchased.

STUDENT PARKING: Graduate students may park their vehicles in any designated student parking 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.

VEHICLE 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 \$20.00 per year. 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:

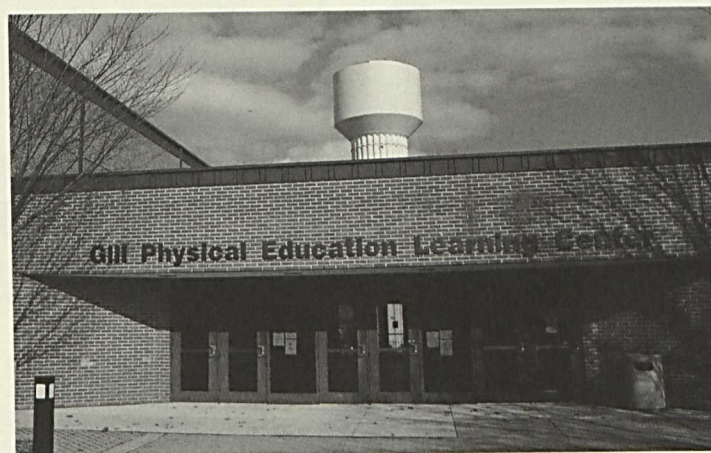
1. Remove all other WMC permits.
2. Display permit in accordance with accompanying directions.
3. If the permit becomes damaged or worn, contact the Department of Campus Safety to obtain a new one.

4. Familiarize yourself with WMC parking and traffic regulations.

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.

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. and it is posted on the website. Off-campus classes will not meet when the county school system where the class is being held closes its schools due to inclement weather. However, when classes are not cancelled, each student must make his or her own decision regarding the advisability of travel based on factors of personal safety. 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 the instructor and site policy.



Directions to the Campus

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

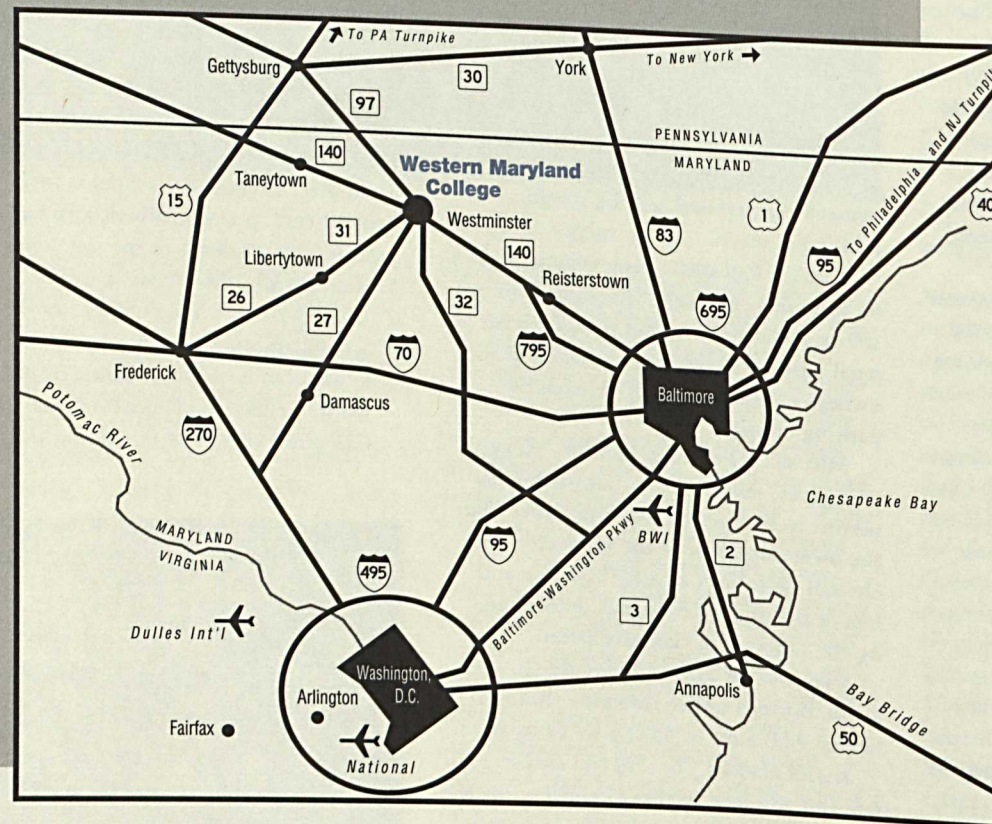
Both Washington, D.C., and Baltimore, Maryland are served by major airlines and Amtrak. Westminster is a short drive from both cities.

Directions

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 and Professional Studies is located in Thompson Hall.

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

FROM THE NORTH: From U.S. 15 at Gettysburg, exit onto Route 97 South. Follow 97 to Route 140 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 Master of Liberal Arts program has become popular with educators who desire an alternative to traditional education graduate programs. A number of elementary, middle, and high school educators have used the program to accumulate continuing professional education credits required in Maryland and Pennsylvania.

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.

Matriculation

Students must have:

- fulfilled all requirements for pre-matriculation;
- met with the program coordinator to present their program of study; and
- obtained and placed on file in the Graduate Records office three letters of reference.

Courses

The M.L.A. program consists of ten 3-credit courses for a total of 30 credit

hours. Although there are required courses, the program's primary feature is that students are expected to self-design their program of study. This flexibility allows students to pursue courses that best reflect their personal and professional interests. The program has the following requirements.

1. A brief, written rationale must accompany the self-designed program of study. The rationale should elaborate on how the chosen courses will satisfy the student's personal and/or professional interests. The program of study must be approved by an adviser.
2. Complete three required courses (9 hours):
 - Ancient World – examines the world's most influential books, people, and ideas before 1500 A.D.
 - Modern World – examines the world's most influential books, people, and ideas since 1500 A.D.
 - Final Project – a culminating project completed under the guidance of a WMC faculty member.
3. One course from each of the following areas (9 hours):
 - Cultural Heritage – courses that focus on the issues relevant to the shaping of culture.
 - Contemporary Society – courses that focus on current issues evident in modern society.
 - Creative Process – courses that require students to explore their artistic and creative talents.

Cultural Heritage, Contemporary Society, and Creative Process courses are designated as such in the Graduate catalog.

4. Any four graduate courses that satisfy the student's program of study (12 hours).

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. National standards in the field provide the base for pedagogical and content 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. An exit portfolio and Action Research project are required for culmination of the degree program.

Admission and Matriculation

Applicants to the program are first admitted as pre-matriculated students after submitting:

- A completed Application for Graduate Study form with non-refundable fee.

- Transcripts verifying completion of an appropriate undergraduate degree and a cumulative GPA of at least 2.5 (on a scale of 4.0).

Matriculation (program admission requirements):

- successful completion of EDU:580, EDU:581 and EDU:592 or EDU:593;
- 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 EDU:580 and EDU:581;
- passing Praxis I test scores that meet MSDE minimum score requirements.

Courses

REQUIRED OF ALL PARTICIPANTS:

EDU:580; EDU:581; EDU:594;
EDU:595; SLM:521; SOC:508; SED:572

ELEMENTARY SEQUENCE:

Course prerequisites from undergraduate studies: American History, Children's Literature, Introductory Psychology, Life Science and Physical Science (12 credits), Mathematics (12 credits including MAT:520 Math for Elementary Teachers). Required: EDU:549, EDU:556, RDG:501, RDG:502, RDG:524, RDG:539, EDU:592, PSY:502, SED:572, SLM:521, EDU:596, EDU:597

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: EDU:610-620 (choose the appropriate course for your area of certification); RDG:532, RDG:534, PSY:503, EDU:593, EDU:598, and EDU:599 or EDU:600 and EDU:601.

Praxis II test scores that meet MSDE minimum score requirements, an Exit Portfolio and Action Research project are certification and degree requirements.

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, students must complete a 45-credit degree 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 or GRE test scores; successful completion of CED:500, CED:501, EDU:550, and a third 3-credit course.

MS PROGRAM PLAN (34 CREDITS) –

GENERIC MENTAL HEALTH COUNSELING:

Area of concentration (19 credits):

CED:500; CED:501; CED:502; CED:504; CED:508; CED:511; CED elective (not CED:506/CED:507).

Education (6 credits):

EDU:550; EDU:505 (CED:590

substituted for students doing thesis).

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

MARYLAND CERTIFICATION (SCHOOL GUIDANCE) OPTION:

In order to obtain the M.S. degree for school guidance certification, add CED:506; CED:507; PSY:502, PSY:503 or PSY:514; CED:552 (field experience); additional courses as determined by the Maryland State Department of Education.

LICENSURE PREPARATION OPTION

In addition to receiving the M.S. degree, the student can arrange to complete additional credits to 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 American Sign Language (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 program meets American Sign Language Teacher's Association (ASLTA) standards. Another extension of the elementary and secondary Deaf Education program is the Literacy Specialist program. Literacy specialists will be prepared to work with Deaf and hard of hearing children to develop reading and writing competence. Graduates of this program will be eligible for certification as Reading Specialists (pending state approval).

Currently, there are approximately 350 graduate students in the Deaf Education program from across the United States, Canada, and other foreign countries, 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 and researchers in the field who are able to incorporate their professional experience and current practices into their course content. Classes are taught in ASL by Deaf and hearing faculty. Students intern in bilingual programs across the United States and Canada.

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 6-8 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 to teach 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 state certification in Deaf Education grades 6-12.

SECONDARY/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 to teach middle/high school deaf students in the regular classroom. Requires a Bachelor's degree in English, Science, History, Mathematics, P.E., or Art. Eligible for

M.S. degree in Deaf Education, Maryland state certification in Deaf Education grades 6-12, and ASLTA certification.

LITERACY SPECIALIST: Prepares literacy specialists to work with deaf and hard of hearing children to develop reading and writing competence. Requires a Master's degree in Deaf Education. Eligible for Maryland State Certification in Reading (pending state approval).

Courses

PREREQUISITES: Demonstrate entry level ASL and English 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, satisfactory review of the suitability for the field criteria.

CORE: DED:511; DED:517, DED:518; DED:541.

CONCENTRATION: DED:527; DED:534; DED:535; DED:582; DED:589; DED:595.

ASL SPECIALIST: completion of Deaf Education program (as outlined above), DED:515, DED:520; DED:533; DED:540; DED:543.

LITERACY SPECIALIST: completion of Deaf Education program (as outlined above or other equivalent Deaf Education preparation), DED:515, DED:600, DED:601, DED:602, DED:603, DED:604.

GRADUATION AND/OR CERTIFICATION: EDU:550; comprehensive examination or thesis, student teaching internships; demonstrate exit level ASL and English proficiency.

Elementary/Secondary Education, Curriculum and Instruction

Overview

This flexible 33-credit program engages teachers and staff developers in designing, implementing and evaluating curriculums. Current theories, research and technology are applied to the improvement of the learning process at all levels, pre-k through college. A critical program objective is to assist teachers in the practical application of recent educational research into actual classroom practice.

All students complete the 4-course Program Core that provides foundations for curriculum and instructional design and program evaluation. A 4-course Instructional Core allows the student to select a general instructional core or a discipline based instructional area. The three-course Focus Area extends the knowledge base in the disciplines or in such areas as leadership in curriculum development, use of technology in the classroom and instructional adaptation for special needs. The determination of the courses for the instructional core and the focus area are made with the adviser. A comprehensive examination or a thesis are required for graduation.

An off-campus program is offered at three locations in Maryland (Prince George's County, Northeastern Maryland and Southern Maryland). The thesis option and some Instructional Core and Focus Area options are not available off campus.

Matriculation

Students must:

- meet all requirements for pre-matriculation;
- complete 9 credit hours with a 3.0 GPA;
- develop a program plan in consultation with the program coordinator/adviser,
- obtain three letters of reference, and
- submit scores from the NTE or Praxis exam.

Courses

PROGRAM CORE: EDU:509; EDU:510 or EDU:545; EDU:511; EDU:550.

INSTRUCTIONAL CORE: Four courses selected in conjunction with the adviser can include: In the general instructional area: EDU:515; EDU:516; EDU:517; EDU:518; EDU:519; EDU:526; EDU:535; EDU:540; EDU:541; EDU:543; EDU:545.

Discipline-based Instructional Core courses are selected with the adviser from offerings for the Master's degree in Reading, Liberal Arts and the BEST programs.

FOCUS AREA: Courses are determined with the adviser.

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.

The 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.

The 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.

The 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.

Matriculation

Students must:

- meet all requirements for pre-matriculation;
- develop a program plan in consultation with the program coordinator;
- complete 9 credit hours at Western Maryland College with a 3.0 GPA;
- submit three letters of reference, and
- submit scores from one of the following tests: GRE, MAT or Praxis.

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 (EDU:550) and a synthesis course appropriate to the liberal arts (any course meeting the MLA 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, such as ASTD and SHRM. 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 as needed in February.

Matriculation

Students are selected for the Human Resources Development program based on the following criteria:

- Completion of a bachelor's degree from an accredited institution with a cumulative grade point average of at least 2.75.*
- Three letters of recommendation from undergraduate faculty or employers.
- A written goal statement describing the applicant's personal and professional goals as they relate to the program of study.

Students may transfer a maximum of 9 graduate credits from another accredited institution with the approval of the program coordinator.

**Students not meeting this criterion may be admitted to the program on a conditional basis. Matriculation status will be reviewed after the student has completed 9 credits in the program. Students with a cumulative grade point average of 3.0 or better and no more than one "C" grade will be matriculated into the program.*

Courses

FOUNDATIONS: HRD:500; HRD:501; HRD:502; EDU:550

THEORIES & PRACTICES: HRD:520; EDU:513; CED:504; SOC:508

REQUIRED CAPSTONE EXPERIENCE: HRD:595

MLA ELECTIVE: One course

ELECTIVES: Choose 3

PORTFOLIO ASSESSMENT: Students in the HRD program must prepare a portfolio that documents their mastery of program competencies. The portfolio is developed throughout the student's program of study under the guidance of the program coordinator and a second adviser. Students must register for HRD:550 prior to submitting their portfolio for final evaluation.

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 and complement each other. 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 program 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.

Pre-matriculation

- Submit an Application for Graduate Study and the application fee.
- Submit official transcripts certifying completion of an undergraduate degree.
- Complete interview with the Reading program coordinator to schedule first 9 credits.

Matriculation

Students must:

- meet all requirements for pre-matriculation;
- develop a program plan in consultation with the program coordinator;
- submit three letters of reference;

- successfully complete 9 credits at Western Maryland College with a 3.0 GPA, and
- submit scores from one of the following tests: GRE, Praxis, or MAT.

Courses

SPECIALIZATION: RDG:501; RDG:502; RDG:503; RDG:504; RDG:506; RDG:532; RDG:535; RDG:539

EDUCATION: EDU:550; two reading related electives.

School Administration

Overview

The program in school administration has 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 completion of the Master of Science degree in School Administration and completion of an administrative internship beyond the master's degree. (Pennsylvania students seeking certification as a supervisor should meet with the Coordinator of the Graduate Program 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.

Matriculation

Students must:

- meet all requirements for pre-matriculation;
- complete 9 credit hours with a 3.0 GPA (ADM:501 must be one of the three courses);
- develop a program plan in consultation with the program coordinator;
- submit scores from one of the following tests: GRE, Praxis, or MAT;
- submit three letters of reference.

Courses

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

CONCENTRATION: ADM:501; ADM:502; ADM:504; ADM:505*; CED:508; ADM:516**

EDUCATION: EDU:510; EDU:511; EDU:550

SYNTHESIS: BUA:527 and PSI:527

*ADM:501; ADM:502; and ADM:504 are prerequisites.

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

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.

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.

Some sections of courses are taught online. Students will meet face-to-face several times, but the majority of the work will be completed in an asynchronous learning environment. Students who choose to take an online section of a course will need strong technology skills and a good computer.

Pre-matriculation

Students must:

- submit an Application for Graduate Study with the non-refundable application fee;
- submit an official transcript of bachelor's degree (minimum 3.0 GPA) from an accredited institution;
- submit three letters of recommendation from your school principal, supervisor, or other employers addressing your ability to (a) pursue graduate study, (b) teach, (c) organize and maintain a library media collection, and (d) use technology;
- submit satisfactory scores from one of the following tests: GRE, Praxis, or MAT, and
- develop a program plan in consultation with the program coordinator.

Matriculation

Students must:

- successfully complete SLM:503, SLM:521, and SLM:505 with a 3.0 GPA or better.

Courses

SLM:500 (optional); SLM:501; SLM:502; SLM:503; SLM:504; SLM:505; SLM:506; SLM:507; SLM:521; SLM:527; SLM:552 or SLM:553; EDU:550; one course to be determined by the program coordinator; comprehensive exam 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 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, and is recognized by the Pennsylvania State Department of Education.

Matriculation

Students must:

- meet all requirements for pre-matriculation;
- develop a program plan in consultation with the program coordinator;
- submit Praxis One (core battery) scores;
- submit three letters of reference, and
- complete three graduate courses from Western Maryland College, which includes at least two in Special Education, with a 3.0 GPA.

Courses

Courses required for the Master of Science may include the following: PSY:510; PSY:502 or PSY:503; SED:501; SED:502; SED:503; SED:504; SED:508; SED:511; SED:520; EDU:509; and EDU:550; Elective courses can include the following: EDU:559; RDG:501; RDG: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 Services 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.

Matriculation

Students must:

- meet all requirements for pre-matriculation;
- have an interview with Target management;
- develop a program plan in consultation with the program coordinator, and
- submit three letters of reference.

Courses

FIRST YEAR: SED:523; PSY:510; PSY:506; CED:508, PSY:531; SED:506.

SECOND YEAR: One curriculum course; SED:510, EDU:550; SED:522; SED:515.

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.

Courses which fulfill M.L.A. requirements are designated in the following categories: Cultural Heritage, Contemporary Society, Creative Process.

American Studies (AMS)

AMS:510 Trends in American Thought *3 credits*

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

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

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

Administration (ADM)

ADM: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.

ADM: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.

ADM: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.

ADM: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.

ADM:505 School Leadership in the Twenty-first Century *3 credits*

Prerequisites: ADM:501, ADM:502, ADM:504

Designed for present and future administrators, this course addresses current topics and issues effective administrators must address regularly and well. Topics include establishing and maintaining a safe learning environment; developing effective communication skills; addressing health and family issues; finding, analyzing, and using school data available through current technologies; being a change agent; and leading a staff toward a shared vision and empowerment.

ADM:516 Case Studies in School Administration *3 credits*

Prerequisites: 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.

ADM: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.

ADM: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.

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 (BUA)**BUA: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 (CLT)**CLT: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

CLT: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

CLT:566 Special Topics in Comparative Literature*3 credits*

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

Counselor Education (CED)**CED: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 experience 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 arrange to waive this requirement.

CED:501 Introduction to Counseling

3 credits

Only students applying to the CED program are eligible to take this course.

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.

CED:502 Counseling Theories and Techniques

3 credits

Prerequisites: CED: 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.

CED: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.

CED:505 Diversity-Sensitive Counseling

3 credits

Prerequisites: CED:501 and CED: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.

CED:506 Organization and Administration of Guidance Programs

3 credits

Prerequisites: CED:501

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.

CED:507 Counseling Children

3 credits

Prerequisites: CED:501 and CED: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.

CED: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.

CED:509 Family Counseling

3 credits

Prerequisites: CED: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.

CED: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.

CED: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.

CED: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.

CED:514 Community Mental Health

3 credits

Prerequisites: CED: 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.

CED: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.

CED:552 and 553 Field Practicum in Counseling

3 credits

Prerequisites: 34 credits, successful completion of CED:511, 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.

CED: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 Graduate Bulletin published each semester.

CED:577 Applied Counseling Problems: Alcohol and Drug Abuse

3 credits

Prerequisites: CED: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.

CED: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 (DED)

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 ASL and English proficiency requirements prior to beginning classes.

DED: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 and hard of hearing students will be analyzed and critiqued. Criteria for the establishment of quality educational services for Deaf students will be presented.

DED:515 Literacy Connections through ASL Storytelling

3 credits

The course is an introduction to source materials for storytelling and the techniques for learning and telling stories in American Sign Language including the selection, adaptation, translation, learning, and presentation of stories. Students will analyze the connections between storytelling, reading, writing, and overall language development. The course showcases the interactive nature of storytelling and its relationship to the reading process.

DED:517 Reading for Deaf Students

3 credits - CORE course

This course focuses on the process of learning to read, with emphasis as to how this process applies to Deaf students. Assessment techniques and the materials used in teaching reading strategies in a balanced program are also included. Relevant research is stressed.

DED:518 Assessment and Instruction of Deaf Students with Special Needs

3 credits - CORE course

The focus of this course is on the study of formal and informal assessment techniques

and strategies and their use in developing prescriptive education programs (including the development of behavioral objectives for IEP's and lesson planning). These competencies are developed through practical application with Deaf students with varying abilities and disabilities including classroom management techniques and adaptations.

DED:520 Counseling Parents of Deaf Children

3 credits (prerequisite - CORE courses)

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.

DED:527 ESL Instruction in Content Areas

3 credits (prerequisite - CORE courses)

This course provides a theoretical overview and an instructional framework to support the content literacy development of deaf and hard of hearing students. Course content emphasizes strategies to reinforce content area reading and writing competence, with a focus on ESL (English as a Second Language) applications.

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

3 credits (prerequisite - CORE courses)

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.

DED:534 Issues and Trends in Audiology and Spoken English Development

3 credits (prerequisite - CORE courses)

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.

DED:535 Literacy Instruction for Deaf Students

3 credits (prerequisite - CORE courses)

This course incorporates principles and methods of developing literacy in two languages, English and American Sign Language. Balanced programs are discussed, with an emphasis on instruction and materials.

DED:538 Linguistics of American Sign Language

3 credits

Crosslisted at the undergraduate level with ASL:3338 (4 credits)

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

DED:540 Advanced American Sign Language Linguistics

3 credits (prerequisites - DED:538 and CORE)

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. Special topics within ASL Linguistics will be added on occasion.

DED:541 First and Second Language Learning

3 credits - CORE course

This course focuses on the theories of first and second language acquisition of both English and American Sign Language (ASL). The cognitive and language development of both hearing and Deaf students is discussed.

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

3 credits (prerequisite - CORE courses)

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.

DED:552, 553, 554 Internship in Deaf Education
(DED:558 ASL Internship)

3 credits each (prerequisite - all Deaf Education prerequisite and required courses, acceptable rating on the ASL and English proficiency evaluation)

Students interested in certification as a teacher of Deaf and Hard of Hearing students, will complete a 10-week student teaching internship. (The ASL Internship requires additional time.)

DED:566 Special Topics in Deaf Education

3 credits

Focuses on various topics pertaining to Deaf Education. The topics will be fully described in the Graduate Bulletin published each semester.

DED:569 American Deaf Culture

3 credits

Crosslisted at the undergraduate level with ASL:3369 (4 credits)

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.

DED:582 Bilingual-Bicultural Approaches to Teaching Deaf Students

3 credits (prerequisite - All Deaf Education prerequisite and required courses, acceptable rating on the ASL and English proficiency evaluation, to be taken just prior to student teaching and/or graduation)

This course will provide a framework for implementing a bilingual-bicultural approach to teaching deaf students, building on theoretical foundations and instructional strategies. 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 cuing techniques.

DED: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.

DED: 595 Practicum Experience

3 credits (prerequisite - CORE courses)

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 coursework in Deaf Education and is supervised by a Deaf Education faculty member.

DED:600 Literacy: Assessment and Planning

3 credits (prerequisite - Master's in Deaf Education or equivalent)

Literacy Specialist only

This course emphasizes the interactive nature of the assessment and instruction process for developing literacy competence of Deaf students. Administration and interpretation of informal and formal instruments for assessing first and second language skills, with specific attention to printed English, will be addressed. Students will subsequently develop instructional programs to enhance reading and writing ability based on the assessment instruction process.

DED:601 Early Literacy: Instructional Approaches for Deaf Students

3 credits (prerequisite - Master's in Deaf Education or equivalent)

Literacy Specialist only

This course provides an in-depth analysis of the process of literacy acquisition by Deaf readers/writers at the emergent level. Observational techniques and instructional activities will be emphasized.

DED:602 Balanced Literacy for Secondary Deaf Students

3 credits (prerequisite - Master's in Deaf Education or equivalent)

Literacy Specialist only

This course focuses on the reading-writing process in narrative and expository contexts. Strategies appropriate for upper elementary and secondary levels are emphasized.

DED:603 Literacy Practicum

3 credits (prerequisite - DED:600, DED:601, DED:602)

Literacy Specialist only

This practicum consists of a supervised experience with Deaf students which emphasizes the ongoing assessment-instruction process in developing literacy competence. Literacy specialist students will design and implement an instructional program based on assessment data and communicate relevant information to parents, students, and professionals.

DED:604 Current Issues in Bilingual Literacy

3 credits (prerequisite - DED:600, DED:601, DED:602)

Literacy Specialist only

Relevant research in reading and writing instruction for Deaf students will be emphasized as current issues in literacy education are addressed. Students will research an area of interest and will also be expected to demonstrate mastery of program objectives for Literacy Specialists through an individualized portfolio process.

Economics (ECO)**ECO: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

ECO: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 (EDU)**EDU: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.

EDU: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.

EDU: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.

EDU: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.

EDU: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.

EDU: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, and computers. Selection, implementation, and evaluation of methods of instruction are also included.

EDU:514 Supervision of Student Teachers

3 credits

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

EDU:530 Adult Learning and Development

3 credits

This course will explore the development of adults as individuals and members of groups, organizations, 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.

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

3 credits

Prerequisites: EDU:580 and EDU:581 when taken as part of the BEST program of study. Must also be registered for EDU:592 when taken by BEST students.

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.

EDU: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.

EDU: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.

EDU:580 Learning and Teaching

3 credits

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

EDU:581 Linking Instruction and Assessment

3 credits

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

Emphasizes planning for whole class, small group, and tutorial instruction on 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 criterion referenced assessment, performance assessment, and portfolios.

EDU:592 Field Experience Practicum-Elementary

No credit

Must be taken simultaneously with EDU:580, EDU:581, EDU:549, EDU:556, and RDG: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 EDU 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.

EDU:593 Field Experience Practicum-Secondary

No Credit

Must be taken simultaneously with EDU:580, EDU:581, EDU:610-618, and RDG:532 when taken as part of the BEST program of study.

One goal of this alternative certification program is to integrate theory and best practice. Consequently, a practicum is scheduled to coincide with each EDU 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.

EDU:594 Action Research I

3 credits

To be taken prior to Internship.

Prerequisites for Elementary – EDU:580, EDU:581, EDU:556, RDG:501, RDG:502, RDG:524, RDG:539, EDU:549, SLM:521, PSY:502, SED:572, SOC:508, and EDU:592.

Prerequisites for Secondary- EDU:580, EDU:581, RDG:532, RDG:534, EDU:610-618, SLM:521, PSY:502, SED:572, SOC:508, and EDU: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 pilot project and a review of literature on a research topic of interest.

EDU:595 Action Research II

3 credits

To be taken simultaneously and following student teaching internship.

Prerequisites for Elementary - EDU:580, EDU:581, EDU:556, RDG:501, RDG:502, RDG:524, RDG:539, EDU:549, SLM:521, PSY:502, SED:572, SOC:508, EDU:592, and EDU:594.

Prerequisites for Secondary – EDU:580, EDU:581, RDG:532, RDG:534, EDU:610-618, SLM:521, PSY:503, SED:572, SOC:508, EDU:593 and EDU:594.

This course emphasizes the development and critical analysis of a classroom or

school based research problem. Students will gather data or otherwise address research related to their school based internship. The completed project and subsequent paper will be the candidate's master thesis/capstone project.

EDU:596 Internship and Seminar-Primary Grades

4 credits

All Prerequisite courses, Praxis I, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship except EDU: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.

EDU:597 Internship and Seminar-Intermediate

4 credits

All Prerequisite courses, Praxis I, Education courses, and Concentration courses must be completed prior to the Internship except EDU: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.

EDU:598 Internship and Seminar- Middle School

4 credits

All Prerequisite courses, Praxis I, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship except EDU: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.

EDU:599 Internship and Seminar- High School

4 credits

All Prerequisite courses, Praxis I, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship except EDU: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.

EDU:600 Internship and Seminar- Elementary (for K-12 certification areas)

4 credits

All Prerequisite courses, Praxis I, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship

except EDU: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.

EDU:601 Internship and Seminar- Secondary (for K-12 certification areas)

4 credits

All Prerequisite courses, Praxis I, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship except EDU: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.

EDU:610-618 Instructional Plans in _____

3 credits

Prerequisites: EDU:580 and EDU:581 when taken as part of the BEST program of study. Must also be registered for EDU:593

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.

EDU:611 Sciences

EDU:612 Foreign Languages

EDU:613 English

EDU:614 Social Studies

EDU:615 Physical Education

EDU:616 Music/Choral or
Instrumental

EDU:617 Art

EDU:618 Mathematics

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

EDU: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.

EDU: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.

EDU: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.

EDU:518 Patterns for Ideas: Brain Based Ways We Think and Learn

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.

EDU: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 will be offered.

EDU: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.

EDU: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 Life-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.

EDU:535 Successful Teaching for Acceptance of Responsibility

3 credits

This course gives teachers practical skills to help them teach students to increase their self-responsible behaviors and assume increasing amounts of control over their school lives. In addition, this course empowers teachers by focusing on strategies that increase a sense of power and responsibility in all aspects of their professional life.

EDU:540 Purposeful Learning through Multiple Intelligence

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.

EDU: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.

EDU: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.

EDU:545 Curricular Reform for the 21st Century

3 credits

This course 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 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 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.

EDU: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.)

EDU: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 of technology, and a problem-solving approach to mathematics instruction from pre-school through the primary grades. (May be used as a program elective.)

EDU: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.

EDU:549 Teaching Science and Social Studies in the Elementary School*3 credits*

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

Current issues 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.

EDU:556 Teaching Standards for Mathematics in the Elementary School*3 credits*

Prerequisites: EDU:580, EDU:581, and MAT:1141/MAT:520 when taken as part of the BEST program of study. Must also be registered for EDU:592 when taken by BEST student.

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.

EDU: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.)

EDU: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 has become the language used in the Computer Science Advanced Placement tests as of 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 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

ENG:566 Special Topics in English*3 credits*

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

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 (GSC)

GSC: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

GSC: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 (HUM)

HUM: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

HUM: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.

Mathematics (MAT)

MAT: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.

MAT: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.

MAT: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.

MAT: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.

MAT: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

MAT: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.

MAT: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.

MAT:522 Elementary Functions

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

MAT: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

MLA:501

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 program coordinator/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. Cultural Heritage, Contemporary Society

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 (PSI)

PSI: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.

PSI: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.

PSI: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.

PSI: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:514 Human Growth & Development Throughout the Life Span**

3 credits

Prerequisites: CED:501 or another graduate level psychology course

A comprehensive study of the basis for change and constancies in psychological functioning from infancy through old age. A Psychosocial approach will be emphasized in addition to exploration of other developmental theories. Physical growth and maturation, social and cultural development, emotional and personal development and cognitive development. Research projects in the field of student's interest.

PSY:531 Applied Behavior Analysis

3 credits

Prerequisites: 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 (RDG)

RDG:501 Reading Acquisition: Strategies and Methods

3 credits

This course examines the process of reading acquisition from an interactive perspective of reading. The course content addresses language development, phonological awareness, phonics knowledge, comprehension, and vocabulary development. Students analyze theories related to reading assessment and instruction and explore practical applications for the classroom.

RDG:502 Reading Assessment and Planning

3 credits

Prerequisites: RDG:501

This course introduces the components and procedures within the assessment-instruction process from an interactive perspective of reading. The course content addresses multiple assessment instruments for the purpose of measuring literacy factors and designing instructional modifications to meet the needs of diverse learners. Students evaluate local, state, and classroom assessments in terms of their usefulness to educators.

RDG:503 Reading: Assessment and Planning, Advanced

3 credits

Prerequisites: RDG:501, RDG:502

This course extends the components and procedures within the assessment-instruction process from an interactive perspective of reading. The course content addresses the administration, scoring, and interpretation of multiple assessment instruments. Students develop facility in planning individual reading programs, using the assessment-instruction process. Students analyze the literacy context and assessment data to guide instructional decisions.

RDG:504 Reading Practicum

3 credits

Prerequisites: RDG:501, RDG:502, RDG:503, RDG:535

This clinical experience explores the ongoing assessment-instruction process in terms of practical application with diverse learners. Students design and implement instructional programs based on assessment data and communicate relevant information to parents, students, and professionals. Students explore roles and responsibilities of resource personnel within the clinical setting.

RDG:506 Current Issues in Reading

3 credits

Prerequisites: 21 graduate credits in Reading

This course examines important current reading topics and the historical context within which they are embedded. The course content addresses literacy development, comprehension theory and application, phonological awareness and phonics, assessment, at-risk readers, and balanced reading instruction. Students conduct independent research of a self-selected topic and analyze the work of contemporary theorists within the field of reading.

RDG:524 Materials for Balanced Reading Instruction

3 credits

This course examines the selection, evaluation, and implementation of instructional materials for a variety of learners. The course content addresses the development of independent readers through the use of available materials. Students explore purposes for reading and various text formats within the context of a balanced literacy program. Students examine resources and practices to support parent-school collaboration.

RDG:532 Reading in the Content Areas: Part I

3 credits

This course examines the elements of the reading process that are essential for reading success within the secondary classroom. The course content addresses assessment, cognitive strategies for reading comprehension, classroom instructional strategies, and intrinsic motivation. Students analyze theoretical perspectives and integrate content reading across the curriculum.

RDG:533 Teaching Children to Write

3 credits

This course examines writing instruction, language development, cognition, and the integration of writing across the curriculum. The course content addresses the components of the writing process, purposes for writing, and instructional frameworks. Students analyze elements of the writer's craft through author studies.

RDG:534 Reading in the Content Areas: Part II

3 credits

Prerequisites: RDG:532

This course extends the concepts presented in Part I of Reading in the Content Areas. The course content addresses technical reading/writing, performance based assessments, and integration of reading/writing instruction within secondary classrooms. Students explore instructional strategies across disciplines and design modifications for at-risk readers and writers.

RDG:535 Early Literacy: Approaches for the Classroom

3 credits

Prerequisites: RDG:501

This course examines literacy instruction and early intervention strategies for at-risk readers. Students design instruction based on skilled observation of a child's phonological awareness, alphabetic knowledge, print conventions, and reading strategies.

*Students need access to a kindergarten or first grade reader throughout the semester.

RDG:539 Balanced Reading Instruction

3 credits

This course examines theoretical and practical issues in the implementation of a balanced literacy program. The course content addresses guidelines for the organization and management of balanced reading instruction within the elementary classroom. Students evaluate instructional strategies for word recognition, comprehension development, intervention, and intrinsic motivation.

RDG:566 Special Topics in Reading

3 credits

This course examines various topics pertaining to reading instruction. The topics will change periodically and will be described in the Graduate Bulletin published each semester.

RDG:574 Creative Teaching of Language Arts

3 credits

This course examines innovative instructional practices that support the creative teaching of reading, writing, listening, and speaking. The course content addresses a variety of meaning-based and student-centered approaches from an integrated Language Arts perspective. Students will reflect upon and extend personal literacy as individuals within a community of learners.

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 Hammarskjöld, 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

School Library Media (SLM)

SLM: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.

SLM:501 School Library Administration

3 credits

Prerequisites: When this class is taught online, the prerequisite is SLM:521 or coordinator approval.

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.

SLM:502 Organization and Access (Online)

3 credits

Prerequisites: SLM:503; SLM:505; SLM:521 or coordinator approval

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.

SLM:503 Literature 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.

SLM:504 Literature 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.

SLM:505 Information Sources: Retrieval, Dissemination and Utilization

3 credits

Prerequisites: When this class is taught online, the prerequisite is SLM:521 or coordinator approval.

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

SLM:506 Selection and Use of Media

3 credits

Prerequisites: When this class is taught online, the prerequisite is SLM:521 or coordinator approval.

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.

SLM: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.

SLM: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

SLM:521 Telecommunications and the Internet

3 credits

This course offers demonstrations, hands-on instruction, and follow-up activities in using the Internet and the World Wide Web. The course includes ways in which the teacher or media specialist can integrate these skills into the K-12 educational environment.

SLM: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.

SLM:524 Case Studies in Management for Educational Media Administrators

3 credits

Prerequisites: 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.

SLM:527 Advanced Internet and Web Applications

3 credits

Prerequisites: SLM:506; SLM:507; SLM:521 or coordinator approval

This course builds upon the skills learned in SLM:506, SLM:507, and SLM: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, showing best practices in using technology in the educational setting.

SLM:532 Storytelling in the Classroom

3 credits

This course explores the uses of stories and storytelling in the classroom and in the school library media center as innovative ways to meet curricula, learning, and multicultural needs. Teachers and library media specialists will learn how to select and use appropriate stories for specific curriculum areas.

SLM:552 Internship in School Library Media

3 credits

Prerequisites: 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 school library media faculty member.

SLM:553 Internship in School Library Media, Advanced

3 credits

Prerequisites: 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 school library media faculty member.

SLM:566 Special Topics in School Library Media

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.

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: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.

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

Special Education (SED)**SED:500 Practicum in 504****Support Services***1-3 credits*

Prerequisites: Proficiency in English or ASL and permission of coordinator.

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

School-Based Program With Certification

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

SED:501 Instructional Models and Learning Theories for Exceptional Students*3 credits**Prerequisites: 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.

SED:502 Teaching Strategies for Exceptional Students (Focus: Grades 1-8)*3 credits**Prerequisites: PSY:510, SED: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.

SED:503 Diagnostic-Prescriptive Assessment*3 credits**Prerequisites: PSY:510, SED:501, SED:502 or SED: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.

SED:504 Classroom Management of Exceptional Students*3 credits**Prerequisites: PSY:510*

This 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.

SED: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.

SED:508 Seminar: Secondary and Postsecondary Issues*3 credits**Prerequisites: At least one Special Education (SED) 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.

SED:511 Teaching Strategies for Exceptional Students (Focus: Grades 6-12)*3 credits**Prerequisites: PSY:510, SED: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.

SED:520 Parent Conferencing Skills*3 credits**Prerequisites: 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.

SED: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.

SED: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.)

SED: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.

SED: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.

SED:515 Issues in Human Services 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.

SED: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.

SED: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, benefiting from (1) preliminary class discussion about the medium and this specific application and (2) a subsequent critique.

THE:501 Performing Arts I: Film

3 credits

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

THE:502 Performing Arts II: Musical Production

3 credits

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

THE:503 Performing Arts III: Theatre

3 credits

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

THE:510 Introduction to Acting and Interpretation

3 credits

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

THE:511 Theatre and Drama By and About Women

3 credits

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

THE:512 Theatre for Children

3 credits

Approaches to children's theatre, creative dramatics and dramatic literature; writing, directing and staging of plays for children with emphasis on the techniques and methods of play construction and production. Creative Process

THE:513 Contemporary Drama

3 credits

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

Special Studies

551 Special Studies

3 credits

Individually designed course under the guidance of a faculty member in an appropriate program of study. This requires the approval of the adviser/coordinator and the Dean of Graduate and Professional Studies. The form is available in the Graduate office.

College Organization

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1920-1935	Albert Norman Ward , A.B., A.M., D.D.
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1984-2000	Robert Hunter Chambers, III , A.B., B.D., Ph.D.
2000-	Joan Develin Coley , A.B., M.Ed., Ph.D.

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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.

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(1980)
President (Retired)
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CEO & President,
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President/CEO
Episcopal Ministries to the Aging, Inc.
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Sr. Vice President and General Counsel
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- JOEL MACHT, *Professor of Education (Program Support: Special Education)*
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B.A., Western Maryland College; M.A.,
A.G.S., University of Maryland; Ed.D.,
Peabody College of Vanderbilt University
- MARYANN MCBRIDE, *Education*
B.S., Frostburg State College; M.Ed.,
Loyola College
- BARBARA MCCLOSKEY, *Counselor Education*
B.S., Bloomsburg University; M.Ed.,
Western Maryland College
- PATRICIA McDONALD, *Human Resources
Development*
B.A., Gettysburg College; M.L.A., Johns
Hopkins University; J.D., University of
Maryland
- KAREN MCGAHA, *Reading*
B.S., Indiana University of Pennsylvania;
M.S., Western Maryland College
- DEBRA L. MITCHELL, *Education*
B.S., Indiana State University; M.S.,
Western Maryland College
- PAULA MONTGOMERY, *School Library Media*
B.A., M.L.S., Florida State University;
Ph.D., University of Maryland
- ROLAND MOORE, *School Library Media*
B.S., Saint Paul's College; M.S., Bowie
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
- KATHY NACE, *Education*
B.S., Bloomsburg State College; M.Ed.,
University of Pittsburgh
- LOUIS L. NORBECK, JR., *Education*
B.S., Bowie State College; M.A., Salisbury
State College; M.S., The Johns Hopkins
University; Ed.D., Wilmington College of
Delaware
- FRANCES H. NUSSLE, *Education*
B.S., Towson State University, M.Ed.,
Loyola College
- EDMUND O'MEALLY, *Education*
B.A., M.A., Frostburg State University;
J.D., University of Maryland
- LINDA PARKER, *Education*
B.S., University of Delaware; M.A., Ph.D.,
University of Maryland
- MALISSA PARNELL, *Education*
B.S., University of the District of
Columbia; M.Ed., George Washington
University
- WAYNE PERRY, *Education*
B.S., Towson State University; M.A.,
University of Maryland
- MARGARET PFAFF, *Administration/Special
Education*
B.S., Towson University; M.S., Western
Maryland College; Ed.D., University of
Maryland
- 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
- BEVERLY PISH, *Education*
B.S., Towson State University; M.S.,
George Washington University; Ed.D.,
University of Maryland
- TIMOTHY POLICASTRO, *Counselor Education*
B.A., Towson State University; M.Ed.,
Loyola College
- SHARON QUARLES, *Education*
B.S., Frostburg State University; M.Ed.,
Bowie State University
- MARC RASINSKY, *Political Science*
B.A., University of Maryland; J.D.,
University of Maryland School of Law
- ARLENE READING, *Education*
B.A., Salisbury State College; M.Ed., Bowie
State University

ROBERT F. REDMOND, *Counselor Education*
B.S., Georgetown University; M.Ed.,
Ph.D., University of Maryland

MARY ANNE REICHELT, *Counseling*
B.A., College of Notre Dame of Maryland;
M.A., Creighton University; M.A., Webster
University; D.Min., Eden Theological
Seminary

BLAIR REID, *School Library Media*
B.S., Towson State University; M.Ed.,
Loyola College; M.L.S., Catholic University

PATRICIA M. RICHARDSON, *Education*
B.S., M.Ed., Ph.D., University of Maryland

TERRI RIDENOUR, *Education*
B.S., Mount Saint Mary's College; M.S.,
Western Maryland College

C. RANDOLPH ROBINETTE, *Education*
B.S., Bowie State University; M.Ed.,
Catholic University of America

MATTHEW ROBINSON, *Exercise Science and
Physical Education*
B.A., York College of Pennsylvania; M.S.,
Western Maryland College; Ed.D., Temple
University

ARTHUR ROGERS, *Human Resources
Development*
B.S., Merrimack College; LL.B., J.D.,
Suffolk University School of Law

LORETTA ROULT, *Deaf Education*
B.A. Gallaudet University, M.A. New York
University

PAUL ROULT, *Deaf Education*
B.S. Gallaudet University, M.A. New York
University

MARGARET ELAINE MUNDIS RUNKLE, *Human
Resources Development/School Library Media*
B.S., The Pennsylvania State University;
M.S., Western Maryland College

WILLIAM H. RYAN, *Administration*
B.S., Bloomsburg University; M.Ed., Bowie
State University

CONNIE SAUL, *Education*
B.S., M.S., Old Dominion University

MICHAEL SCALZI, *Counselor Education*
B.A., Western Maryland College; M.A.,
Towson State University

DALE L. SCHAEBERLE, *Administration*
B.S., Millersville State College, M.Ed.,
Western Maryland College, Ed.D., Lehigh
University

JOHN SCHRENGOST, *Education*
B.S., West Virginia University; M.S.,
Western Maryland College

KAREN SCOTT, *Special Education*
B.A., M.Ed., Western Maryland College

KATHERINE SCHMIED, *Education*
B.S., James Madison University; M.A.,
Glassboro State College

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B.A., M.Ed., University of Maryland

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

DEBORAH STAFFORD, *Education*
B.S., Towson State College; M.Ed.,
Salisbury State University

PATRICIA STAFFORD, *School Library Media*
B.A., University of Maryland; M.L.S.,
University of Maryland

MARGARET STAMM, *Education*
B.A., Towson State University; M.S., Bowie
State University

DIVONNA STEBICK, *Reading*
B.S., Indiana University of Pennsylvania;
M.S., Western Maryland College

ALAN STURROCK, *Education*
B.Ed., Dundee University; M.A.T., Duke
University; Ed.D., Harvard Graduate
School of Education

RONALD S. THOMAS, *Education*
B.S., M.Ed., Towson State University;
Ph.D., University of Maryland

TINA TINGLER, *Deaf Education*
B.S. Kent State University, M.S. Western
Maryland College

MARGARET TRADER,
B.A., M.Ed., Western Maryland College;
Ph.D., University of Maryland

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B.A., Gallaudet University; M.A.,
University of Maryland; Ed.D., American
University

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B.S., Western Maryland College; M.A.,
Towson State University

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

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B.S., Pennsylvania State University; M.S.,
Western Maryland College

PAUL WEST, *Counselor Education*
B.S., M.S., Shippensburg University; Ed.D.,
Virginia Tech

ERICK WILLIAMS, *Counselor Education*
B.A., University of Maryland; M.A., Hood
College; M.S., 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

JOYCE WISEMAN, *Education*
B.S., M.Ed., Bowie State College

KATHLEEN WOOD, *Deaf Education*
B.S. Ball State University, M.A. Indiana
University, Ph.D. Georgetown University

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

Index

Address — Inside Back Cover
Academic Probation and Dismissal — 7
Academic Load — 6
Administration, Officers of — 40
Admissions — 4
Application Process — 4
Board Expenses — 8
Calendar — Back Cover
Campus Safety — 9
Career Services — 10
Chairman of the Board — 18
College Organization — 38
College Profile — 2
Commuter Parking — 11
Conveniences — 10
Counseling and Career Services — 10
Course Designations — 3, 13
Courses of Instruction — 19
 American Studies — 19
 Administration — 19
 Art — 19
 Biology — 20
 Business Administration — 20
 Communication — 20
 Comparative Literature — 20
 Counselor Education — 20
 Deaf Education — 22
 Economics — 24

Education — 24
 Subject Methods — 27
Educational Computing — 28
English — 28
Exercise Science and Physical Education — 28
General Science — 29
History — 29
Humanities — 30
Human Resources — 30
Mathematics — 31
Music — 32
Performing Arts — 37
Philosophy — 32
Physics — 32
Political Science — 32
Psychology — 32
Reading — 33
Religious Studies — 34
School Library/Media — 34
Sociology — 35
Special Education — 36
Theatre Arts — 37
Educational Program — 3
Expenses — 8
 Application — 8
 Board — 8
 Room — 8
 Tuition — 8
Facilities and Services — 9
Faculty — 41
Fees — 8

Financial Aid — 9
Food Services — 10
Grades and Reports — 6
Graduation Requirements — 6
Health Services — 10
History of the College — 2
Honor System — 7
ID Cards — 10
International Students — 5
Lecturers — 42
Library — 11
Location Map — 12
Master of Liberal Arts Program — 3
Master of Science Program — 3
Matriculation — 5
Parking and Traffic — 11
Payment of Bills — 8
Philosophy and Objectives — 2
Programs of Study — 13
 Master of Liberal Arts — 13
 Master of Science
 BEST — 13
 Counselor Education — 14
 Deaf Education — 14
 Curriculum & Instruction — 15
 Exercise Science and Physical Education — 15
 Human Resources Development — 16
 Reading — 16
 School Administration — 17
 School Library Media — 17
 Special Education — 18
Refunds — 8

Reports, Grades and — 6
Room Fees — 8
Special Studies — 37
Student Services — 9
Summer School — Back Cover
Teaching Certification — 3
Telephone Numbers — Inside Back Cover
Transcripts — 6
Transfer Credit — 5
Trustees, Board of
 Alumni Visitors to — 40
 Faculty Visitors to — 40
 Officers of — 40
 Student Visitors — 40
Tuition — 8
Veterans Benefits — 9
Withdrawal from College — 6

Western Maryland College

Please print or type.

Date _____

Name _____ last

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

Maiden/Previous Name _____

Address _____ State _____ Zip _____

City _____ 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 _____

Teaching Certificate Currently Held _____ State _____ Date of issue _____

Teaching Certificate Currently Held _____ State _____ Date of issue _____

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 (General)

_____ Special Education (School)

_____ Special Education (Community)

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

Southern MD _____ Northeastern MD _____

_____ Calvert County _____ Elkton _____

_____ Charles County _____ Chestertown _____

_____ St. Mary's County _____ Perryville _____

_____ Non-degree Student _____

_____ Prince George's County

_____ Certification Only in _____

Application for Graduate Study

Social Security Number _____

Telephone (Home) _____

Telephone (Work) _____

Email _____

The following information is optional and will be used for affirmative action purposes only. This information will not be used in the admission process. How would you describe yourself?

_____ American Indian or Alaskan Native

_____ Asian/Pacific Islander (including Indian subcontinent)

_____ African American

_____ Hispanic (including Puerto Rico)

_____ White, Anglo, Caucasian

_____ Other (specify) _____

When do you plan to enroll? _____

Fall/Year

Spring/Year

Summer/Year

Please write a brief paragraph in the space below stating your reasons for enrolling in graduate school.

Return the completed application form with a \$40 nonrefundable application fee to the:

Office of Graduate Affairs

Western Maryland College

Westminster, MD 21157-4390

Or you may charge the application fee by calling the Bursar's Office at 410-857-2209.

Upon receipt of this application, we will mail you three reference forms to be sent to individuals exclusive of WMC faculty, who can evaluate your scholarship and professional abilities. To be eligible to enroll in any graduate course, you must submit one copy of an official transcript to verify receipt of a baccalaureate degree from an accredited higher education institution.

For further information, please call 410-857-2500 v/tty, or email gradadms@wmdc.edu

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

Applicant's signature _____

Date _____

Western Maryland College, in compliance with Federal and State laws and regulations governing affirmative action and non-discrimination, does not discriminate in the recruitment, admission, and employment of students, faculty and staff in the operation of any of its educational programs and activities as defined by law. Accordingly, nothing in this publication should be viewed as directly or indirectly expressing any limitation, specification, or discrimination as to race, religion, color, or national origin, or to handicap, age, sex or status as a disabled or Vietnam-era veteran. Any inquiries regarding the above may be directed to Office of Affirmative Action, 410/848-7000.

Because the safety of all members of the WMC community is a vital concern, a campus security report is available from the Department of Campus Safety. This report details various security and emergency policies, as well as procedures and statistics regarding crime and campus safety.

Confidentiality

In compliance with the Family Educational Rights and Privacy Act of 1974, Western Maryland does not provide access to admissions records to applicants, those students who are rejected, or those students who decline an offer of admission.

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/graduate>

Academic Work and Progress:

H. Samuel Case, Provost and Dean of the Faculty;
For Graduate Program Coordinators see page 37.

Admissions:

Crystal L. Perry, Administrator of Graduate 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:

Beth Rosko

Internships:

See Individual Departments Concerned

Motor Vehicle Registration:

Campus Safety Office

Parents Board:

Philip Sayre, Dean of Student Affairs

Parking:

Office of Campus Safety

Post Office:

Joan Strickles, Coordinator

Praxis (National Teacher's Exam):

Lisa Maher, 410/549-4923

President:

Joan Develin Coley

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:

Jan Kiphart, 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 April 2001 by
WMC Office of Public Information
Editor: Joyce Muller
Design: Manger, Steck & Koch
Printing: E. John Schmitz & Sons

Western Maryland College

2 College Hill

Westminster, Maryland

21157-4390

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

Graduate Calendar

Fall Semester 2001

Classes begin Monday, August 27

No classes (Labor Day) Monday, September 3

No classes (Fall break) Monday & Tuesday, October 15 & 16

Thanksgiving break Wednesday, Thursday & Friday, November 21, 22, & 23

Classes end Monday, December 10

Spring Semester 2002

Classes begin Monday, January 28

No classes (Spring break) Monday–Friday, March 18–22

Classes end Thursday, May 9

Commencement Saturday, May 25

Summer Session 2002 (proposed)

Classes begin Monday, June 24

No classes Thursday, July 4

Classes end Friday, August 11

Fall Semester 2002 (proposed)

Classes begin Monday, August 26

No classes (Labor Day) Monday, September 2

No classes (Fall break) Monday & Tuesday, October 14 & 15

Thanksgiving break Wednesday, Thursday & Friday, November 27, 28, & 29

Classes end Monday, December 9

Spring Semester 2003 (proposed)

Classes begin Monday, January 27

No classes (Spring break) Monday–Friday, March 17–21

Classes end Thursday, May 8

Commencement Saturday, May 24

Summer Session 2003 (proposed)

Classes begin Monday, June 23

No classes Friday, July 4

Classes end Friday, August 8

Non-Profit Org.

U.S. Postage

PAID

Westminster, MD

Permit No. 178

Off-Campus Graduate Courses from McDaniel College

**SUMMER 2003
Course Schedule**

For changes and updates to the schedule and directions to sites, check the College Web site at www.mcdaniel.edu

Registration for Summer semester will begin April 1, 2003.

In the event of an unforeseen cancellation, the emergency date, noted in parentheses, will be invoked. All students will be required to attend.

EDU:510 can substitute for EDU:545



Prince George's County

Session 1: May 27 – June 20

- Culture and Diversity (SOC:508:PG)**
New Carrollton – Charles Carroll MS
May 28, 30, Jun 2, 4, 6, 9, 11, 13, 16 (Jun 18)
Mon/Wed/Fri, 5 – 9:30 pm • R. Robinette
- Curriculum Design (EDU:511:PG)**
Laurel – St. Vincent Pallotti HS
May 27, 29, Jun 3, 5, 10, 12, 17, 19 (6/20) + 8 hrs online
Tue/Thu, 4:30 – 8:30 pm • P. Arbaugh
- * **Designing Motivation for All Learners™ (EDU:566:PG)**
Beltsville – High Point HS
May 27, 29, 31, Jun 3, 5, 7, 10, 17 (Jun 14)
Weekdays, 5 – 9 pm; Sat, 8 am – 5 pm • A. Graham
- NEW INSTRUCTIONAL CORE SELECTION**
- Human Growth and Development: Child (PSY:502:PG)**
Beltsville – High Point HS
May 28, 31, Jun 4, 7, 11, 14, 18
Wed, 5 – 9 pm; Sat, 8 am – 5 pm • G. Pinkney
- Introduction to Research Methodology (EDU:550:PG)**
Bowie – Rockledge ES
May 27, 29, Jun 3, 5, 10, 12, 17, 19 (Jun 20)
Weekdays, 4:30 – 9:30 pm • B. Pish

Session 2: June 21 – July 11

- Assessment of Student Learning (EDU:509:PG)**
Lanham – TBA
Jun 27, 28, 30, Jul 2, 7, 9, 10
Weekdays, 4 – 9:15 pm; Sat, 8 am – 5:30 pm • A. Lee
- Curriculum Trends and Issues (EDU:510:PG)**
Laurel – St. Vincent Pallotti HS
Jun 23, 24, 26, 30, Jul 1, 3, 7, 8, 10 (Jul 11)
Weekdays 1:30 – 6:00 pm • S. Webster
- Group Dynamics (CED:508:PG)**
Lanham – TBA
Jun 23, 24, 25, 30, Jul 1 (Jul 2)
Weekdays, 8 am – 5 pm • L. Norbeck
- Introduction to Educational Administration (ADM:501:PG)**
Beltsville – High Point HS
Jun 26, 27, 28, 30, Jul 1, 2, 7 (Jul 8)
Weekdays, 12 – 5:30 pm; Sat, 8 am – 4 pm • W. Ryan
- Reading in the Content Areas I (RDG:532:PG)**
Secondary • Bowie – TBA
Jun 30, Jul 2, 7, 9, 11 (Jul 10)
Mon/Wed/Fri, 8 am – 5 pm • S. Laurich
- * **Successful Teaching for Acceptance of Responsibility™ (EDU:535:PG)**
Upper Marlboro – Riverdale Baptist School
Jul 1, 3, 7, 9, 11 (Jul 10)
Weekdays, 8 am – 5 pm • M. Sanchez
- Supervision & Evaluation of School Personnel (ADM:504:PG)**
Laurel – St. Vincent Pallotti HS
Jun 23, 25, 26, 30, Jul 2, 7, 9, 10
Mon/Wed/Thu, 3:30 – 8:30 pm • A. Barshinger
- Technology in the Classroom (SLM:522:PG)**
Laurel – St. Vincent Pallotti HS
Jun 23, 25, 30, Jul 2 + 8 hrs online (Jul 7)
Mon/Wed, 8 am – 5 pm • E. Granahan

Session 3: July 12 – August 1

- * **Curricular Reform for the 21st Century (EDU:545:PG)**
Lanham – TBA
Jul 24, 25, 28, 29, 30 (Jul 31)
Weekdays, 8 am – 5 pm • L. Norbeck
- Introduction to Research Methodology (EDU:550:PG)**
Bowie – Rockledge ES
Jul 14, 15, 16, 17, 18, 21, 22, 24 (Jul 23, 26)
Weekdays, 4:30 – 9:30 pm; Sat, 8 am – 5 pm • B. Pish

Literacy Development in Multilingual Communities: Reading (EDU:523:PG)

- Beltsville – High Point HS
Jul 14, 16, 21, 23, 28, 30 + 19 hrs online
Weekdays, 8 – 11:30 am • H. Platt
- This course develops teacher's abilities to help ESOL students learn to read in the regular education environment. A community involvement project is included. New Focus Area - Students must contact Academic Advisor before registering*
- Literacy Development in Multilingual Communities: Writing (EDU:524:PG)**
Beltsville – High Point HS
Jul 14, 16, 21, 23, 28, 30 + 19 hrs online
Weekdays, 12:30 – 4 pm • R. Monroe
- This is a companion course to EDU:523 that can be taken concurrently or independently. A community involvement project is included. New Focus Area - Students must contact Academic Advisor before registering*

Reading Acquisition (RDG:501:PG)

- Elementary • Bowie – Benjamin Tasker MS
Jul 17, 18, 21, 23, 25, 28, 30, Aug 1 (Aug 2)
Weekdays, 8:30 – 1:30 pm • S. King

Reading in the Content Areas II (RDG:534:PG)

- Secondary • Lanham – TBA
Jul 14, 16, 18, 21, 23, 25, 28, 30 (Aug 1)
Mon/Wed/Fri, 4 – 9 pm • A. McCall
- School Law (PSI:527:PG)**
Bladensburg – Elizabeth Seton HS
Jul 15, 17, 22, 24, 26, 29, 31 (Jul 30)
Tue/Thu, 4 – 9:20 pm; Sat, 8 am – 5 pm • H. Behling

* Teaching Through Learning Channels™ (EDU:517:PG)

- Upper Marlboro – Riverdale Baptist
Jul 14, 16, 18, 21, 23 (Jul 24)
Mon/Wed/Fri, 8 am – 5 pm • D. Mitchell

Southern Maryland

CALVERT COUNTY – PRINCE FREDERICK

Calvert Co. Board of Ed (unless otherwise noted)

Session 1: May 27 – June 20

- Curriculum Trends and Issues (EDU:510:SM)**
Owings – Windy Hill MS
May 31, Jun 4, 7, 11, 14, 21
Wed, 5:30 – 9:30 pm; Sat 8 am – 5 pm • A. Lee
- Human Growth and Development: Child (PSY:502:SM)**
Lusby – Dowell ES
May 28, 31, Jun 2, 9, 14, 16, 18, 20 (Jun 7)
Weekdays, 4 – 8 pm; Sat, 8 am – 5 pm • K. Alvestad
- Reading in the Content Areas I (RDG:532:SM)**
Secondary • May 28, 31, Jun 4, 7, 11, 14, 18 (Jun 19)
Wed, 5 – 9 pm; Sat, 8 am – 5 pm • H. Seawell
- School Law (PSI:527:SM)**
May 30, 31, Jun 6, 7, 13, 14, 18 (Jun 16)
Wed/Fri, 5 – 9 pm; Sat, 8 am – 5 pm • E. O'Meally
- Technology in the Classroom (SLM:522:SM)**
May 27, 28, 29, 30, 31, Jun 6, 7, (Jun 14)
Weekdays, 4 pm – 9 pm; Sat, 8 am – 5 pm • V. Karol

Session 2: June 21 – July 11

- Materials for Balanced Reading (RDG:524:SM)**
Elementary • Jun 23, 25, 27, 30, Jul 2, 7, 9, 11
Mon/Wed/Fri, 4 – 9 pm • L. Carpenter
- Reading in the Content Areas II (RDG:534:SM)**
Secondary • Jun 21, 24, 26, 28, Jul 1, 8, 10 (Jul 11)
Weekdays, 5 – 10 pm; Sat, 8 am – 5 pm • H. Seawell

Session 3: July 12 – August 1

- Culture and Diversity (SOC:508:SM)**
Jul 12, 14, 16, 18, 23, 26, 29, Aug 1
Weekdays, 5 – 9 pm; Sat, 8 am – 5 pm • A. Sampson

New!

New!

- * **Learning to Read: Beginning Reading Instruction™ (EDU:566:S2)**
Jul 16, 22, 23, 29, 30, 31 (Aug 1)
Weekdays, 8 am – 3:30 pm • A. Graham
- DOES NOT MEET MSDE READING RE-CERTIFICATION REQUIREMENTS – NEW FOCUS AREA COURSE**
- * **Patterns for IDEAS: Brain-Based Ways We Think and Learn™ (EDU:518:SM)**
Jul 14, 16, 18, 21, 23 (Jul 25)
Weekdays, 8 am – 5 pm • M. Sanchez

CHARLES COUNTY

Weekday classes at Thomas Stone HS
Saturday classes at John Hanson MS, unless otherwise noted

Session 1: May 27 – June 20

- Group Dynamics (CED:508:SM)**
May 27, 29, Jun 3, 5, 7, 10, 12, 17, 19 (Jun 14)
Tue/Thu, 4:30 – 8:30 pm; Sat 8 am – 5 pm • M. Mazzeo
- Introduction to Educational Administration (ADM:501:S2)**
May 27, 29, Jun 3, 5, 10, 12, 17, 19
Tue/Thu, 4 – 9 pm • H. Behling
- Reading Assessment & Planning (RDG:502:SM)**
Elementary • La Plata – Matula ES
May 27, 28, 29, Jun 3, 5, 10, 12, 16, 17, 18 (Jun 19)
Weekdays, 5 – 9 pm • S. King

Session 2: June 21 – July 11

- Balanced Reading Instruction (RDG:539:SM)**
Elementary • Jun 23, 25, 27, 30, Jul 1, 2, 7, 9 (Jul 11)
Weekdays, 8:30 am – 1:30 pm • S. King
- Culture and Diversity (SOC:508:SM)**
Jun 23, 25, 28, 30, Jul 2, 5, 7 (Jul 9)
Mon/Wed, 4 – 9 pm; Sat 8 am – 5 pm • R. Robinson
- Introduction to Research Methodology (EDU:550:SM)**
Jun 24, 26, 28, 30, Jul 1, 2, 3, 7, 8, 9 (Jul 10)
Jun 24, 26, 5 – 9 pm; Dates thereafter 8 am – 12 pm • J. Dudley

- * **Purposeful Learning Through Multiple Intelligences™ (EDU:540:SM)**
Jul 1, 2, 7, 8, 9 (Jul 10)
Weekdays, 8 am – 5 pm • C. Day

Session 3: July 12 – August 1

- Curriculum Design (EDU:511:SM)**
Jul 14, 16, 18, 21, 24 (Jul 25)
Weekdays, 8 am – 5 pm • T. Price

ST. MARY'S COUNTY

Session 1: May 27 – June 20

- Technology in the Classroom (SLM:522:S2)**
Mechanicsville – L M Dent ES
May 27, 29, Jun 2, 4, 5, 10, 12, 16, 18, 19
Weekdays, 5 – 9 pm • P. Igloe

Session 2: June 21 – July 11

- Reading Acquisition (RDG:501:S2)**
Elementary • Mechanicsville – Mechanicsville ES
Jun 23, 24, 25, 26, 27, 30, Jul 1, 2, (Jul 3)
Weekdays, 4 – 9 pm • B. Abell

- * **Teaching Through Learning Channels™ (EDU:517:SM)**

- Leonardtown – Fr. John White School
Jun 23, 25, 27, 30, Jul 2 (Jul 3)
Weekdays, 8 am – 5 pm • D. Mitchell

Session 3: July 12 – August 1

- Assessment of Student Learning (EDU:509:SM)**
Mechanicsville – TBA
Jul 14, 15, 16, 28, 29 (Jul 30)
Weekdays, 8 am – 5 pm • L. Heydt
- Curriculum Trends and Issues (EDU:510:S3)**
Mechanicsville – White Marsh ES
Jul 14, 15, 16, 17, 18 (Jul 21)
Weekdays, 8 am – 5 pm • K. Igloe

HARFORD COUNTY

Session 2: June 21 – July 11

* Discovering the Power of Live Event Learning® (EDU:526:03)

Havre de Grace – Havre de Grace MS
Jun 30, Jul 1, 2, 7, 8 (Jul 9)
Weekdays, 8 am – 5 pm • W. Perry

* Learning to Read: Beginning Reading Instruction™ (EDU:566:H2)

Fallston – Holy Communion Lutheran Church
Jul 1, 2, 3, 7, 8, 9 (Jul 10)
Weekdays, 8 am – 3:30 pm • M. Kenny
DOES NOT MEET MSDE READING RE-CERTIFICATION REQUIREMENTS – NEW FOCUS AREA COURSE

Session 3: July 12 – August 1

Group Dynamics (CED:508:NV)

Fallston – Holy Communion Church
Jul 14, 17, 21, 28, 31
Mon/Thu, 8 am – 5 pm • J. Barnes

* Purposeful Learning Through Multiple Intelligences™ (EDU:540:04)

Bel Air – Calvary Baptist Church
Jul 14, 15, 16, 21, 22 (Jul 23)
Weekdays, 8 am – 5 pm • L. Norbeck

KENT COUNTY – CHESTERTOWN AREA

Session 1: May 27 – June 20

Curriculum Design (EDU:511:NN)

Millington – Millington ES
May 28, 31, Jun 4, 7, 11, 14, 18 (Jun 16)
Wed, 5 – 9 pm; Sat 8 am – 5 pm • E. Silver

Group Dynamics (CED:508:NN)

Chestertown – TBA
May 27, 31, Jun 3, 7, 10, 14, 17
Tue, 5 – 9 pm; Sat 8 am – 5 pm • L. Norbeck

Session 2: June 21 – July 11

Materials for Balanced Reading (RDG:524:NN)

Elementary • Worton – Worton ES
Jun 24, 25, 26, Jul 1, 2, 3 (Jul 8)
Tue/Wed/Thu, 8 am – 3:30 pm • D. Ringgold

* Meaningful Activities to Generate Interesting Classrooms™ (EDU:541:NN)

Chestertown – TBA
Jun 23, 25, 27, 30, Jul 2 (Jul 3)
Weekdays, 8 am – 5 pm • K. Morton

School Law (PSI:527:NN)

Chestertown – TBA
Jun 23, 27, 28, 30, Jul 3, 5, 7, 11 (Jul 9)
Weekdays, 5 – 9; Sat, 8 am – 5 pm • E. O'Meally

Session 3: July 12 – August 1

Curriculum Trends and Issues (EDU:510:NN)

Chestertown – Chestertown MS
Jul 14, 16, 18, 21, 23, 25, 28, 30
Mon/Wed/Fri 9 am – 2 pm • K. Ferris
Reading Acquisition (RDG:501:NN)
Elementary • Worton – Worton ES
Jul 15, 16, 17, 22, 23, 24 (Jul 29)
Tue/Wed/Thu, 8 am – 3:30 pm • D. Ringgold

TALBOT COUNTY – EASTON

Session 1: May 27 – June 20

* Designing Motivation for All Learners™ (EDU:566:03)

Easton – The Country School
Jun 25, 26, Jul 1, 2, 8, 9 (Jul 10)
Weekdays, 8 am – 3:30 pm • A. Graham
NEW INSTRUCTIONAL CORE SELECTION

CECIL COUNTY – ELKTON / PERRYVILLE

Session 1: May 27 – June 20

Introduction to Educational Administration (ADM:501:NE)

North East – Cecil Community College
May 27, 29, 30, 31, Jun 3, 5, 7
Weekdays, 4 – 9 pm, Sat, 8 am – 5 pm • T. O'Brien

Psychology of Exceptionality (PSY:510:NV)

North East – Cecil Community College
May 27, 29, Jun 3, 5, 7, 12, 17, 19 (Jun 20)
Tue/Thu, 4:30 – 9:30 pm; Sat, 9 am – 3 pm • P. Hill

Reading Assessment & Planning (RDG:502:NV)

Elementary • Perryville – TBA
May 27, Jun 3, 7, 10, 12, 14, 17, 19 (Jun 18)
Tue/Thu, 4 – 9 pm; Sat, 8 am – 2 pm • N. Harkins

Theatre and Drama in the Classroom (THE:512:NE)

North East – Cecil Community College
May 29, 30, 31, Jun 12, 13, 14, 19, 20
Thu/Fri, 5 – 9 pm; Sat, 8 am – 5 pm • L. Heydt

Session 2: June 21 – July 11

Balanced Reading Instruction (RDG:539:NE)

Elementary • Elkton – TBA
Jun 24, 26, Jul 1, 3, 8, 10, 15, 17 (Jul 22)
Tue/Thu, 4:30 – 9:30 pm • P. Hill

Introduction to Research Methodology (EDU:550:NE)

Elkton – TBA
Jun 21, 23, 25, 27, 30, Jul 2, 7, 9 (Jul 11)
Mon/Wed/Fri/Sat, 8 am – 1 pm • J. Forestieri

Reading in the Content Areas I (RDG:532:NE)

Secondary • Elkton – Elkton MS
Jun 30, Jul 1, 2, 3, 7, 8, 9, 10 (Jul 11)
Weekdays, 8 am – 1 pm • K. Dyar

Session 3: July 12 – August 1

Assessment of Student Learning (EDU:509:NV)

Perryville – TBA
Jul 15, 17, 22, 24, 29 (Jul 23)
Tue/Thu, 8 am – 5 pm • N. Harkins

Curriculum Design (EDU:511:NV)

Perryville – Perryville MS
Jul 15, 17, 22, 24, 29, 31 (Aug 1)
Tue/Thu, 8 am – 3:30 pm • G. Mack

Curriculum Trends and Issues (EDU:510:NE)

North East – Cecil Community College
Jul 14, 15, 16, 17, 21, 22, 23, 24 (Jul 25)
Weekdays, 4:30 – 9:30 pm • D. Carney

* Teaching Through Learning Channels™ (EDU:517:NE)

North East – Cecil Community College
Jul 14, 15, 16, 21, 22 (Jul 23)
Weekdays, 8 am – 5 pm • B. J. Gallagher

DELAWARE COURSES

Session 2: June 21 – July 11

* Achieving Student Outcomes Through Cooperative Learning™ (EDU:543:D8)

Dover – Delaware Tech & Community College
Jul 2, 3, 7, 8, 9 (Jul 10)
Weekdays, 8 am – 5 pm • L. Norbeck

* Learning to Read: Beginning Reading Instruction™ (EDU:566:D2)

Wilmington – TBA
Jun 23, 24, 25, 26, 27, 30 (Jul 11)
Weekdays, 8 am – 3:30 pm • M. Kenny
DOES NOT MEET MSDE READING RE-CERTIFICATION REQUIREMENTS – NEW FOCUS AREA COURSE

Westminster Campus & Other Locations Around the State

CAMBRIDGE

* Purposeful Learning Through Multiple Intelligences™ (EDU:540:03)

Holiday Inn Express
Jun 24, 25, 26, 30, Jul 1 (Jul 2)
Weekdays, 8 am – 5 pm • M. Anderson

CLARKSVILLE

Technology in the Classroom (SLM:522:02)

Clarksville MS
Jul 28, 31, Aug 4, 7, + 8 hrs online (Aug 11)
Mon/Thu, 8 am – 5 pm • E. Granahan

COLUMBIA

* Discovering the Power of Live-Event Learning® (EDU:526:02)

Site – TBA
Jul 15, 17, 22, 24, 29 (Jul 31)
Weekdays, 8 am – 5 pm • T. Jackson

CROFTON

* Purposeful Learning Through Multiple Intelligences™ (EDU:540:02)

First Baptist Church
Jun 21, 25, 26, 27, 28 (Jun 30)
Weekdays/Sat, 8 am – 5 pm • C. Day

DAMASCUS

* Project TEACH™ (EDU:515:02)

Montgomery United Methodist Church
Jul 14, 15, 17, 21, 22 (Jul 24)
Weekdays, 8 am – 5 pm • A. Sassaman

FREDERICK

* Designing Motivation for all Learners™ (EDU:566:02)

Frederick Community College
Jun 17, 18, 19, 21, 24, 25, 26, 28 (Jul 1)
Weekdays, 5 – 9 pm; Sat, 8 am – 5 pm • M. Gill
NEW INSTRUCTIONAL CORE SELECTION

HAGERSTOWN

* Achieving Student Outcomes Through Cooperative Learning™ (EDU:543:02)

Site – TBA
Jun 30, Jul 1, 2, 7, 8 (Jul 9)
Weekdays, 8 am – 5 pm • C. Bell

SEVERN

* Meaningful Activities to Generate Interesting Classrooms™ (EDU:541:02)

Severn River MS
Jun 23, 25, 27, Jul 8, 9, 10 (Jul 11)
Weekdays, 8 am – 3:30 pm • C. Coffren

WESTMINSTER McDaniel Campus

Session 2: June 21 – July 11

* Discovering the Power of Live Event Learning® (EDU:526:01)

Jun 23, 25, 27, Jul 1, 3 (Jul 7)
Weekdays, 8 am – 5 pm • T. Jackson

* Successful Teaching for Acceptance of Responsibility™ (EDU:535:01)

Jun 30, Jul 2, 7, 9, 11 (Jul 12)
Weekdays, 8 am – 5 pm • T. Ridenour

Session 3: July 12 – August 1

* Meaningful Activities to Generate Interesting Classrooms™ (EDU:541:01)

Jul 14, 16, 18, 22, 24 (Jul 28)
Weekdays, 8 am – 5 pm • L. Farrow

For changes and updates to the schedule and directions to sites, check the College Web site Graduate and Professional Studies at www.mcdaniel.edu • Registration for Summer semester will begin April 1, 2003

To Register: Effective this semester off-campus students may register in one of four ways:

- College website (www.mcdaniel.edu) - access Graduate Admissions page and proceed to registration link for information and registration form. Ensure that you receive an immediate electronic confirmation that registration was successfully completed.
- Mail - Obtain registration form from College website or enclosed in schedule - complete and mail to: Registrar's Office, McDaniel College, 2 College Hill, Westminster MD 21157
- Fax - Complete registration form from website or enclosed in schedule - Fax to: Registrar's Office - 410-857-2752
- In-person - Visit the Registrar's office at the main campus of the College in Westminster, MD

NOTE: No student will be able to register without having a completed Application for Graduate Study (\$40 fee) on file in the Graduate office. Contact the Off-campus Graduate Office for an application - Phone: 1-866-962-4723 or Email: rsamer@mcdaniel.edu

Fees & Requirements for Registration:

Payment in full for course tuition must be made prior to the first day of class by credit card or check payable to McDaniel College.

Regular tuition rate: \$750 Discounts:

\$675 Off-campus courses & on-campus Performance Learning Systems courses
\$675 MSTA members taking Performance Learning Systems (*) courses

Note: All grades will be processed and mailed out to students at the conclusion of the Summer semester - August 22, 2003.
Textbook Information: For information about text requirements for courses check your course confirmation letter or contact the off-campus textbook service, MBS Direct 1-800-325-3252 • Web: <http://direct.mbsbooks.com/mcdaniel.htm>
PLEASE NOTE: ALL PLS COURSE TEXTS ARE PROVIDED.

The Comprehensive EXAM is on Saturday, July 19th: \$75 fee. Registration deadline is Friday, June 13, 2003.
ALL OFF-CAMPUS STUDENTS must call 1-877-633-0393 for approval to register for exam.

- Withdrawing, without approval, within 10 days of test date will result in forfeiture of the \$75.00 testing fee.