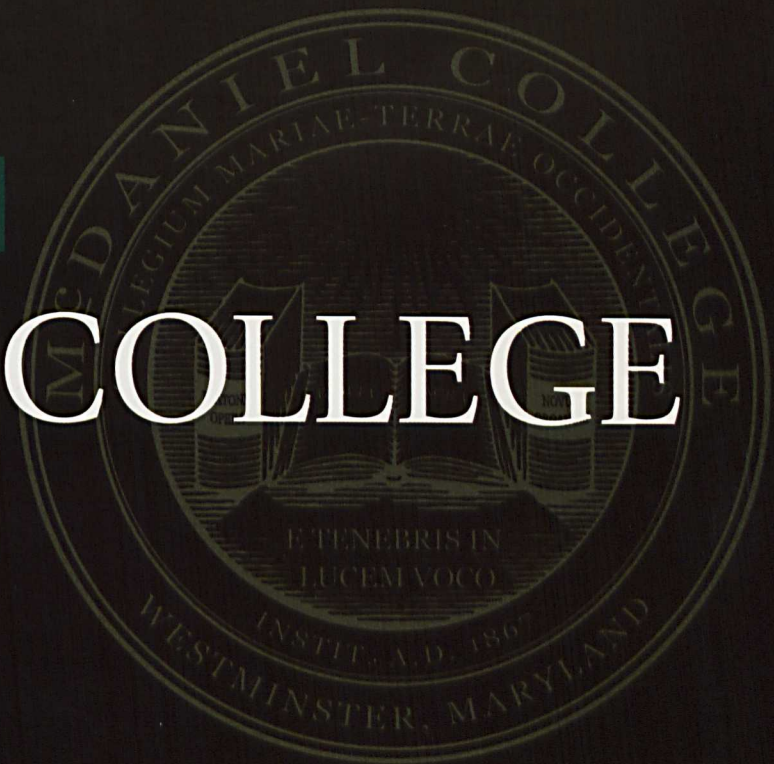


Jane Sharpe  
Access Service

[www.mcdaniel.edu/graduate](http://www.mcdaniel.edu/graduate)

# MCDANIEL COLLEGE

*Founded in 1867 as Western Maryland College*







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**Graduate Mission...** The *First Principles* have long committed McDaniel College to the development of liberally educated women and men who think critically, creatively, and humanely. The philosophical outlook of graduate and professional studies is grounded in these principles.

The mission of graduate and professional studies is to prepare culturally competent professionals committed to leadership in their fields. Students are placed in the center of a community rich in the liberal arts tradition. An emphasis on the foundation of knowledge and critical decision making based on current research, theory, and practice are central to the various programs.

To accomplish this mission, the Graduate and Professional Studies program at the College prepares professionals who:

- are specialists in their fields of study and who value the balance and interdependence of current theory, research, and practice (scholarship);
- advocate for and facilitate the personal growth and well being of a diverse clientele (leadership);
- use appropriate technology, assessment, and analytical tools to solve problems and make decisions in their field (technology);
- are prepared to interact, communicate, and practice in a variety of settings with unique constraints and cultures (communication); and
- are committed to life-long learning and continuing their own personal growth in order to stay current in their professions (professional development).

## Message from the Dean

McDaniel 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 a variety of opportunities for qualified students to improve their professional skills and competencies in order to advance professionally and/or to obtain new professional positions.

The McDaniel College 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 McDaniel students to academic and professional excellence. The graduate program embraces the mission of the Education Unit of the College which is:

To prepare knowledgeable, caring, and reflective practitioners to facilitate learning for all students in a diverse and technological society.

The independent liberal arts orientation of McDaniel College 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.

Graduate students leave McDaniel College 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*





## Heritage

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 merged with another company. But the College that bore its name continued to grow.

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

The College was founded "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."

The College was one of the first coeducational colleges 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 to 1974; today there are no ties to any denominational body. Control and ownership are fully vested by the Charter in the trustees, under Maryland state law.

On January 11, 2002, the trustees announced their unanimous decision to change the name of the College after discussion and surveys confirmed confusion over where and what the College was. Under a new name, the College would be better recognized as a private college of the liberal arts and sciences within an hour's drive of Baltimore and Washington, D.C.

Alumni, students, parents, faculty, and emeriti faculty, administrators, and trustees participated in the process to select a name which embodied the essence of the College. On July 1, 2002, McDaniel College renewed its educational mission in honor of William R. McDaniel, a man who meant as much to the College as the College meant to him.

Billy Mac, as he was affectionately known, arrived on campus in 1877 as a 16-year-old sophomore from the Eastern Shore. He was salutatorian among the six men and four women in the Class of 1880. He taught for 36 years and also served as an innovative administrator and trustee. Presidents called him indispensable. Colleagues respected his dedication to teaching and the hand he extended to faculty newcomers. His students spoke of his attention to detail and demanding yet patient way of guiding them through algebra, geometry, and astronomy. McDaniel's dedication to the College spanned 65 years and ended only with his death in 1942.

In its 136-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 in the nation among the quality colleges of the liberal arts and sciences, developing programs and material and physical assets that fulfill the vision of its founders.

## Location

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

McDaniel'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 McDaniel 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; 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, and the Grille and Pub.

## College Profile

McDaniel 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, McDaniel 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, McDaniel 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 McDaniel 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 McDaniel College, the Master of Liberal Arts and the Master of Science.

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

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

### Student Body

McDaniel College faculty recognize the benefits and rewards of working with a diverse population. Students of all ages, interests, and professions are encouraged to apply for graduate study. While more than 4,000 graduate students are listed on the active graduate roster throughout the year, approximately 1,500 individuals are attending graduate classes on campus and off campus during any one semester. Most graduate students commute to campus from surrounding Maryland counties, as well as nearby Pennsylvania, the District of Columbia, Northeast Maryland, and northern Virginia. Courses offered off campus generally meet fewer times and for longer time periods.

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 graduate 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, three-credit courses and a six-credit final project for a total of 36 credit hours. Although there are required courses, the program's primary feature is that graduate 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)  
CURRICULUM AND INSTRUCTION (EDU)  
DEAF EDUCATION (DED)  
EDUCATIONAL ADMINISTRATION (ADM)  
ELEMENTARY EDUCATION (EDU)  
EXERCISE SCIENCE AND PHYSICAL EDUCATION (EPE)  
HUMAN RESOURCES DEVELOPMENT (HRD)  
HUMAN SERVICES MANAGEMENT IN SPECIAL EDUCATION (SED)  
READING (RDG)  
SCHOOL LIBRARY MEDIA (SLM)  
SECONDARY EDUCATION (EDU)  
SPECIAL EDUCATION (SED)

The structure of the Master of Science programs includes course work in the area of specialization along with supporting electives. Each graduate student in the M.S. program must also enroll in EDU 550 Introduction to Research Methodology. (BEST students do not take EDU 550 but take EDU 594 Action Research I, and EDU 595 Action Research II instead.) These courses are designed to provide master's level candidates with an overview of research methodology and techniques in order to analyze and interpret research more accurately as appropriate for the area of specialization.



Graduate 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 page 41 of this catalog. Information which explains each individual program in detail is found on page 13. McDaniel College is dedicated to personal advising and interaction between faculty and students. Graduate students meet personally with their adviser who tailors the program to the needs of the individual 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, graduate 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)

In compliance with Title II–Section 207 of the Higher Education Act, the College is required to report the percentage of candidates who pass teaching exams required for state teacher licensure. The results for McDaniel College (2001-2002) and overall rates for all colleges and universities in Maryland follow:

Tests of Basic Skills (Praxis I): McDaniel College, 83%; Maryland average, 95% (College data includes undergraduate, post baccalaureate, and specialty programs.)  
Tests of Professional Knowledge (Praxis II): McDaniel College, 100%; Maryland average, 92% (Scores represent students in elementary and secondary education programs.)  
Tests of Content Knowledge (Praxis II): McDaniel College, 90%; Maryland average, 93% (Scores represent students in elementary and secondary education programs.)  
Tests of Teaching Special Populations (Praxis II): Maryland average, 79%; McDaniel College did not have enough test takers to report data.

Summary Totals of Pass Rates: McDaniel College, 74%, Maryland average, 88% (Summary data includes undergraduate, post baccalaureate and specialty programs.)

More detailed information on Title II results is available through the Education Department, the Office of Graduate and Professional Studies, and the McDaniel College Web site, [www.mcdaniel.edu](http://www.mcdaniel.edu).



## Off-Campus and On-line Courses

There are increasing opportunities in Maryland and in some Southern Pennsylvania areas to reduce or even eliminate the demands of commuting through the availability of offerings off campus and through partial on-line delivery of courses.

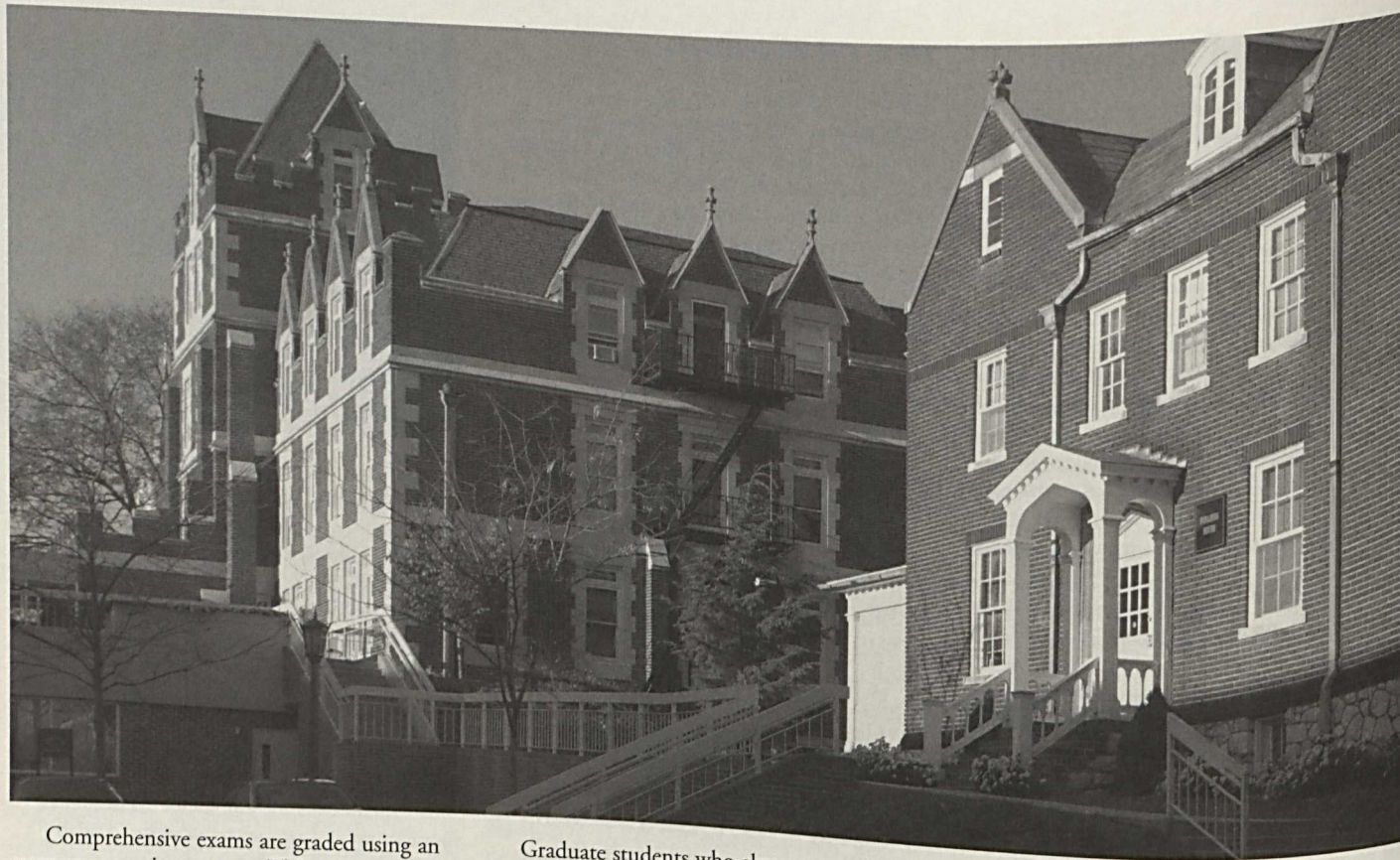
A large array of courses intended to support the development of educators are available off campus particularly in Southern, Central, and Northeast Maryland. As such, it is possible to complete one master's program (Curriculum and Instruction) in these areas. Portions of other programs, such as Administration, can be taken off campus and completed on campus during summer sessions.

In addition, several courses are delivered with a significant on-line component. Participants in these courses generally attend an orientation class and one to three additional sessions. Because most of these courses are based on campus they are listed with the campus course offerings in the Graduate Bulletin with a note: "Remainder On-Line."

Current offerings are presented in the Graduate Bulletin (schedule of classes) and on the Web: [www.mcdaniel.edu/graduate](http://www.mcdaniel.edu/graduate).

## Comprehensive Examination and Capstone Experiences

Comprehensive examinations are administered in most of the Master of Science degree programs. A graduate 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. Graduate 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 candidates are required to complete an Action Research Project. HRD and ADM students prepare a portfolio documenting their fulfillment of program objectives. M.L.A. students complete a final project.

## Thesis Option for Master of Science Students

Graduate students may elect to write theses as part of their programs. This option exempts them from the comprehensive examination and one of the three-credit courses required for the non-thesis program.

Graduate students who elect to write theses should discuss this option with their graduate program coordinators early in their programs. The graduate program coordinator and the student will submit an abstract of the proposal and suggested names of committee members to the Dean of Graduate & Professional Studies. After approval is received, the graduate 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 graduate students near the end of their program, they must notify the Graduate Records Office of their intended date of graduation. All graduate 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 McDaniel 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 McDaniel 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 advanced degrees and wish to take additional courses in their own fields or in another area;
- graduate students who are in good standing at other institutions who wish to enroll temporarily at McDaniel College and then return to their home institutions;
- persons who wish to take graduate-level courses to meet certification requirements, but who are not seeking entry into a degree-granting program; and
- individuals who hold bachelor's degrees 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 certifying completion of an undergraduate degree. 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 nine 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 advisers early in their courses of study to develop individual program plans.

### 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 McDaniel College, it is not necessary to submit a transcript. Students seeking a master's degree remain in this pre-matriculated category until they complete nine credits of graduate work at McDaniel 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 nine credits earned in the non-degree status may be applicable to the new program.

### B. MATRICULATION

After successfully completing at least nine credits in their programs 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

McDaniel 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 or academic adviser. Specific restrictions are:

1. the work must be equal in scope and content to that offered by McDaniel College;
2. only courses with 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 McDaniel College master's degree; HRD students may transfer up to nine credits;
4. credits may be earned no earlier than six years prior to beginning the master's degree program; and
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 McDaniel College may apply to the Provost and Dean of the Faculty to enroll in a graduate course if they have at least 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. Graduate students should feel free to call the coordinator of a program for any advice regarding that program. A graduate 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 from the McDaniel College Web site, [www.mcdaniel.edu](http://www.mcdaniel.edu), by fax (410/857-2752), in person in the Registrar's Office, 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 7:30 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.

### Add/Drop

After classes start, an initial registration may be completed only if there is space available in the course and with the approval of the instructor. Students may drop courses without notation on their transcripts through the first week the courses meet. Students may add/drop courses 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 requests to: [registrar@mcdaniel.edu](mailto:registrar@mcdaniel.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 or via the Web site.

Should a student drop a course(s) between the first week a course meets and before the deadline specified for that term in the Graduate Bulletin, they will receive a grade of "W." This grade will not be calculated in the student's GPA. In the event of withdrawal from a course after the date specified, a student will receive a grade of "WP" (withdrawn passing for grades of "B-" or better) or "WF" (withdrawn failing for grades below "B-"). The "WF" grade will be calculated as an "F" in the student's GPA.

## Withdrawal

If a student determines they are unable to complete their academic program or continue enrollment in classes, they should withdraw from the College. It is assumed that students will not withdraw from the College during a term. However, if such a withdrawal is necessary during the term, please refer to the add/drop policy. Students must notify the Graduate Records Office in writing if they intend to withdraw from the College.

## 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 one year. If any questions should arise regarding documentation of enrollment more than one year 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 requested. Transcript requests will not be honored if the student has any outstanding accounts at the College. Transcript requests must be received in writing. Transcript Request forms are available on the McDaniel College Web site, [www.mcdaniel.edu](http://www.mcdaniel.edu), under Records, 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 three to five 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 graduate student load is nine credits per semester. It is recommended that students employed full time take no more than six credits per semester. It is recommended that six credits be the maximum accumulated during any one, four- or three-week summer session, to a maximum of 12 credits during the entire summer period. Students who wish to take more than nine credits per semester or six 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 McDaniel 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. determining the requirements of the audit with the instructor;
2. securing the written permission of the instructor to register;
3. presenting this approval to the Registrar's Office; and
4. paying the audit fee.

Once audit (AU) grading is requested the student cannot change to a letter grade method.

If the requirements of the audit are not met, the course is deleted from the student's record. The audit symbol (AU) will be recorded on the individual's transcript; audited courses do not carry grades or credit.

## 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 (not including a grade of "I"). Both grades for that course will remain on the student's transcript and are calculated into the GPA.

## 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+=4.00; A=4.00; A-=3.70; B+=3.30; B=3.00; B-=2.70; C+=2.30; C=2.00; C-=1.70. A total average of 3.00 (B) must be maintained.

An Incomplete (I) grade may be given only for emergency reasons acceptable both to the instructor and the Dean of Graduate and Professional Studies. The date of completion may not be longer than one year from the date when the Incomplete (I) 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; or

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 they will discuss the grade with the appropriate graduate program coordinator. If further discussion is necessary, the student may appeal the grade to the Graduate Affairs Committee. If a resolution cannot be reached, the student may then appeal the grade to the Dean of Graduate and Professional Studies.

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 will be academically dismissed if:

1. academic probation extends beyond the completion of nine 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 McDaniel 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 McDaniel 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 McDaniel 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

### NOTIFICATION

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, they should be informed in person by those people who witnessed the alleged violation.) If the student accepts responsibility for the violation, they 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 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.

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

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.

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.

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 or designee 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 their 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 McDaniel College.

### APPEALS

If the accused believes that either the conviction or penalty is unjust, they 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 Handbook*.

## Tuition

The tuition for full-time and part-time students enrolled in any of the graduate programs for the Summer 2003 through Spring 2004 is \$250 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/tty or 410/857-2210 v/tty, by the first class. The proceeds of a Stafford Loan or Supplemental Loan are exempt from the late payment penalty provided a completed application is received in the Financial Aid Office located in Elderdice Hall, 410/857-2233, at least three weeks prior to the first day of class. Checks should be made payable to McDaniel College.

A McDaniel College Graduate Tuition Contract Payment Plan is available during the Fall and Spring semesters for students desiring monthly payment arrangements. Students enrolled in on-campus and off-campus courses are mailed a payment plan application soon after the course confirmation mailing. Applications can be obtained through the College Web site or by contacting the Bursar's Office. 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, or 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 2003-2004

Application fee	.....\$40.00
<i>This is a one-time fee with payment due with the submittal of the Application for Graduate Study prior to the student enrolling in the first course at McDaniel College.</i>	
Tuition/credit hour	.....\$250.00
Late registration fee	.....\$35.00
<i>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.</i>	
Comprehensive Examination	.....\$75.00
<i>The comprehensive exam for eligible M.S. graduates at the end of their programs.</i>	
Late Comprehensive Registration Fee	...\$25.00
ADM Portfolio Assessment	.....\$250.00
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	.....\$500.00
Internship fee	.....\$175.00/3 hrs. of credit
Music fee (private lessons)	.....\$250.00/1/2 hr.
	.....\$500.00/hr.
Photography Lab fee	.....\$50.00
Transcript fee	.....\$5.00
Parking Registration	.....\$25.00/yr.

## Room Fees 2003-2004

McDaniel College 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 2003 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 2003-2004

Several meal plan options are available to all students. The meal plans and the semester costs for 2003-2004 are available in the Bursar's Office.

### Tuition Refund Policy

It is assumed a graduate 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 prorated 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 two to three 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 six credits. Graduate students from Maryland are encouraged to contact their Maryland state delegate and senator for available funding. The only scholarships offered by McDaniel College 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 e-mail address is as follows: [egeiman@mcdaniel.edu](mailto:egeiman@mcdaniel.edu).

Graduate students in the BEST or Special Education program that will lead to teacher certification may contact the Maryland State Scholarship Office concerning the Maryland Hope Teacher program. The Web address is: <http://www.mhec.state.md.us/SSA/progdesc.htm>.

McDaniel College offers a limited number of graduate assistantships for full-time students. These are available in various offices on campus. Graduate assistants receive tuition remission in return for their work. Contact the Office of Graduate & 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 student's total credit hours per semester. Student tuition and fees are paid to McDaniel College by the student.



# Facilities and Services

## Student Academic Support Services

McDaniel 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 Student Academic Support Services (SASS) provides services to students with disabilities enrolled at McDaniel College. As stated in Section 504 of the Rehabilitation Act of 1973, it is the student's responsibility to make their disabling condition known and to request academic adjustments in a timely manner. The SASS 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 three years old. Academic adjustments and auxiliary aids will be provided to address the needs of the student. Students may contact the SASS 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 2202. 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 McDaniel 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 available on a searchable database at <http://mcdaniel.erecruiting.com>.

## 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 Web site. 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

McDaniel 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, CDs/tapes, 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, the Grille and Pub, 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 and Pub, 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. A College-sponsored medical insurance plan is 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 Office of Residence Life.

## I.D. Cards

The use of numerous campus facilities and admission to some events is limited to students with a McDaniel 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 I.D. Office near Englar Dining Hall, lower level, Decker Center.



## Interpreter Services or C-Print Captioning

When requested, interpreters or C-print captioners are provided for all students in the classroom, meetings, appointments, and public events. All requests must be made two weeks prior to the class or event. If you have access to a computer, go to the McDaniel home page and click on "For Students." Next click on "Student Academic Support Services." Scroll down and click on request form under "Interpreter Services." Complete the form to request an interpreter or C-print captionist for your classes. If you prefer to fill out a hard copy, it will be on the Coordinator of Interpreter Services door in Winslow 105. You can leave your completed form there or fax to 410/386-4617. If you have any questions, please contact the Interpreter Services Office at 410/857-2518 v/tty, or stop by Winslow Center, Room 105.

## Library

Hoover Library contains books, periodicals, and U.S. Government Documents in excess of 200,000 volumes and subscribes to on-line 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 on-line catalog with combined holdings of more than 305,000 titles and 675,000 volumes. McDaniel College 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, on-line search services, library instructional workshops, and interlibrary loan.

Microcomputer labs are available for student use.

## Parking and Traffic

**VEHICLE REGISTRATION:** All motor vehicles and motorcycles parked on the McDaniel 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 \$25.00 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 College 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 College parking and traffic regulations.

**REGULATIONS:** In order to ensure a safe and efficient system of parking for the entire McDaniel 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.

**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.

**FACULTY AND STAFF PARKING:** Several parking lots are reserved for faculty and staff during weekday hours 7:00 a.m. to 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.

**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.

**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.

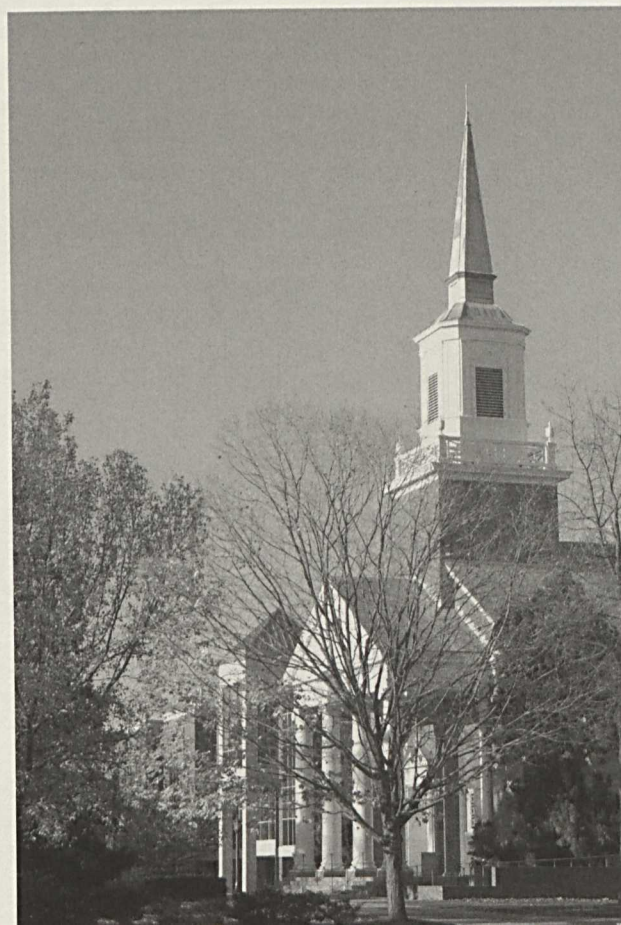
**MISUSE OF PARKING PERMIT:** Anyone who gives, sells, loans, or allows their permit to be used by someone other than the owner/operator of the registered vehicle will be subject to a \$50.00 fine and loss of parking privileges as determined by the Director of Campus Safety.

**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.

**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 Web site. 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 their 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

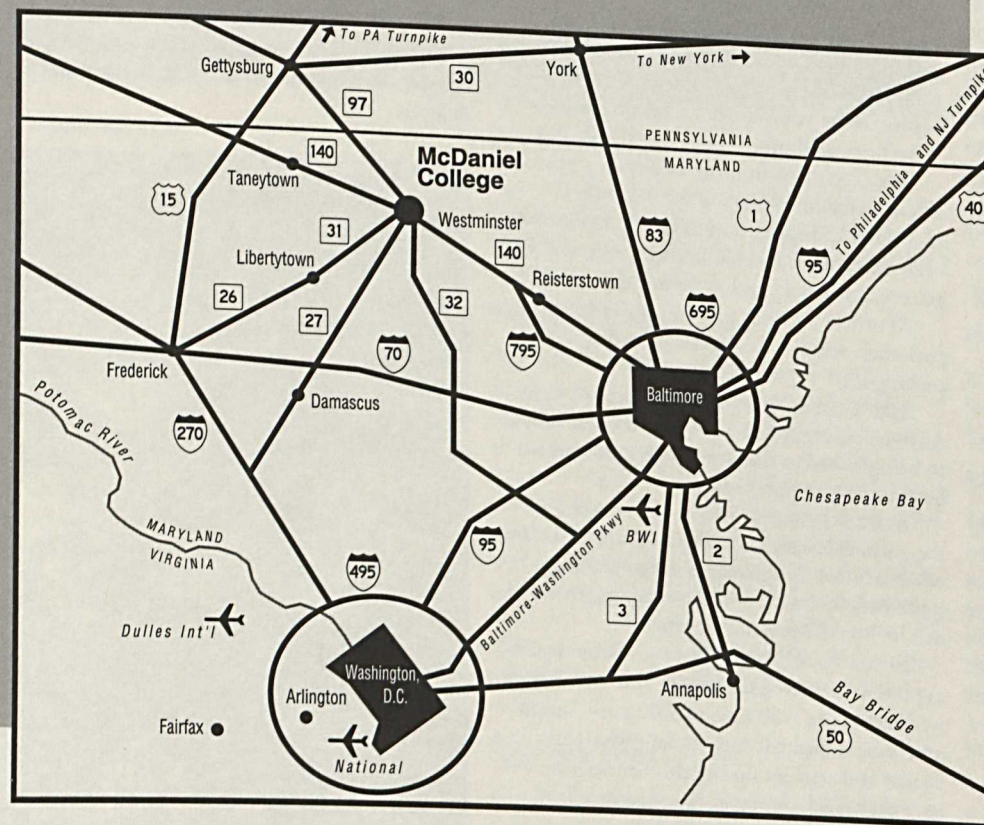
Both Washington, D.C., and Baltimore, Maryland are served by major airlines and Amtrak. Westminster is a short drive from both cities.

## 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 (McDaniel College 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 (McDaniel 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. During the summer, courses are offered throughout the day and evening.

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

### Matriculation

Students must have:

- fulfilled all requirements for pre-matriculation (see page 5);
- met with the program coordinator to present their program of study; and
- submitted three letters of reference to the Graduate Records Office.

### Courses

The M.L.A. program consists of ten, three-credit courses and a six-credit Final Project for a total of 36 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 the coordinator.
2. Complete three required courses (12 hours):
  - Ancient World—examines the world's most influential books, people, and ideas before 1500 A.D. (3 credits)
  - Modern World—examines the world's most influential books, people, and ideas since 1500 A.D. (3 credits)
  - Final Project—a culminating project completed under the guidance of a McDaniel College faculty member. (6 credits)
3. The remainder of your courses should come from the following areas:
  - Two courses (6 credits) from Cultural Heritage.
  - Two courses (6 credits) from Contemporary Society.
  - One course (3 credits) from Creative Process.
  - Three elective courses (9 credits)—one course must come from the M.L.A. curriculum, the remaining two courses may come from outside the M.L.A. curriculum. Cultural Heritage, Contemporary Society, and Creative Process courses are designated as such in the Graduate Catalog.
4. Only one independent study is permitted in the program.

## Master of Science Programs

### Better Educators for Students of Tomorrow (BEST)

#### Overview

The BEST program provides graduate students with the content and pedagogical background and experiences necessary for initial certification in elementary (Grades 1-6), secondary education (including biology, chemistry, English, French, German, mathematics, physics, social studies, and Spanish), and Pre-K through 12 in art, music, and physical education. The program has

been evaluated and approved by the Maryland Higher Education Commission and the Maryland State Department of Education.

The BEST program embraces a rich combination of 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 practice. National standards in the field provide the base for the 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 McDaniel College. An exit portfolio, Action Research project, and Praxis II test scores that meet MSDE minimum score requirements are certification and degree requirements.

### 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; and
- Transcripts verifying completion of an appropriate undergraduate degree and a cumulative GPA of at least 2.50\* (on a scale of 4.00).

Matriculation (program admission requirements):

- successful completion of EDU 580, EDU 581, and EDU 592 or EDU 593;
- a 3.00 cumulative GPA in the first four courses at McDaniel College;
- program plan developed in consultation with BEST Coordinator;
- three letters of recommendation, including recommendations from the instructors who taught EDU 580 and EDU 581; and
- passing Praxis I test scores that meet MSDE minimum score requirements.

*\* 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 nine credits in the program.*

### Courses

#### REQUIRED OF ALL PARTICIPANTS:

EDU 580, EDU 581, EDU 594, EDU 595, SLM 521, SOC 508, and 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 Mathematical Foundations).

Required: EDU 549, EDU 556, RDG 501, RDG 502, RDG 524, RDG 539, EDU 592, PSY 502, SED 572, EDU 596, and EDU 597.

#### SECONDARY SEQUENCE:

Course prerequisites from undergraduate studies: Earned major in subject area of certification or completion of McDaniel College 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 school guidance track or the community mental health track. Our graduates are employed in a variety of settings, including public and private schools, community colleges, and human services agencies. Students may choose from two tracks of study.



The Master of Science degree in Counselor Education (School Guidance Counseling Track) is 48 credits for Maryland and Pennsylvania. This includes a field practicum in an approved school. Certification eligibility is met upon completion of the degree. 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.

The Master of Science degree in Counselor Education (Community Mental Health Track) is 42 credits. If the student wishes to continue on to become a licensed counselor (LCPC), an additional 18 credits can be completed according to the requirements set forth by the state board of examiners of Professional Counselors; course work and supervision arranged by an adviser can lead to LCPC eligibility.

### Matriculation (program admission requirements):

- Application for graduate study
- Personal essay
- Three (3) references
- Transcripts from all previous academic work
- Acceptable grades (B- or better) in Orientation to Counseling (CED 500), Introduction to Counseling (CED 501), and Introduction to Research Methodology (EDU 500)
- A satisfactory individual evaluation completed by the instructor of Introduction to Counseling
- Approval from the adviser
- A minimum 3.00 GPA at McDaniel College

### School Guidance Counseling Track

- Area of Concentration: 30 credits (CED 500, CED 501, CED 502, CED 504, CED 506, CED 507, CED 508, CED 511, CED 552, and a CED elective).
- Education: 6 credits (CED 515 or EDU 505, and EDU 550).
- Synthesis: 12 credits (PSY 505, PSY 510, or PSY 511; a CED elective; CED 505; PSY 502, PSY 503, or PSY 514).

### Community Mental Health Track

- Area of Concentration: 21 credits (CED 500, CED 501, CED 502, CED 504, CED 508, CED 511, and a CED elective).
- Education: 6 credits (CED 515 or EDU 505, and EDU 550).
- Synthesis: 15 credits (PSY 505, PSY 510, or PSY 511; a CED elective; CED 505; PSY 502, PSY 503, or PSY 514; and CED 553).

### Curriculum and Instruction

#### Goals and Outcomes

The goal of McDaniel College's 33-credit Curriculum and Instruction Program is to help educators in schools, colleges and staff development in businesses, and social service organizations increase their knowledge and skills in developing, implementing, and evaluating curriculum. It engages educators in designing, implementing, and evaluating curriculum. Current theories, research, and technology are applied to the improvement of the learning process at all levels from Pre-K through college and in other educational settings. A critical program objective is to help educators to make practical applications of recent educational research in their actual classroom practice.

Courses support the attainment of outcomes for McDaniel College's graduate programs and the standards defined by the National Board for Professional Teaching Standards.

#### Program Objectives

The Curriculum and Instruction graduate program identifies the following as the overarching supporting objectives:

1. provide a high quality graduate program with depth and breadth in the study of teaching and learning;
2. develop abilities to demonstrate appropriate applications of learning theory, and "best" teaching practices in accordance with the NCTBS standards;
3. assist experienced educators in the practical application of recent educational research into actual classroom practice;

4. enable educators to develop and implement lessons which meet the diverse needs of their students;
5. empower educators to become continuous life-long learners and reflective practitioners; and
6. develop abilities to use technology in the instructional process.

#### Admission

Submit an Application for Graduate Study with the non-refundable application fee, an official transcript verifying completion of a bachelor's degree from an accredited institution, and one reference form. You will receive a Pre-Matriculation Program Plan outlining the courses required to become matriculated.

#### Matriculation

You will meet with your adviser at the time you are ready for matriculation to prepare your program plan. To be fully admitted into the Curriculum and Instruction Program you must complete the following:

- A. Submit to the Graduate Records Office all documentation required for admission.
- B. Complete nine credits of graduate course work at McDaniel College with a grade of "B" or better in each course. Two of these three courses must be:  
EDU 550 Research Methodology and  
EDU 510 Curriculum Trends and Issues.
- C. Submit two Needs Assessment Forms to the Graduate Records Office. One is from your employer and the second is your self-evaluation. These forms specify the outcomes for the program and are intended to be a vehicle for evaluating your skills and needs at the beginning of the program. You will revisit these forms at the end of your program to assist in the evaluation of the influences your work in this program had on your growth. You complete these Needs Assessments during EDU 510 as an aid in developing the Philosophy and Goals paper required in that course and for matriculation.
- D. Submit the Philosophy and Goals paper (Completed in EDU 510) electronically to

your Blackboard file where it will be available to your program coordinator and academic adviser.

- E. Conference with your assigned academic adviser or program coordinator to develop your Program Plan. This conference will be scheduled by you after completion of the first three courses of study (EDU 510, EDU 550, and one other course). Be ready to share your Philosophy and Goals paper developed in EDU 510.
- F. Receive the confirmation of your matriculation into the Curriculum and Instruction Program from the Graduate Records Office.

#### Courses

All students complete eleven courses (33 credits) distributed over three categories: Curriculum Core, Instructional Core, and Focus Area.

##### CURRICULUM CORE:

##### Five REQUIRED courses

These courses provide you with the foundations for curriculum design and implementation and skills in designing and evaluating curriculum.

- EDU 509 Assessment of Student Learning
- EDU 510 Curriculum: Trends and Issues
- EDU 511 Curriculum Design
- EDU 550 Introduction to Research Methodology
- EDU 518 Patterns for Ideas: Brain-Based Ways We Think and Learn

##### INSTRUCTIONAL CORE:

Two to four courses selected with an academic adviser. These courses provide you with skills in implementing curriculum in classrooms. They can fall into two categories.

##### GENERAL INSTRUCTIONAL CORE:

A variety of courses that address instructional skills generic to facilitating learning at all levels and with any content are offered each semester. These courses include but are not limited to: EDU 516, EDU 519, EDU 526, EDU 540, EDU 541, and EDU 543.

##### DISCIPLINE-BASED INSTRUCTIONAL CORE:

Instructional courses that focus on teaching specific content areas such as reading or mathematics may be taken as the Instructional Core.



## FOCUS AREA:

Two to four courses selected with an academic adviser.

The focus area is intended to extend your abilities to apply the concepts and skills in a particular area. These areas include but are not limited to:

- Leadership in Curriculum and Instruction (ADM, HRD)
- Computer Applications in the Instructional Program (SLM)
- Adaptations for Special Needs (SED, DED, EDU, PSY)
- Teaching Strategies for Students with Limited English Proficiency (EDU)
- Literature (CLT, HUM)
- Reading/Language Arts (RDG, CLT)
- Fine Arts (ART, MUS, THE)
- Math (MAT, EDU)
- Social Science (ECO, HUM, PSI, SOC)
- Science (BIO, PHY)

(The course prefixes which are appropriate for these focus areas are in parenthesis.)

A comprehensive examination or a thesis is required for completion of the degree.

## Deaf Education

### **Vision and Mission Statements**

#### DEAF EDUCATION VISION

For teachers of Deaf and hard-of-hearing students to embrace an in-depth understanding of a bilingual-bicultural philosophy; to promote literacy and access to world knowledge; to incorporate cultural and historical perspectives that value diversity; to keep current on research trends in the field; and to create opportunities for the success of all children.

#### DEAF EDUCATION PEDAGOGICAL MISSION

To prepare teachers who challenge and empower students by creating meaningful and rewarding learning experiences; who have a lifelong enthusiasm for learning; who are reflective practitioners open to new ideas and challenges; and who search for ways to improve instruction for deaf students.

#### DEAF EDUCATION LINGUISTIC MISSION

To prepare teachers who strive for excellence in

both ASL and English; who provide support for improvement in both languages; who develop an appreciation and respect for bilingual fluency; who create a linguistically accessible learning environment; and who share the beauty of both languages.

#### DEAF EDUCATION CULTURAL MISSION

To prepare teachers who recognize and instill the values of Deaf culture in their teaching; who appreciate the unique contributions of Deaf and hearing teachers serving as role models for all students; and who develop sensitivity and respect for the individual differences among children and adults.

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. The Deaf Education program is approved by the Council on Education of the Deaf (CED) and the Maryland State Department of Education.

An extension of the elementary and secondary specializations is the ASL Specialist strand. This curriculum 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 ASL Specialist strand meets American Sign Language Teacher's Association (ASLTA) standards.

Another extension of the elementary and secondary specializations is the Literacy Specialist strand. Literacy specialists will be prepared to work with Deaf and hard-of-hearing students to develop reading and writing competence. Candidates who complete this strand will be eligible for certification as Reading Specialists.

Currently, there are approximately 150 graduate candidates 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.

Candidates intern in bilingual programs across the United States and Canada.

The Deaf Education program accepts full-time and part-time graduate students who enroll in classes during the academic year. In addition, a large number of graduate students who work full time throughout the academic year choose the "summers only" option. All courses are offered during the six- to eight-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 Special Education Generic 1-8/Hearing Impaired.

**SECONDARY:** Prepares classroom teachers for middle 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 Special Education Generic 6-12/Hearing Impaired.

**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 and high school deaf students in the regular classroom. Eligible for ASLTA certification.

**LITERACY SPECIALIST:** Prepares literacy specialists to work with deaf and hard-of-hearing students to develop reading and writing competence. Requires a master's degree and certification in Deaf Education. Eligible for Maryland State Certification as Reading Specialist.

### **Courses**

**PREREQUISITES:** Demonstrate entry-level ASL and English proficiency, Child/Adolescent Development, Special Education courses, Elementary/Secondary methods, ASL Linguistics, and Deaf Culture.

**MATRICULATION (ACCEPTANCE INTO DEAF EDUCATION):** Plan program with adviser, B or better in all CORE courses, satisfactory review

of the suitability for the field criteria, and criminal history disclosure.

**CORE:** DED 511, DED 517, DED 518, and DED 541.

**CONCENTRATION:** DED 527, DED 534, DED 535, DED 582, DED 589, and DED 595.

**ASL SPECIALIST:** completion of Deaf Education program (as outlined above), DED 515, DED 520, DED 533, DED 540, and 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, and DED 604.

**GRADUATION AND/OR CERTIFICATION:** EDU 550; comprehensive examination or thesis; student teaching internships; and demonstration of exit-level ASL and English proficiency.

## Educational Administration

### **Overview**

The program in Educational Administration is approved by the Educational Leadership Constituent Council (ELCC). The program is designed to provide students/candidates with opportunities to study and apply theories, standards, and practices in educational administration and to prepare them for leadership positions in public and private schools and schools for special populations. The degree/certification program requires a developmental portfolio containing ELCC Standards performance artifacts collected throughout the candidate's coursework. The Capstone experience of the program is an oral and written presentation of the portfolio to members of the faculty. The Master of Science degree is a carefully designed program which may be modified for those interested in administration at the higher education level.

Maryland certification as an Administrator I (assistant principal or supervisor) and Pennsylvania certification as a K-12 principal or K-12 Supervisor of Curriculum and Instruction require completion of an administrative internship upon completion of the master's degree.



Maryland certification as an Administrator II (principal) also requires evidence of a qualifying score on the School Leader Licensure Assessment (SLLA). Pennsylvania students seeking certification as a K-12 principal or Supervisor of Curriculum and Instruction should meet with the Coordinator of the Graduate Program in Educational Administration regarding Licensure Assessment requirements.

All programs in Educational Administration have been evaluated and approved by the Maryland State Department of Education. Pennsylvania State Department of Education guidelines are addressed during the advisement process for students seeking employment and/or licensure in Pennsylvania.

### 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 of 3.00 GPA\*) from an accredited institution;
- submit three letters of reference;
- submit satisfactory scores from one of the following tests: Praxis I and II, NTE, GRE, or MAT; and
- develop a program plan in consultation with 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 nine credits in the program.*

### Matriculation

Students must:

- meet all requirements for pre-matriculation;
- develop a program plan in consultation with the program coordinator;
- complete ADM 501, ADM 502, and ADM 504 as their first three courses with a GPA of 3.00 and develop an Initial Portfolio with performance artifacts of ELCC Standards as assigned in the first three courses; and
- successfully complete a presentation of the Initial Portfolio to the program coordinator and members of the faculty.

### Courses

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

CONCENTRATION: ADM 501, ADM 502, ADM 504, ADM 505, and ADM 516\*

EDUCATION: EDU 510, EDU 511, and EDU 550

SYNTHESIS: BUA 527, CED 508, and PSI 527

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

### Elementary/Secondary Education

#### Overview

This program is student designed to meet professional needs and a program plan is worked out with the coordinators. This program does not lead to state certification.

### 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 (see page 5);
- develop a program plan in consultation with the program coordinator;
- complete nine credit hours at McDaniel College with a 3.00 GPA;
- submit three letters of reference.

### 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 M.L.A. Cultural Heritage, Contemporary Society, or Creative Process designations).

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

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.

### Admission

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; and
- 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 nine 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 nine credits in the program. Students with a cumulative grade point average of 3.00 or better and no more than one "C" grade will be matriculated into the program.*

## Courses

FOUNDATIONS: HRD 500, HRD 501, HRD 502, and EDU 550

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

REQUIRED CAPSTONE EXPERIENCE: HRD 595

M.L.A. 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 should nominate this adviser prior to completing 24 credits of their program of study. Students must register for HRD 550 no less than 10 weeks prior to submitting their portfolio for final evaluation.

## Human Services Management in 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 adding 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 a counselor/graduate student 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 McDaniel 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 including health care.

## Matriculation

Students must:

- meet all requirements for pre-matriculation (see page 5);
- 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 522, PSY 510, PSY 506, CED 508, PSY 531, and SED 506

SECOND YEAR: One curriculum course, SED 510, EDU 550, SED 523, and SED 515

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

## Reading

### Overview

The graduate program for certification of reading specialists seeks to educate candidates to become leaders in literacy education. The program reflects the perspective that a reading specialist is a specialist in literacy learning. All processes of language learning including reading, writing, listening, viewing, and representing visually are interrelated and complement each other. The reading specialist must understand

and foster development in every aspect of language communication. Therefore, one goal of this program is that each candidate, as an instructional decision-maker, will possess knowledge and beliefs about reading that are grounded in the language arts.

The graduate program offers a strong theoretical base with ongoing commitment to evaluating and responding to current trends in the field of reading. More specifically, a second program goal is that each candidate will extend theory and research into actual instructional practice through a continuous assessment-instruction model. Every reading course reflects this orientation and rests on a firm research and theoretical knowledge base in combination with authentic performance outcomes. Through thorough preparation and extensive and thoughtful application, the reading specialist will transfer theoretical perspectives into effective instructional frameworks and practices.

Furthermore, reading specialists often serve in the capacity of coordinating and enhancing school-wide literacy programs. Therefore, the third goal of the program is that each candidate will design, implement, and evaluate effective reading initiatives. This multidimensional role may incorporate leadership in professional development initiatives, curricular planning and implementation, collaboration and mentoring instructors, and maintaining communication networks with professionals, paraprofessionals, parents, support teams, and community agencies.

A final goal of the reading program is that each candidate will become a reflective practitioner. This graduate program provides sufficient experience with systematic assessment processes and sound instructional techniques while empowering our candidates to develop reflective decisions based on the strengths and needs of at-risk readers. The clinical practicum and field experiences consistently utilize a continuous assessment-instruction model while highlighting successful reading experiences, active engagement, and individualized attention.

This comprehensive 36-credit graduate reading program has been evaluated and approved by NCATE/IRA and the Maryland State Department of Education. Pennsylvania

State Department of Education guidelines are addressed during the advisement process for students seeking employment in and/or licensure in Pennsylvania.

## Pre-matriculation

Candidates seeking admission to the graduate reading program must have completed a baccalaureate degree at an accredited institution with an overall minimum 3.00 GPA\*. Furthermore, applicants must hold a valid initial teaching certification in Early Childhood, Elementary, Secondary, or Special Education.

The formal admission process incorporates the following documentation:

- Application to Graduate School indicating the proposed area of specialization;
- Official transcripts of undergraduate coursework;
- Initial teaching certificate for Early Childhood, Elementary, Secondary, or Special Education;
- State-designated qualifying scores for the Praxis Exam or satisfactory scores for the Miller Analogies Test; and
- Three letters of professional reference with checklists linked to the Professional Unit's Conceptual Framework.

Following the admission process, each student is individually advised and a preliminary program plan is outlined for the first nine graduate credits in Reading (RDG 501, RDG 532, RDG 539, and/or one Reading Elective).

*\*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 nine credits in the program.*

## Matriculation

After successful completion of the nine-credit preliminary plan, candidates are eligible for a matriculation review. The matriculation process incorporates the following procedures:

- Successful completion of nine graduate credits with a minimum GPA of 3.00;
- Review of all required Admission documentation: application, three professional references, official transcripts, test scores, and initial teaching certificate;
- Review of Self-Assessment Checklist that



addresses a candidate's strengths and areas for professional growth as linked to the Professional Unit's Conceptual Framework program goals; and

- Interview with Program Coordinator to review Matriculation documentation and to develop a Program Plan for remaining coursework.

### Reading Practicum

All candidates must successfully complete a six-credit supervised practicum experience (RDG 504) in the McDaniel College Summer Reading Clinic.

### Program Completion

In addition to successfully completing practicum requirements and fulfilling 36-credit course requirements with a GPA of 3.00, all candidates must develop a cumulative Professional Portfolio, and pass a written Comprehensive Examination.

### Courses

SPECIALIZATION: RDG 501, RDG 502, RDG 503, RDG 504, RDG 506, RDG 532, RDG 535, and RDG 539

EDUCATION: EDU 550 and two reading related electives

### School Library Media

#### Overview

The School Library Media program (SLM) endorses the American Association of School Librarians' Information Power: Building Partnerships for Learning. Prospective graduate students will want to read this book, which is available at the 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. Please see the SLM Web page for additional information.

The Master of Science degree with an emphasis in School Library Media is a minimum of thirty-three graduate hours and meets the certification requirements of the Maryland State Department of Education (MSDE) as a school library media specialist for grades K-12.

Candidates seeking Pennsylvania certification will take the exit Praxis Exam at the end of their programs and follow their local district guidelines.

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, educational psychology, instruction and assessment, and special education.

The program requires a digital portfolio containing performance artifacts collected throughout the coursework that support the standards of the American Association of School Librarians/National Council of Accreditation of Teacher Education.

### Pre-matriculation

Students must:

- Submit an Application for Graduate Study with the non-refundable application fee, including a satisfactory essay on why you want to pursue graduate study in the SLM profession;
- Submit an official transcript of bachelor's degree (minimum 3.00 GPA\*) from an accredited institution;
- Submit three McDaniel College reference forms completed by your school principal, supervisor, or other school employees who can address your ability to (a) pursue graduate study, (b) teach, and (c) use technology;
- Submit Praxis I test scores that meet MSDE minimum score requirements or satisfactory scores from the MAT or GRE; and
- Develop a program plan in consultation with the SLM 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 nine credits in the program.*

### Matriculation

Candidates must:

- meet all requirements for pre-matriculation;
- complete SLM 503, SLM 521, and SLM 505, with a 3.00 GPA or better;

- complete one course taught by the SLM program coordinator; and
- complete the matriculation self-assessment checklist and submit it to the SLM program coordinator.

### 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 elective to be selected in consultation with the SLM program coordinator, and Comprehensive exam

DIGITAL PORTFOLIO: Candidates will prepare a digital portfolio that documents their mastery of program standards. The portfolio is developed throughout the candidates' program under the guidance of the SLM program coordinator.

### Special Education

#### School-Based Program with Certification

#### Overview

The graduate program in special education offers candidates 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. Candidates enrolled in the program quickly come to embrace the position that the purpose of education is the same for all students: to provide experiences that facilitate the acquisition of school success and satisfaction. The graduate program believes this position is best accomplished by focusing less on disabilities and deficits, and focusing more on students' strengths and acquired skills, and matching individualized instruction to those strengths and skills.

McDaniel 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 or two years of successful teaching at the appropriate level.

The Special Education program has been evaluated and approved by the Maryland State Department of Education. Pennsylvania State Department of Education guidelines are addressed during the advisement process for students seeking employment and/or licensure in Pennsylvania.

### Matriculation

Students must:

- meet all requirements for pre-matriculation (see page 5);
- develop a program plan in consultation with the program coordinator;
- submit Praxis I (core battery) scores;
- submit three letters of reference; and
- complete three graduate courses from McDaniel College, which includes at least two in Special Education, with a 3.00 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. Reading and other education courses complete the program. 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.



## 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, and Creative Process.

## Educational Administration (ADM)

### ADM 501 Introduction to Educational Administration

3 credits

(Required for matriculation)

Leadership and organizational behavior are examined and addressed in the context of today's schools through the study of organizational theory and structure, Bureaucratic theory, social systems, motivation, communication, collaboration, contingency theory, decision-making, change, and conflict. Candidates are expected to explain thoroughly, and apply appropriately, theoretical and research-based models to specific school communities. Special focus is directed to the initial understanding and application of the Educational Leadership Constituent Council (ELCC) Standards.

### ADM 502 The Role of the Principal

3 credits

(Required for matriculation)

Provides an overview of the role and responsibilities of the school principal and related Educational Leadership Constituent Council (ELCC) Standards. Understanding is developed of how to provide leadership in order to develop the school into a professional learning community that can work together to impact student achievement. Areas addressed include the change process and how it is sustained through communication and collaboration; the school culture and how change is embedded into culture; how principals support growth and develop leadership capacity; the role of parents and the school community; and the power of mission, vision, values, and goals. Candidates develop an initial vision and leadership platform.

### 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 in-service 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

(Required for matriculation)

Provides an overview of supervision and evaluation of school personnel within the context and application of the Educational Leadership Constituent Council (ELCC) Standards. Emphasis is placed on supervisory strategies that enhance reflection of teaching and learning, teacher evaluation, restructuring, and school culture. Systems for analyzing classroom teaching performance are explored, and techniques for providing teachers with effective feedback are developed.

### ADM 505 School Leadership in the Twenty-first Century

3 credits

Prerequisites: ADM 501, ADM 502, and 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. Educational Leadership Constituent Council (ELCC) Standards are addressed.

### ADM 516 Case Studies in Educational Administration

3 credits

Prerequisites: Completion of all other required courses in the program and permission of the coordinator.

Analysis of case studies and current issues dealing with issues in educational administration is the focus of this course. In a seminar mode, students examine issues and cases, propose appropriate administrative responses supported by the Educational Leadership Constituent Council (ELCC) Standards, and evaluate the probable effects of their responses. This course is the final course in the M.S. degree program in Educational Administration.

### ADM 550 Developmental Portfolio Review

3 credits

At the successful completion of all courses and requirements for the master's degree in Educational Administration, candidates must contact the Program Coordinator for approval to register for ADM 550 Developmental Portfolio Review\*. The Developmental Portfolio, presented to the Coordinator and members of the faculty, must contain the appropriate performance-based artifacts from assignments that addressed and supported the Educational Leadership Constituent Council (ELCC) Standards from all courses throughout the program.

\*Candidates will reflect on how courses in the program and the ELCC Standards supported and impacted their vision and leadership platform.

### ADM 552 Internship in Educational Administration

3 credits

Prerequisites: Successful completion of all required courses in the program and permission of the Coordinator of Internships.

One hundred eighty hours of specified performance-based field experiences congruent with the Educational Leadership Constituent Council (ELCC) Standards, as approved by the Coordinator of Administrative Internships, and under the supervision of an on-site supervisor and the Coordinator, or an assigned faculty member. Development of Internship Application Portfolio.

### ADM 553 Internship in School Supervision

3 credits

Prerequisites: Successful completion of all required courses for State certification in supervision and permission of the Coordinator of Internships.

One hundred eighty hours of specified performance-based field experiences in school supervision congruent with the Educational Leadership Constituent Council (ELCC) Standards, as approved by the Coordinator of Administrative Internships, and under the supervision of an on-site supervisor, and the Coordinator or an assigned faculty member. Development of Internship Application Portfolio.

### ADM 566 Special Topics in Educational Administration

3 credits

This course will focus on various topics in educational administration. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.



## 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.

### 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, D.C., and Baltimore. There will be a modest fee for transportation expenses.

Cultural Heritage

### ART 516 Computer Graphics

3 credits

Designed to give basic skills in the field. Draw and Paint programs and 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

## ART 566 Special Topics in Art

3 credits

This course will focus on various topics in art. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

Contemporary Society, Creative Process, Cultural Heritage

## Biology (BIO)

### 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 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 in biological sciences. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin. No previous scientific background is required.

## 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 issues of cost effectiveness, maintenance of facilities, auxiliary services, issues of diversity and finance, principles of school financial accounting, and applicable ELCC Standards as assigned.

## 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 502 Interpersonal Communication

3 credits

This course takes a broad look at the field of communication. Selected topics will provide an understanding of current thinking and trends within the field. Special attention is given to understanding your own communication behavior, understanding the behavior of others, recognizing the variables that can influence communication behavior, recognizing and understanding communication problems.

Contemporary Society

### COM 531 Studies in Foreign Cinema

3 credits

A study of culture, history, and politics through film analysis and readings of literary and popular culture texts.

Cultural Heritage

### COM 532 Fiction into Film

3 credits

This course will explore the relationship between literary works and their film adaptations, paying special attention to how film analysis and literary analysis can work together to produce fresh readings of texts. Assignments will include written analyses of both written and visual texts.

Cultural Heritage

### COM 566 Special Topics in Communication

3 credits

This course will focus on various topics in communication. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

Contemporary Society, Cultural Heritage

## 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 566 Special Topics in Comparative Literature

3 credits

This course will focus on various topics in comparative literature. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

Cultural Heritage

## Counselor Education (CED)

### CED 500 Orientation to Counseling

3 credits

A course designed to both introduce the student to the field of counseling and the McDaniel College Counselor Education program and to provide a personal growth experience. Students will explore topics pertinent to the fields of school and community counseling, including the history of counseling, diversity, and the importance of counselor self-awareness. Students will also receive information regarding the goals, objectives, and skills necessary to complete the CED program. Ten weeks of the semester involve participation in a personal growth experience, and five weeks are spent in an academic setting.



### **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

*Prerequisite: 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

*Prerequisite: 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. (Educational Administration candidates will address Educational Leadership Constituent Council (ELCC) Standards as assigned.)

### **CED 509 Family Counseling**

3 credits

*Prerequisite: 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

*Prerequisite: 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 515 Appraisal Procedures for Counseling**

3 credits

This course addresses the principles of counseling and psychological assessment including concepts necessary for the selection, administration, scoring, and interpretation of individual and group tests.

### **CED 516 Play Therapy**

3 credits

An integrated orientation to theories, rationales, methodologies, and techniques fundamental to play-based therapy, counseling, and assessment. Applications to a wide variety of child-client population will be presented.

### **CED 520 Legal and Ethical Issues in Counseling and Psychotherapy**

3 credits

This course is designed to provide the counselor in training with a more thorough understanding of the major ethical and legal issues they may encounter in community and educational counseling settings today. Issues that impact upon management of counseling and psychotherapy practices will be explored in depth for legal and ethical requirements that have implications for the counseling profession. Learners will be exposed to such topics as ethical decision making, ethical standards of practice for the counselor, legal issues in school and community settings, and ethical responses to unethical behavior.



**CED 528 The Art of Counseling***3 credits*

Recent research on various topics in counseling (family counseling, diversity training, empathy) supports the notion that tapping into the creative arts and media can be a useful technique in providing experiences and information about counseling skills and personal development. This course will study and interpret various art forms in order to examine their impact on becoming a more effective helper. Students can expect to critique or create fiction, poetry, music, contemporary movies, and sculpture to access their aesthetic and creative counseling abilities.

**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 532 Counseling Oppositional and Defiant Adolescents***3 credits**Prerequisite: CED 501.*

A survey of current interventions and strategies used with preadolescents and adolescents. Etiological perspectives will be covered in relation to psychological and physical development, the impact of current adolescent culture, and counseling conditions that facilitate client growth.

**CED 533 Counseling and Psychopharmacology***3 credits*

This course will cover all major groups of psychotropic medications and their use in treating mental and behavioral disorders. The medications used to treat the full spectrum of emotional concerns from anxiety to schizophrenia and mood disorders will be investigated. In addition, drugs used for substance abuse and childhood disorders of conduct will be examined. Questions of ethics and safety, especially as related to the use of medications for children, the elderly, and other at-risk populations will be discussed. Other issues important to drug use will also be covered as well as new medications and research.

**CED 534 Holistic Counseling: Integrating Alternative Health Practices to Treat Mind, Body, and Spirit***3 credits*

Jin Shin Jyutsu® is an ancient art of harmonizing the life energy in the mind, body, and spirit. Students will learn self-help techniques to treat physical and emotional disorders. Jin Shin Jyutsu® is a valuable complement to conventional therapeutic techniques.

**CED 535 Mind/Body Therapies***3 credits*

This course exposes counselors to the growing number of mind/body therapies available today. Highly experiential and hands-on, it explores the dynamic relationship between the mind and the body and how mind/body modalities can enhance the counseling process. The Chinese 5-Element Acupuncture model and the Ayurvedic Chakra system are introduced. Students learn several non-touch, body-centered techniques to use with clients and gain insights into mind/body modalities for both personal and professional growth.

**CED 536 The College Counseling and Planning Process***3 credits*

This course introduces counseling students to the secondary school college planning process. Students will develop a comprehensive developmental guidance program that includes all aspects of the college planning process.

**CED 537 Family Systems***3 credits*

A primarily experiential based course to further development of a depth of knowledge and conversance with family therapy and the systems approach to working with individuals, couples, and families. Each student will be expected to use their own family of origin as well as the families from the texts and the films. Course is limited to ten participants.

**CED 552 Field Practicum in School Counseling***3 credits*

*Prerequisites: Successful completion of CED 511 and permission of the program coordinator.*

A semester of field experience in a school under the supervision of a counseling faculty member.

**CED 553 Field Practicum in School Counseling***3 credits**Prerequisite: CED 552.*

A second semester of field experience in a school, under the supervision of a counseling faculty member.

**CED 554 Field Practicum in Community Mental Health***3 credits*

*Prerequisites: CED 501 and permission from the track coordinator.*

A semester of field experience in a community mental health facility, under the supervision of a counseling faculty member.

**CED 556 Field Practicum in Community Mental Health***3 credits**Prerequisite: CED 554.*

A second semester of field experience in a community mental health facility, 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. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

**CED 577 Applied Counseling Problems: Alcohol and Drug Abuse***3 credits**Prerequisite: 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. All entering students must satisfy the ASL and English proficiency requirements prior to beginning classes.

**DED 500 English Enhancement***0 credits*

An intensive analysis of English with an emphasis on the reading and writing of research and composition of professional reports, including those required under the Individuals with Disabilities Act. A comparative analysis of linguistic structure of ASL and English will provide additional support.



### **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 512 Teaching Strategies for Exceptional Deaf Students**

*3 credits*

This course will review the major characteristics of the most prominent multiple disabilities among Deaf students. Emphasis will be placed on multiple disabilities and the effects on learning, instructional approaches and accommodations, classroom management, assessment, environmental adaptations, and collaboration with parents and other professionals.

### **DED 515 Literacy Connections through ASL Storytelling**

*3 credits*

This 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, and presentation of stories. Candidates 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*

*Prerequisites: 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*

*Prerequisites: 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*

*Prerequisites: 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*

*Prerequisites: 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*

*Prerequisites: 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*

*Cross-listed 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*

*Prerequisites: 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**Prerequisites: All Deaf Education prerequisite and required courses, and acceptable rating on the ASL and English proficiency evaluation.*

Graduate 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*

This course will focus on various topics in deaf education. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

**DED 569 American Deaf Culture***3 credits**Cross-listed at the undergraduate level with ASL 3369 (4 credits).*

Provides the graduate 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**Prerequisites: All Deaf Education prerequisite and required courses, and acceptable rating on the ASL and English proficiency evaluations; 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 cueing techniques.

**DED 589 Seminar in Deaf Education***3 credits**Prerequisites: All Deaf Education courses; to be taken near 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**Prerequisites: 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 course work in Deaf Education and is supervised by a Deaf Education faculty member.

**DED 600 Literacy: Assessment and Planning***3 credits**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. Candidates 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**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**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***6 credits**Prerequisites: DED 600, DED 601, and 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 candidates 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**Prerequisites: DED 600, DED 601, and 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. Candidates 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, affluence on the structure and function of the ecosystem, and 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

**ECO 566 Special Topics in Economics***3 credits*

This course will focus on various topics in economics. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

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 addresses the development and evaluation of systems for determining student readiness for and growth toward learning outcomes in the classroom (pre-K through 16). Special attention is given to the interpretation of available standardized instructional assessment data, the development of alternative assessments 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. (Educational Administration candidates will address Educational Leadership Constituent Council (ELCC) Standards as assigned.)

### **EDU 511 Curriculum Design**

*3 credits*

In this course participants identify, analyze, and apply models of curriculum design for pre-K through 16. Strategies for curriculum design are examined and specific proposals for implementation and assessment are developed and evaluated. Models selected for course study promote unified instructional delivery plans that integrate:

- instructional outcomes of significance,
- the development of thinking skills,
- cognitive instruction in subject content, and
- assessment strategies.

Participants defend the significance of outcomes and strategies selected and develop a comprehensive plan for implementation and evaluation. (Educational Administration candidates will address Educational Leadership Constituent Council (ELCC) Standards as assigned.)

### **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 522 Foundations in English Learner Education**

*3 credits*

This course examines the theory and practice of providing educational services to culturally and linguistically diverse students in U.S. schools. Methods of teaching English to Speakers of Other Languages (ESOL), bilingual education program models and parent/community involvement will be emphasized. The course addresses the question: "What are the needs of English Learners in our schools and how do communities attempt to meet them?"

### **EDU 523 Literacy Development in Multilingual Communities Part I: Reading**

*3 credits*

*Prerequisite: EDU 522.*

This course examines the theory and practice of providing educational services to culturally and linguistically diverse students in U.S. schools with particular emphasis on reading instruction. Participants combine community-based research with an immersion experience and develop a project which will facilitate literacy development for English Learner students. Participants investigate the role of oral language proficiency in reading and methods for teaching English to Speakers of Other Languages (ESOL). Other topics of study include: ESOL reading in the content areas, heritage language literacy and bilingual education, multicultural literature, immigration, and parent/community involvement. This course addresses the question: "What can schools, communities and immigrant families do to improve their support of literacy for their English Learner children?"

### **EDU 524 Literacy Development in Multilingual Communities Part II: Writing**

*3 credits*

*Prerequisites: EDU 522 and EDU 523.*

This course examines the theory and practice of providing educational services to culturally and linguistically diverse students in U.S. schools with particular emphasis on writing. Participants combine course study with an immersion experience and come to conclusions regarding the teaching of writing to English Learners. Participants will investigate the role of primary language literacy, student voice, and ESOL writing in the content areas. The course emphasizes instructional practices that incorporate family, community, technology, and culture into the writing process. Participants use technology to follow up on literacy projects previously begun in Part 1. The course addresses the question: "How can schools and immigrant families work together to support academic achievement in writing for their English Learner children?"

### **EDU 525 Assessment of English Learners**

*3 credits*

*Prerequisite: EDU 522.*

This course examines the theory and practice of assessment as it pertains to English Learners. Participants will examine tests of English language proficiency, alternative assessment practices, and implications of high stakes testing. Students will research various language acquisition program models and their implications for assessment and evaluation. The course addresses the question: "How do we find out what our English Learner students know and what do we do with that information?"

### **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 in education. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

**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***0 credits*

*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***0 credits*

*Must be taken simultaneously with EDU 580/EDU 581; EDU 611-618; 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 611-618, 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 611-618, 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's 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 611-618 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 when taken by BEST students.*

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 are included.

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 thirteen courses are offered in collaboration with Performance Learning Systems, Inc., Allentown, Pa., and are part of our Curriculum and Instruction Program.

### **EDU 515 Project TEACH™ Teacher Effectiveness and Classroom Handling**

3 credits

Participants learn and practice 12 verbal skills that improve communication and team-building while encouraging a cooperative learning environment, reducing the need for discipline in the classroom. Appropriate for Pre-K through College participants.

### **EDU 516 PRIDE™ Professional Refinements in Developing Effectiveness**

3 credits

Promote critical thinking through advanced questioning strategies. Develop techniques to improve and understand teacher and student nonverbal communication cues. Learn how to motivate behavioral change through various reward systems. Appropriate for Pre-K through College participants.

### **EDU 517 Teaching Through Learning Channels™**

3 credits

Explore learning style preferences and develop brain-compatible strategies to address them through multisensory teaching. Discover how to address students' basic motivational needs in a learning environment. Appropriate for Pre-K through College participants.

### **EDU 518 Patterns for Ideas: Brain-Based Ways We Think and Learn™**

3 credits

Explore the four basic thinking skills of induction, deduction, analysis, and synthesis. Experience, model, and internalize specific techniques of brain-based teaching and learning. Integrate thinking processes into real-life applications. Appropriate for Pre-K through College participants.

### **EDU 521 Coaching Skills for Successful Teaching™**

3 credits

Develop effective coaching and communication skills to build rapport among colleagues, create positive instructional change, and enhanced self-esteem. Learn a prescriptive process for communicating with a colleague in a pre- and post-classroom observation. While observing instruction, become skilled at the use of six data collection instruments. Appropriate for Pre-K through College participants.



**EDU 526 Discovering the Power of Live Event Learning™***3 credits*

Experience how incorporating real-life experiences—live events—into teaching serves as a platform for integrating academic curriculum with important life skills. Gain an understanding and practice the techniques of a facilitative leader while moving beyond simulations and hands-on learning to the concrete experiences of Live Event Learning™. Appropriate for Pre-K through College participants.

**EDU 527 Learning to Read: Beginning Reading Instruction™***3 credits*

*Prerequisite: Undergraduate degree in education.* Learning to Read: Beginning Reading Instruction is a new PLS content course designed to bridge the gap from research to practice. Designed for educators of beginning readers (primarily K-3), those who take this course will receive validated research in beginning reading instruction along with effective research-based strategies connected to the research. The course utilizes customized instruction, reflective practice, knowledgeable and motivating facilitators, a participant guide coupled with a CD-ROM, self-assessment, and an individual professional development plan. The CD-ROM includes multimedia seminars, resources, strategies, toolkit, and reflection journal.

**EDU 528 Designing Motivation for All Learners™***3 credits*

*Prerequisite: Undergraduate degree in education.* In Designing Motivation for All Learners™, participants discover the complex nature of motivation and how diverse environments, experiences, and communication influence different learners. Participants learn motivational techniques and leadership strategies that encourage, enhance, and support all learners.

**EDU 535 Successful Teaching for Acceptance of Responsibility™***3 credits*

Gain new techniques to eliminate irresponsible student behavior. Learn how to empower students to achieve personal power and responsibility in a classroom that models and invites self-responsible behaviors. Empower educators in their personal lives through strategies that increase their own sense of power. Appropriate for Pre-K through College participants.

**EDU 540 Purposeful Learning through Multiple Intelligences™***3 credits*

Understand Howard Gardner's identified intelligences. Design lessons incorporating all the intelligences into a lesson framework. Learn to implement current school-wide reforms that serve to complement the intelligences. Appropriate for Pre-K through College participants.

**EDU 541 Meaningful Activities to Generate Interesting Classrooms™***3 credits*

Gain first-hand experience designing new and interesting activities that unlock the creative minds of students and teachers alike. Learn dozens of interactive and engaging learning activities along with methods to assess their value. Apply these strategies to all grade levels and teaching blocks. Appropriate for Pre-K through College participants.

**EDU 543 Achieving Student Outcomes through Cooperative Learning™***3 credits*

Learn how to set up, monitor, and debrief group learning while teaching students interpersonal skills. Develop cooperative learning starters that immediately involve students in specific learning tasks. Explore techniques to develop group interdependence and methods to troubleshoot problems of group learning. Appropriate for Pre-K through College participants.

**EDU 545 Curricular Reform for the 21st Century***3 credits*

Learn how to incorporate real-life skills while teaching curriculum to prepare students for their occupations and lives. Develop a vision for change and explore innovative approaches to teaching. Discover how facilitating student learning can free an educator's time. Appropriate for Pre-K through College participants.

**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 546 Outdoor Education***3 credits*

This course focuses on 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.*

This course focuses on current issues in science and social studies for the elementary school level examined with an emphasis on student involvement in the learning environment. Graduate 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 students.*

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 566 Special Topics in Educational Computing *3 credits*

This course will focus on various topics in educational computing. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

## 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, 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, Contemporary Society

### ENG 509 Writing Memoir *3 credits*

This course focuses on the memoir as a set of interconnected stories and a relevant piece of literature. The styles and attributes of memoir writing are analyzed. A primary part of the course involves students writing about life events that serve as the beginnings of a memoir.  
Creative Process

### 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 512 Poetry *3 credits*

This is a poetry writing course which focuses on the style and essence of modern and contemporary poetry. Students will read selected poems and create poems that are critiqued in class.  
Creative Process

### ENG 513 Horror Fiction *3 credits*

An investigation into the dark and ever popular world of horror fiction, with special emphasis on the Gothic tradition within British and American literature since 1764. Central questions include: Why do horror stories fascinate so many of us? How do anxieties about sexuality, the unconscious mind, scientific discoveries, social injustice and other topics get translated into the horror literature we read?  
Cultural Heritage

### ENG 566 Special Topics in English *3 credits*

This course will focus on various topics in English. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.  
Contemporary Society, Cultural Heritage, Creative Process

## Exercise Science and Physical Education (EPE)

### EPE 501 Statistical Analysis in Exercise Science and Physical Education *3 credits*

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

### EPE 502 Sport Management *3 credits*

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

### EPE 503 Issues and Trends in Physical Education and Sport *3 credits*

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

### EPE 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 in exercise science and physical education. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

**General Science (GSC)****GSC 507 Wild America: Natural Life from Coast to Coast***3 credits*

America's natural legacy includes millions of acres of wild and diverse habitats. This course will cover its wildlife—animal, plant, and microbial—and the geological forces which have molded these majestic landscapes.

**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. Different topics (Geology, Astronomy, Weather, Energy Use) are chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

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

**HIS 566 Special Topics in History***3 credits*

This course will focus on various topics in history. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

**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 and 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 disability 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. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.



## **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 520 Mathematical Foundations**

*3 credits*

A study of the following topics in mathematics: number and numeration; operations and algorithms involving whole numbers, integers, and rational numbers; algebra; geometry; measurement; statistics; and probability. Connections to curriculum and instruction related to these mathematics content areas will be a course emphasis.

### **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 566 Special Topics in Mathematics**

*3 credits*

This course will focus on various topics in mathematics. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

## **Music (MUS)**

### **MUS 566 Special Topics in Music**

*3 credits*

This course will focus on various topics in music. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin. Cultural Heritage, Contemporary Society, Creative Process

## **M.L.A. Final Project (MLA)**

### **MLA 501 M.L.A. Final Project**

*3 credits*

An interdisciplinary independent study project required for the completion of the Master of Liberal Arts degree. The project enables the student, under the supervision of a faculty member, to explore a topic of significance in some depth. It culminates with a major research paper or suitable alternative (see program coordinator/adviser for guidelines). Cultural Heritage, Contemporary Society, Creative Process

## **Philosophy (PHI)**

### **PHI 509 Applied Ethics**

*3 credits*

An introduction to moral reasoning through the examination of a variety of ethical theories and moral issues found in personal, social, and work contexts. Issues addressed will vary but may include lying, fidelity, drug use, free speech, privacy rights, abortion, capital punishment, sexual and racial discrimination, wealth distribution, and corporate responsibility. Cultural Heritage

### **PHI 525 Issues of Social Justice**

*3 credits*

An exploration of the meanings of justice in various philosophical and religious traditions and their application to particular social issues. The course will examine the justice of abortion, capital punishment, war, welfare, affirmative action, family arrangements, animal rights, and other current social justice issues. Readings from Christian, Jewish, Buddhist, Hindu, and Confucian traditions and classical and contemporary philosophy. Contemporary Society

### **PHI 566 Special Topics in Philosophy**

*3 credits*

This course will focus on various topics in Philosophy. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin. Cultural Heritage, Contemporary Society

## **Physics (PHY)**

### **PHY 566 Special Topics in Physics**

*3 credits*

This course will focus on various topics in physics. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

## **Political Science (PSI)**

### **PSI 524 Truth, Justice, and the American Way: Is Our Legal System Failing?**

*3 credits*

Does our legal system promote and provide justice? What lessons are to be learned from recent verdicts such as the O.J. Simpson trial? The course will examine the role of the legal system in the U.S.; the focus is on ethics, morality, justice, and the law in the context of legal and judicial ethics, the adversary system, and the constitutional requirements of due process and equal protection. Contemporary Society

### **PSI 525 Liberty, Rights, and Freedom**

*3 credits*

This course will survey contemporary issues from a political and constitutional perspective. Topics to be discussed include: free speech, freedom of expression, civil liberties, women's rights, abortion, the death penalty, fourth amendment rights, and other topics of current interest.

Contemporary Society

### **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. (Educational Administration candidates will address Educational Leadership Constituent Council (ELCC) Standards as assigned.)

### **PSI 566 Special Topics in Political Science**

*3 credits*

This course will focus on various topics in political science. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

## **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 are studied. Psychological bases of suitable programming are included.

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

3 credits

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

### **PSY 512 Psycho-Social Aspects of Disability**

3 credits

Behavioral implications of disability are studied in depth, with particular emphasis upon relevant literature. Research related to intelligence, personality, social adjustment, and vocational considerations is reviewed and synthesized. Appropriate diagnostic and assessment procedures with the disabled are discussed. This course is oriented toward providing the student with informational background for the guidance and counseling of disabled children and adults.

### **PSY 514 Human Growth & Development Throughout the Life Span**

3 credits

*Prerequisite: 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

*Prerequisite: PSY 506.*

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

### **PSY 566 Special Topics in Psychology**

3 credits

This course will focus on various topics in psychology. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

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 principles and practices related to language acquisition, phonological awareness, phonics knowledge, and literacy development. Candidates analyze theories related to reading assessment and instruction and explore classroom applications for emergent and early readers. (MSDE Approved: Elementary)

### **RDG 502 Reading Assessment and Planning**

3 credits

*Prerequisite: 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 techniques for the purpose of measuring literacy factors, analyzing the literacy context, and designing instructional modifications to meet the needs of diverse learners. Candidates evaluate local, state, and classroom assessments in terms of their usefulness to educators. (MSDE Approved: Elementary)

### **RDG 503 Reading Assessment and Planning, Advanced**

3 credits

*Prerequisites: RDG 501 and 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. Candidates develop facility in planning individual reading programs, through implementation of the assessment-instruction model. Systematic assessment data is used to guide instructional decision-making and planning.

## **RDG 504 Reading Practicum**

6 credits

*Prerequisites: RDG 501, 502, 503, 535, and 539.*

This comprehensive practicum experience examines the ongoing assessment-instruction process in terms of practical application with diverse learners. Clinicians design and implement instructional programs based on systematic assessment data and communicate relevant information to parents, students, and professionals. Candidates explore leadership roles and responsibilities of resource personnel through team collaboration, professional development seminars, peer observations, parent conferences, and reflective practice.

### **RDG 506 Current Issues in Reading**

3 credits

*Prerequisites: 21 graduate credits in Reading, including RDG 504.*

This comprehensive course re-examines important current reading topics and the historical context within which they are embedded. The course content addresses phonological awareness and phonics, fluency issues, vocabulary acquisition and comprehension development, effective reading instruction for diverse learners, adolescent struggling readers, and technological resources. Contemporary legislative works and policy mandates are examined within the context of the school and professional community. Candidates conduct independent research of a self-selected topic and analyze the works of distinguished reading theorists.

### **RDG 524 Materials for Balanced Reading Instruction**

3 credits

This course examines the selection, evaluation, and implementation of instructional materials for diverse learners. The course content addresses the development of independent readers through the use of appropriate materials including levelled text, multicultural literature, and text sets for strategy instruction. The purposes for reading and various text structures are examined within the context of a balanced literacy program. Candidates explore resources and practices to support parent-school collaboration. (MSDE Approved: Elementary)



### **RDG 532 Reading in the Content Areas: Part I**

3 credits

This course examines essential components of the reading-to-learn process within the context of the secondary classroom. The course content addresses cognitive strategy instruction, vocabulary acquisition, comprehension development, writing to learn, and the strategic use of textbooks, tradebooks, and electronic resources. Candidates evaluate instructional techniques for enhancing reader-text interactions, and integrating content reading across curricular areas. (MSDE Approved: Secondary)

### **RDG 533 Teaching Children to Write**

3 credits

This course examines writing acquisition and instruction as well as the integration of writing across the curriculum. The course content addresses writing assessment, developmental benchmarks, the writing process, writing purposes, and instructional frameworks. Through author studies, candidates analyze elements of writer's craft, develop literature-based lessons, and design instructional techniques to support author mentoring.

### **RDG 534 Reading in the Content Areas: Part II**

3 credits

*Prerequisite:* RDG 532.

This course extends the concepts present in Part I of Reading in the Content Areas. The course content addresses technical reading and writing, performance-based assessments, multi-genre research, and the integration of reading and writing instruction in secondary classrooms. Candidates explore instructional techniques, and design modifications for at-risk readers and writers. (MSDE Approved: Secondary)

### **RDG 535 Early Literacy: Approaches for the Classroom**

3 credits

*Prerequisite:* RDG 501.

This course examines literacy acquisition and early intervention strategies for at-risk emergent readers. The course content addresses the skilled observation of oral language, phonological awareness, alphabetic knowledge, use of print conventions, and strategic reading behaviors. Candidates systematically analyze assessment data and implement appropriate instructional plans through a longitudinal case study format. \*Candidates need access to a kindergarten or first grade reader throughout the semester.

### **RDG 536 Using Technology in the Reading-Writing Classroom**

3 credits

This interactive course examines the integration of instructional technology within K-12 reading and writing classrooms. The course content addresses theoretical as well as practical applications for enhancing literacy learning through the strategic use of computers. Candidates evaluate various software programs, design instructional materials, develop professional presentations, and create and critique Webquests.

### **RDG 539 Balanced Reading Instruction**

3 credits

This course examines theoretical and practical issues in the implementation of a balanced literacy framework for systematic reading and writing instruction. The course content addresses developmentally appropriate benchmarks, instructional methodologies, selection and evaluation of materials, and guidelines for creating, organizing, and maintaining a literate environment. Candidates evaluate and implement specific instructional techniques for word study, comprehension, fluency, writing development as well as intrinsic motivation. (MSDE Approved: Elementary)

### **RDG 566 Special Topics in Reading**

3 credits

This course will focus on various topics in reading. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

### **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. Candidates reflect upon and extend personal literacy as individuals within a community of learners.

## **Religious Studies (REL)**

### **REL 566 Special Topics in Religious Studies**

3 credits

This course will focus on various topics in religious studies. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

## **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 McDaniel College school library media program. This course is recommended, but it is not a requirement.

### **SLM 501 School Library Administration**

3 credits

*Prerequisite:* When this class is taught on-line, 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 (On-line)**

3 credits

*Prerequisites:* SLM 503 and 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

*Prerequisite: When this class is taught on-line, 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

*Prerequisite: When this class is taught on-line, 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. Candidates 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. Candidates 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

*Prerequisite: Educational Media Specialist or Generalist Certification (Level II).*  
Case studies of situations and problems of school library media supervision. Candidates 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 and 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. Candidates 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 in school library media. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

## **Sociology (SOC)**

### **SOC 506 The Good School** 3 credits

This course will examine the construct of the "good school," drawing upon ethnographic studies of elementary, secondary, and higher education institutions, paying particular attention to the social context within which "good schools" are described. Methods of inquiry will employ anthropological and sociological approaches to the social construction of meaning and value, the social purposes of education, and the construction of "outcomes measures," informed by notions of purpose and value.  
Contemporary Society

### **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, current trends, and the 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

This course will focus on various topics in sociology. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin. Contemporary Society

## **Special Education (SED)**

### **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 or 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

*Prerequisite: PSY 510.*

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

### **SED 502 Teaching Strategies for Exceptional Students (Focus: Grades 1-8)**

3 credits

*Prerequisites: PSY 510 and 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 or moderate disabilities.

### **SED 503 Diagnostic-Prescriptive Assessment**

3 credits

*Prerequisites: PSY 510 and 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

*Prerequisite: 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 what is the 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

*Prerequisite: 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 and 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 or moderate disabilities.

### **SED 520 Parent Conferencing Skills**

3 credits

*Prerequisite: PSY 510.*

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

### **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 Target Internship I**

*3 credits*

*Target Students Only.*

This internship is completed during the first Fall semester for students enrolled in the Human Services Management in Special Education program. Students participating in this internship live in a house or apartment operated by Target Community & Educational Services, Inc., where they provide support services for three adults with disabilities. This internship includes training in the following areas: medication administration; first aid; CPR; characteristics, normalization, and rights of individuals with disabilities; and other trainings related to the management of a state-licensed Alternative Living Unit (ALU) for adults with disabilities. Students participating in this internship receive a 75% scholarship, a graduate stipend, health care benefits, and room and board.

### **SED 523 Target Internship II**

*3 credits*

*Target Students Only.*

This internship is completed during the second Fall semester for students enrolled in the Human Services Management in Special Education program. Students participating in this internship live in a house or apartment operated by Target Community & Educational Services, Inc., where they provide support services for three adults with disabilities. This internship includes training in staff supervision, client care and documentation, program planning, behavior management, and data collection.

## **Theatre Arts (THE)**

### **THE 512 Theatre and Drama in the Classroom**

*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 514 Theatre Appreciation**

*3 credits*

This course is designed to strengthen the understanding of a definition of theatre and art, while concentrating on concepts such as critical analysis, dramatic form, and disciplines of acting, directing, design, and playwriting via lecture, small group exercises, workshops, and group projects. Attendance at selected performances will be required. Cultural Heritage

### **THE 566 Special Topics in Theatre**

*3 credits*

This course will focus on various topics in theatre. A different topic is chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

## **Special Studies**

### **551 Special Studies**

*1-3 credits*

An 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.



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- LINDA ROSS, *Education*  
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- MARGARET ELAINE RUNKLE, *Human Resources Development/School Library Media*  
B.S., The Pennsylvania State University; M.S., Western Maryland College\*
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B.A., M.A., University of Northern Colorado
- WILLIAM H. RYAN, *Education*  
B.S., Bloomsburg University; M.Ed., Bowie State University
- MELANEY SANCHEZ, *Education*  
B.S., University of Michigan; M.S., Western Maryland College\*
- DALE L. SCHAEFERLE, *Educational Administration*  
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- KAREN SCHOTT, *Human Services Management in Special Education*  
B.A., Elizabethtown College; M.S., Western Maryland College\*
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B.S., West Virginia University; M.S., Western Maryland College\*
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B.S., James Madison University; M.A., Glassboro State College
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B.S., Pennsylvania State University; M.Div., Wesley Theological Seminary; M.S., Loyola College
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B.S., University of Maryland; M.Ed., Western Maryland College\*; A.B.D., University of Maryland
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B.A., Western Maryland College\*; M.A., Ph.D., University of Rhode Island



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# McDaniel College

Please print or type.

Date \_\_\_\_\_

## Application for Graduate Study

Social Security Number \_\_\_\_\_

Telephone (Home) \_\_\_\_\_

Telephone (Work) \_\_\_\_\_

Email \_\_\_\_\_

Name \_\_\_\_\_  
Mr./Ms. full first full middle last suffix

Maiden/Previous Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Date of Birth \_\_\_\_\_ Country of Citizenship \_\_\_\_\_ Visa Type (Non-U.S. citizen) \_\_\_\_\_

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 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:**

- \_\_\_\_\_ Educational Administration
- \_\_\_\_\_ Counseling (School)
- \_\_\_\_\_ Counseling (Community)
- \_\_\_\_\_ Curriculum & Instruction (On Campus)
- \_\_\_\_\_ Deaf Education
- \_\_\_\_\_ Elementary Education
- \_\_\_\_\_ Exercise Science and Physical Education

- \_\_\_\_\_ Human Resources Development
- \_\_\_\_\_ Human Services Management in Special Education
- \_\_\_\_\_ Reading
- \_\_\_\_\_ School Library Media
- \_\_\_\_\_ Secondary Education
- \_\_\_\_\_ Special Education

\_\_\_\_\_ **Non-degree Student** \_\_\_\_\_ **Certification Only in** \_\_\_\_\_

Programs of Study available off campus:

- \_\_\_\_\_ Master of Science Degree with an emphasis in Curriculum & Instruction
- \_\_\_\_\_ Courses leading to eligibility for Administrator I certification (Master's degree required)
- \_\_\_\_\_ Non-degree Student

Preferred Location:

- \_\_\_\_\_ Delaware
- \_\_\_\_\_ P.G. County
- \_\_\_\_\_ Eastern Shore, MD
- \_\_\_\_\_ Southern MD

\_\_\_\_\_ Northeastern MD



Employer

County

College/Professional Schools Attended

Major/GPA

Degree

Dates

College/Professional Schools Attended

Major/GPA

Degree

Dates

Teaching Certificate Currently Held

State

Date of issue

Teaching Certificate Currently Held

State

Date of issue

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

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

Office of Graduate and Professional Studies

McDaniel College

Westminster, MD 21157-4390

Or you may charge the application fee by calling the Bursar's Office at 410-857-2208.

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 e-mail [gradadms@mcdaniel.edu](mailto:gradadms@mcdaniel.edu)

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

Applicant's signature

Date

McDaniel 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 McDaniel 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, McDaniel College 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 McDaniel 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:  
McDaniel College, 2 College Hill, Westminster,  
MD 21157-4390

**Web site:**  
<http://www.mcdaniel.edu/graduate>

## **Academic Work and Progress:**

H. Samuel Case, Provost and Dean of the Faculty;  
For Graduate Program Coordinators see page 41.

## **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

## **Communications and Marketing:**

Joyce E. Muller, Associate Vice President

## **Counseling and Career Services:**

Karen Arnie, Director of Career Advising;  
Susan Glore, Director of Counseling

## **Financial Aid:**

Patricia Williams, Director of Financial Aid

## **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, P.A.-C.  
Luanne A. Frebertshauser, R.N.  
Dana D. Plevyak, R.N.

## **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:**

Larry Shockney, Manager

## **Praxis (National Teacher's Exam):**

Lisa Maher, 410/549-4923

## **President:**

Joan Develin Coley

## **Residence Life:**

Elizabeth Towle, Associate Dean of Student Affairs

## **Security**

Michael Webster, Director of Campus Safety

## **Student Academic Support Services:**

Kevin Selby, Director

## **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 and Professional Studies  
McDANIEL 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.mcdaniel.edu](http://www.mcdaniel.edu)

*McDaniel 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 disability, 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.

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# MCDANIEL COLLEGE

2 College Hill  
Westminster, Maryland  
21157-4390

**Web site:** <http://www.mcdaniel.edu/graduate>

## **Graduate Calendar**

### **Fall Semester 2003**

*Classes begin Monday, August 25*

*No classes (Labor Day) Monday, September 1*

*No classes (Fall break) Monday & Tuesday, October 13 & 14*

*Thanksgiving break Wednesday, Thursday & Friday, November 26, 27, & 28*

*Classes end Monday, December 8*

### **Spring Semester 2004**

*Classes begin Monday, January 26*

*No classes (Spring break) Monday–Friday, March 15–19*

*Classes end Thursday, May 6*

*Commencement Saturday, May 22*

### **Summer Session 2004 (proposed)**

*Summer Session 1 — Tuesday, May 25 – Friday, June 18*

*Summer Session 2 — Monday, June 21 – Friday, July 16*

*Summer Session 3 — Monday, June 21 – Friday, July 30*

*No classes Monday, July 5*

### **Fall Semester 2004 (proposed)**

*Classes begin Monday, August 30*

*No classes (Labor Day) Monday, September 6*

*No classes (Fall break) Monday & Tuesday, October 18 & 19*

*Thanksgiving break Wednesday, Thursday & Friday, November 24, 25, & 26*

*Classes end Monday, December 13*

### **Spring Semester 2005 (proposed)**

*Classes begin Monday, January 24*

*No classes (Spring break) Monday–Friday, March 14–18*

*Classes end Thursday, May 5*

*Commencement Saturday, May 21*

### **Summer Session 2005 (proposed)**

*Summer Session 1 — Tuesday, May 24 – Friday, June 17*

*Summer Session 2 — Monday, June 20 – Friday, July 15*

*Summer Session 3 — Monday, June 20 – Friday, July 29*

*No classes Monday, July 5*

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