

Graduate and
Professional Studies



MCDANIEL
Changing Lives.



Catalogue 2005-07

Graduate Mission

The First Principles have long committed the 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 field. 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 field 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 profession (professional development).

Table of Contents

A Message from the Dean	1
Heritage	2
Location	2
College Profile	2
Educational Program	3
Joseph R. Bailer Award	4
Admissions	4
Registration	6
Academic Regulations	6
The Honor System	7
College Expenses/Tuition	8
Financial Aid	9
Facilities & Services	9
Directions to Campus	11
Programs of Study	
Master of Liberal Arts	12
Master of Science	12
Courses of Instruction	20
Trustees and Faculty	39
Index	50
Application for Graduate Study	51
Directory of Services	ibc
Academic Calendar	bc



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 offered high quality graduate programs. Our current offerings lead to either the Master of Science or 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.

Now I want to share some great news with you. The undergraduate and graduate education programs were reviewed by the National Council for the Accreditation of Teacher Education (NCATE) during the past year. All of the graduate degree programs received accreditation and all of the graduate programs required to submit folios were recognized by their professional associations (Deaf Education, Educational Administration, Reading, and Special Education). We have added a certificate program in Gerontology as well. The other bit of news is that we are now housed in a new building called Academic Hall. We are now located right next to the Hoover Library. If you haven't visited us already, please come see us.

With all of the activity I just mentioned going on, the McDaniel graduate tradition still rests comfortably in a setting where exemplary teaching is regarded as our central mission. Our faculty is actively engaged in research and professional writing: they are also involved in the leadership of professional organizations. For example, one of our professors is the president-elect of the National Council of Teachers of Mathematics. Even though our faculty are sought as consultants, their primary mission is to be effective instructors and to inspire their students to academic and professional excellence. Graduate and Professional Studies at the College embraces the mission of the Education Unit of McDaniel College which is: To prepare knowledgeable, caring, and reflective practitioners to facilitate learning for all students in a diverse and technological society.

Our liberal arts tradition and small size enables us to care about our students in a special way, to provide individual advising for students, and to be responsive. You will find faculty eager to interact with students. We are proud that our graduates have made significant contributions to their home communities, to the region and at the national level.

Graduate students leave McDaniel College enriched not only as a result of their academic preparation but also by meaningful interactions as members of a learning community. I invite you to join us on the Hill.

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 138-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

Thirty miles northwest of Baltimore's Inner Harbor and 56 miles north of Washington, D.C., the campus overlooks historic Westminster, Md., Carroll County's largest town and county seat. Within walking distance are gift boutiques, book and music stores, art galleries, and restaurants which line one of America's longest main streets. Both nearby metropolitan cities offer students opportunities for learning and leisure—art and history museums, internships on Capitol Hill, Baltimore Orioles and Ravens games, and bay-side seafood and nightlife.

College Profile

McDaniel College provides an ideal location for learning which brings together students from 31 states and 11 countries. Its picturesque campus is situated on a hilltop in historic Westminster, a short drive from two major metropolitan centers, Baltimore and Washington, D.C. One of the first coeducational colleges in the nation, it has been both innovative and independent since its founding in 1867.

The tradition of liberal arts studies rests comfortably here. Exemplary teaching is its central mission, both at the undergraduate and graduate levels. The faculty is engaged in research and professional writing; they are involved at the highest levels of their respective professions; they are sought after as consultants in many spheres, but their primary mission is teaching. Enrollment of 1600 undergraduates enables the College to provide individual guidance to its students and to be responsive to their needs. Graduates leave enriched not just because of their classwork, but because of their meaningful interactions with one another.

A flexible liberal arts curriculum stresses the ability to think critically and creatively, to act humanely and responsibly, and to be expressive. Accredited by the Middle States Association of Colleges and Secondary Schools, it is listed as one of the selective national Liberal Arts Colleges by the Carnegie Foundation for the Advancement of Teaching. McDaniel is also one of 40 liberal arts colleges in Loren Pope's *Colleges That Change Lives*. Known nationally for its unique January Term program, McDaniel College is internationally recognized for its undergraduate branch campus in Hungary, McDaniel College Budapest, and for its graduate program in training teachers for the deaf.

Accreditation

McDaniel College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. In July 2003, the accreditation of McDaniel College was reaffirmed through 2013. The next periodic review will be due in June 2008.

McDaniel College received accreditation by the National Council for Accreditation of Teacher Education (NCATE) October 26, 2004. The joint NCATE/Maryland State Department of Education (MSDE) Board of Examiners visited the College April 24-28, 2004.

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.

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.

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: BETTER EDUCATORS FOR THE STUDENTS OF TOMORROW (BEST)

(Initial Certification Program) (EDU)
COUNSELOR EDUCATION (CED)
CURRICULUM AND INSTRUCTION (CUR)
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 44 of this catalog. Information which explains each individual program in detail is found on page 12. 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 (2003-2004) and overall rates for all colleges and universities in Maryland follow:
Tests of Basic Skills (Praxis I): McDaniel College, 100%;
Maryland average, 99% (*College data includes undergraduate, post baccalaureate, and specialty programs.*)
Tests of Professional Knowledge (Praxis II): McDaniel College, 98%; Maryland Average, 97% (*Scores represent students in elementary and secondary education programs.*)

Tests of Content Knowledge (Praxis II): McDaniel College, 100%; Maryland average, 98% (*Scores represent students in elementary and secondary education programs.*)

Tests of Teaching Special Populations (Praxis II): Maryland average, 98%; McDaniel College did not have enough test takers to report data.

Summary Totals of Pass Rates: McDaniel College, 97%, Maryland average, 96% (*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

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. Currently, it is possible with approval of the program coordinator to complete one master's program (Curriculum and Instruction) in these areas. Portions of other programs, such as Educational Administration, may 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.

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.

Other capstone experiences include: Action Research Project (BEST). ADM, HRD, SED and SLM 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 program. This option exempts them from the comprehensive examination and one of the 3-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 program. The graduate program coordinator and the student will submit an abstract of the proposal and suggested names of committee members to the Dean of Graduate & Professional Studies. After approval is received, the graduate student will register for the thesis using the Graduate Registration Form. To register use the department code (ADM, CED, CUR, DED, EDU, EPE, SLM, SED) and the course number 590.

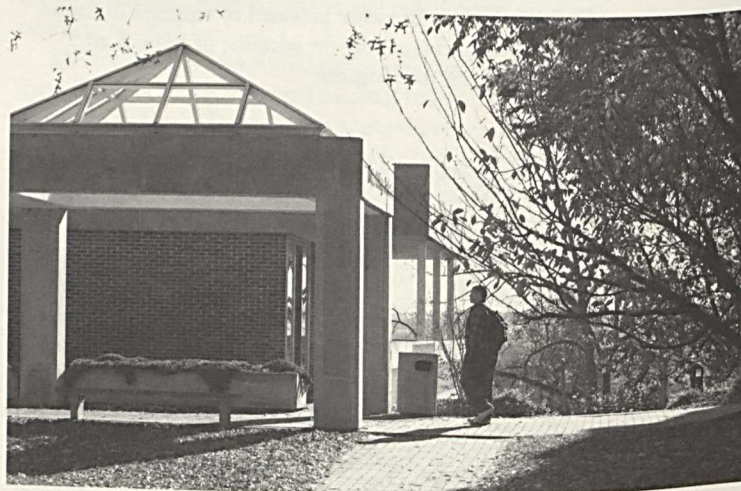
Additional information is available from the program coordinators.

Graduation

As graduate students near the end of their program, they must notify the Registrar's 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 the appropriate 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 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. The Graduate Office may be reached by calling 410/857-2500 v/tty.

Retention of Application

An Application for Graduate Study will be retained for one year beyond the term to which an applicant has applied and not attended graduate courses. If after that one year, an applicant would wish to begin graduate study at the College, he or she will be required to submit another Application for Graduate Study and non-refundable fee.

Non-degree Status

The non-degree 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 institution;
- 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 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 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 adviser early in their course 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 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 12.

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

B. Matriculation

After successfully completing at least nine credits in their program of study and meeting other specific requirements articulated by individual programs (letters of recommendation, test scores (if applicable), interview, particular courses) students will be sent a letter confirming their matriculation. See the Programs of Study beginning on page 12 for specific matriculation requirements in each program.

Examinations

McDaniel College is an official testing site for the Praxis exam and the specialty tests of the Graduate Record Examination. Contact the Center for Counseling and Career Services (410/857-2243) for details about the GRE. Contact Lisa Maher (410/549-4923) for details about the Praxis.

Transfer Credit

Credit earned at another institution should be presented for approval by the program coordinator or academic adviser. Specific restrictions are:

1. transfer credit must be from institutions accredited by accrediting agencies recognized by the U. S. Department of Education;
2. the work must be equal in scope and content to that offered by McDaniel College;
3. only grades of A and B may be transferred;
4. 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;
5. credits may be earned no earlier than six years prior to beginning the master's degree program; and
6. 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 online using The Archway from the McDaniel College Web site 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, 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 transcript through the first week the course meets. Students may add/drop classes after initial registration using an Add/Drop form obtained from the Registrar's Office or the Graduate Records Office. The 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. NOTE: Online registration using The Archway can only be done up until a class begins. Once classes begin, all add/drops must be done by the Registrar's Office.

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, he/she 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 "WT" (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 students determine 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 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-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 4- or 3-week summer session, to a maximum of twelve 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;
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; they 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 he or she will discuss the grade with the appropriate graduate program coordinator. If further discussion is necessary, the student may appeal the grade to the 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. Copies of the complete honor code are available from the Office of Student Affairs.

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, he/she may accept the sanction determined by the faculty member by signing an agreement that will acknowledge admission to the charge and acceptance of the sanction. The student may refuse to acknowledge guilt or decline to accept the penalty, and may request that the matter be taken to the Honor and Conduct Board. If the matter is resolved between the faculty member and the student, a copy of the signed sanction letter will be submitted to the Dean of 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

Modest increases in tuition and fees may be expected each year.

The tuition for Fall 2005 – Spring 2006 semesters is \$265 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 and fees 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. Applications can be obtained through the college website 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.

Schedule of Graduate Expenses 2005-2006

Application fee. \$50
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.

Tuition/credit hour
 Fall 2005-Spring 2006 \$265

Late registration fee \$35
Students have until the day before the class begins to register. Students registering on or after the first day of class are required to pay a late registration fee.

Comprehensive Examination. \$75
The comprehensive exam for eligible M.S. graduates at the end of their programs.

Late Comprehensive Registration Fee \$25

ADM Portfolio Assessment \$250

HRD Portfolio Assessment \$250

Miscellaneous Fees

A current listing of miscellaneous fees follow. (Please refer to your current Graduate Course Bulletin for current fee values.)

Student Teaching fee. \$600
 Internship Fees/class

Varies depending on program \$100-\$175

Music Fee (private lessons). \$250/1/2 hr.
 \$500/hour

Photography Lab fee. \$15

Transcript fee \$5

Parking Registration/semester \$15

Room Fees

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. Room charges for the Summer Session are noted on the summer housing application and in the Bursar's Office.

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

Board Fees

Several meal plan options are available to all students. Board is required of students living in residence halls during the Summer Session. The meal plans and costs are available in the Bursar's Office. Any changes or cancellations to the meal plan must be made within the first week of classes for summer session students and within the second week of classes for fall and spring semester students.

Tuition Refund Policy

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

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

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

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

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

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

Board: A 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 2-3 weeks of the effective date of withdrawal.

Financial Aid

Federal Stafford Loans are available for graduate degree-seeking students who are registered for at least six credits per semester. Graduate students from Maryland are encouraged to contact their Maryland state delegate and senator for available funding.

Maryland also offers a Development Disabilities Tuition Assistant program for the Counselor and Human Service Management programs. Please contact the State of Maryland at 410-260-4565 for information. Limited scholarships are available for the Deaf Education Program. Selection is based on financial need and all documentation must be received by the Financial Aid Office on a timely basis.

Contact the Financial Aid Office for application information. The phone number is 410/857-2235 v/tty and the fax number is 410-386-4608. The email address is as follows: egeiman@mcDaniel.edu.

McDaniel College offers a limited number of graduate assistantships for full-time students. Assistantships are available in a variety of departments/offices on campus and are considered part of the educational program. The combination of 10-20 hours of work and enrollment for a minimum of 6 credits each semester constitutes a full-time load. Graduate assistants receive tuition remission in return for their work. Contact the Office of Graduate and Professional Studies for more information.

Veterans Administration Benefits

Veterans or their dependents who are eligible for veterans' educational benefits should contact the Registrar's Office for information regarding V.A. certification. Veterans Administration regulations require students receiving benefits to enroll in courses that lead to a degree or certificate and to maintain satisfactory progress.

Monthly allowances, paid directly by the Veterans Administration to the veteran, are based on the students' total credit hours per semester. Student tuition and fees are paid to 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 his/her 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, i.e., 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, CD's/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, Coffeehouse, 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 Budapest Café 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-rays 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.

Information Technology

Online registration and other student services are available through The Archway website. The campus offers numerous "smart" classrooms and conveniently located student computer labs and wireless hotspots. And videophone capacity and other assistive technology is available for students with special needs.

Interpreting/Transcribing Services

When requested, interpreters or transcribers are provided for all students in the classroom, meetings, appointments, and public events on campus. These requests must be made two weeks in advance.

If you have any questions, please contact Interpreting/Transcribing Services at 410-857-2518, or lyndacasserly@tmomail.net.

Library

Hoover Library houses over 200,000 books, periodicals, media and U.S. Government documents, and provides access to thousands of full-text databases and online journals. Hoover's online catalog is searchable at <http://hoover.mcdaniel.edu> and also links to the holdings information of the other Carroll Library Partnership (CLP) members: the Carroll County Public Library System and the Carroll County Community College Library. McDaniel College Library I.D. cards are valid at any other CLP site, and materials at different locations can be delivered on request to any registered borrower's home library.

The Library's comprehensive collection of over one million ERIC document microfiche is of particular interest to graduate students. Interlibrary loan services are freely available, and state-of-the-art reference services include extensive course-integrated bibliographic and information literacy instruction. Visit the Hoover website for more details as well as hours information.

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 \$15.00 per semester. 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. – 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.

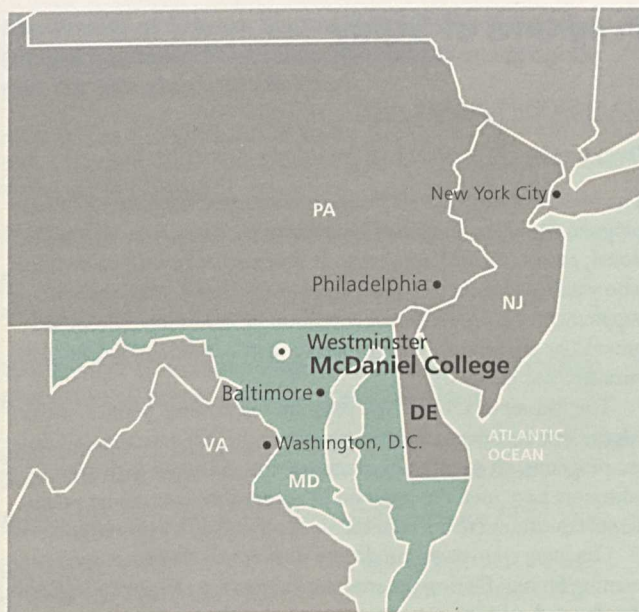
MISUSE OF PARKING PERMIT: Anyone who gives, sells, loans, or allows their permit to be used by someone other than the owner/operator of the registered vehicle will be subject to a \$50.00 fine and loss of parking privileges as determined by the Director of Campus Safety.

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 his or her own decision regarding the advisability of travel based on factors of personal safety. Notice of cancellation of weekend classes will be made by 7:00 a.m. on Saturday for courses at the Westminster campus. Off-campus weekend classes are guided by the instructor and site policy.



Directions

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 to Campus

FROM BALTIMORE: Take I-695 (Baltimore Beltway) to Exit 19 onto I-795 (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 large parking lot located behind Harrison House. Visitors may park here and walk across Main Street to main campus. The Office of Graduate and Professional Studies is located on the second floor of Academic Hall, between Hoover Library and Albert Norman Ward Hall.

FROM WASHINGTON D.C.: From the Washington Beltway (I-495), exit onto I-270 North toward Frederick, then onto Route 27 East/Damascus (Exit 16A). Take Route 27 North to Westminster. Turn left at the intersection of Routes 27 and 32, and drive 1/2 mile. Go straight through the 3-way intersection onto Uniontown Road and turn right into second entrance leading to large parking lot located behind Harrison House. See above for directions from parking lot.

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 College golf course is on your left) and turn left at the second light onto Uniontown Road. See directions from Baltimore.

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 students with the content and pedagogical background and experiences necessary for initial certification in elementary (Grades 1-6), secondary (Grades 7-12) (including biology, chemistry, English, French, German, mathematics, physics, social studies, and Spanish) and Pre-K – 12 (art, music, and physical education) education. The program has been evaluated and approved by the Maryland Higher Education Commission, the National Council for Accreditation of Teacher Education, and the Maryland State Department of Education.

The BEST program embraces a rich combination of content, research based learning theory, 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.

Admission and Matriculation

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

- A completed Application for Graduate Study form with non-refundable fee
- Transcripts verifying completion of an appropriate undergraduate degree and a cumulative GPA of at least 2.75* (on a scale of 4.0)

To begin the program, candidates must:

- Take part in a pre-matriculation advising session
- Complete a criminal background record check through fingerprinting and disclosures
- Completed program plan developed in consultation with BEST Coordinator

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;
- Three professional letters of reference;
- Passing Praxis I test scores that meet MSDE minimum score requirements;
- Completion of all the necessary prerequisite courses. (Note: Candidates will not be allowed to enroll in Education courses beyond EDU 580 and EDU 581 until they have successfully completed the required prerequisite courses in their programs.)
- Successful review of suitability index

**Students not meeting these criteria may be admitted to the program on a conditional basis.*

Courses

REQUIRED OF ALL PARTICIPANTS: EDU 580, EDU 581, EDU 594, EDU 595, SLM 521, SOC 508, SED 572

ELEMENTARY SEQUENCE: Course prerequisites from undergraduate studies: American History, Children's Literature, Introductory Psychology, Life Science and Physical Science (12 credits), Mathematics (12 credits including MAT 520 Mathematical Foundations).

Required: EDU 549, EDU 556, RDG 501, RDG 502, RDG 524, RDG 539, EDU 592, PSY 502, EDU 596, EDU 597

SECONDARY SEQUENCE:

Course prerequisites from undergraduate studies: Earned major in subject area of certification or completion of McDaniel College major and a general psychology course.

Required: EDU 610-621 (choose the appropriate course for your area of certification); RDG 532, RDG 534, PSY 503, EDU 593, EDU 598, and EDU 599.

PK12 SEQUENCE:

All of secondary sequence plus PSY 502, EDU 600 and 601.

An exit portfolio and Action Research project are certification and degree requirements. Praxis II test scores that meet MSDE minimum score is a certification requirement.

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 specialization or the community mental health specialization. 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 specializations of study.

The Master of Science degree in Counselor Education (School Guidance Counseling Specialization) 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, National Council for Accreditation of Teacher Education and is recognized by the Pennsylvania State Department of Education.

The Master of Science degree in Counselor Education (Community Mental Health Specialization) 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 550).
- A satisfactory individual evaluation completed by the instructor of Introduction to Counseling.
- Approval from the adviser.
- A minimum 3.00 GPA at McDaniel College.

The Master of Science degree in Counselor Education (School Guidance Counseling Specialization) program plan for Maryland certification

AREA OF CONCENTRATION: 30 credits (CED 500, CED 501, CED 502, CED 504, CED 506, CED 507, CED 508, CED 511, CED 552 and 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).

The Master of Science degree in Counselor Education (Community Mental Health Specialization).

AREA OF CONCENTRATION: 21 credits (CED 500, CED 501, CED 502, CED 504, CED 508, CED 511, and 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 554).

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 other organizations to increase their knowledge and skills in developing, implementing, and evaluating curriculum and in engaging the educational community in these efforts. Current theories, research, and technology are applied to the improvement of the learning process at all levels. The program addresses these Central Questions:

1. What should students learn and why?
2. How should students learn and why?
3. How should curriculum and instruction be evaluated?
4. How should technology be incorporated in the design, delivery and evaluation of learning experiences?
5. Who should be involved in the design, implementation and evaluation of curriculum and instruction and how should that involvement be facilitated?
6. How can continuous improvement in the development and implementation of curriculum be facilitated?

Courses support the attainment of outcomes for McDaniel College's graduate programs and relevant standards defined by the national Board for Professional Teaching Standards. Program outcomes are to enable candidates to:

1. develop curriculum and instructional activities which meet the diverse needs of students so all can learn;
2. develop abilities to demonstrate appropriate applications of learning theory, research, and recommended teaching practices in the design of curriculum and instruction;
3. be reflective practitioners;
4. communicate effectively with students and the broader educational community;
5. incorporate technology appropriately and effectively 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.

Pre-matriculation

Submit all documentation required for admission.

Complete 9 hours of graduate course work which must include CUR 510, Curriculum Trends & Issues, and EDU 550, Research Methodology, and one other course. (Students must earn a grade of B [3.0] or better in each course.)

Matriculation

After completion of the pre-matriculation requirements, students develop a program plan with the academic adviser.

Due to scheduling or course demand, students may be delayed in completing CUR 510 or EDU 550. In such cases, students will be allowed to complete these courses no later than the 5th course in the program of study. Registration will be blocked if 510 and 550 are not completed at that point.

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.

CUR 509 Assessment of Student Learning

CUR 510 Curriculum: Trends and Issues

CUR 511 Curriculum Design

EDU 550 Introduction to Research Methodology

EDU 518 Brain-Based Ways We Think and Learn

Instructional Core: Two to four courses are selected with an academic adviser to provide skills in implementing curriculum in classrooms. They include a variety of courses that address either content pedagogy such as methods courses in reading and mathematics or classroom pedagogy that facilitate learning at all levels and with any discipline. The classroom pedagogy courses include but are not limited to: EDU 515, EDU 529, EDU 534, EDU 540 and EDU 541.

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, EDU, OLT)

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 and EDU)

Social Science (ECO, HUM, PSI, SOC)

Science (BIO, PHY)

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

Capstone Experience

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 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.

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 candidates who enroll in classes during the academic year. In addition, a large number of candidates who work full time throughout the academic year choose the 'summers only' option. All courses are offered during the 6-8 week summer sessions that run from late June to early August.

Program Options

ELEMENTARY: Prepares classroom teachers for elementary and middle school deaf students. Eligible for M.S. degree in Deaf Education and Maryland State Certification in 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.

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, DED 541.

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

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

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

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



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 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

It is highly recommended that students who wish to become public school administrators complete three (3) years of successful teaching prior to entering the program.

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
- 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 review after the student has completed nine credits in the program.*

Matriculation

Students must:

- meet all requirements for pre-matriculation (see page 5),
- 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, ADM 516*

EDUCATION: EDU 510, EDU 511, EDU 550

SYNTHESIS: BUA:527, CED 508, PSI 527

CAPSTONE: ADM 550

**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.
- 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, EDU 550
THEORIES & PRACTICES: HRD 520, EDU 513, CED 504, SOC 508

REQUIRED CAPSTONE EXPERIENCE: HRD 595

MLA ELECTIVE: PHI 509

ELECTIVES: 3 chosen by each cohort

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. It is recommended that students register for HRD 550 the semester following the completion of all required courses and 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 agencies and organizations serving children and adults with disabilities. Course work for the program is a mix of special education, psychology and management classes. Students also have the option of adding special education teaching certification to their graduate degree. However, this will require extra course work and student teaching.

Graduate students in the Human Services Management program must participate in a full-time, two-year, live-in internship with Target Community and Educational Services, Inc. (Target). The Target program provides residential, vocational, recreational and family support services to children and adults with disabilities in Carroll and Montgomery Counties in Maryland. The Target internship consists of serving as a Community Living Manager (CLM) for one of Target's residential sites. Students in this program receive six academic credits for the successful completion of their internship. Individuals who currently work full-time for other agencies serving the disabled in Maryland may be allowed to participate in this academic program if approved by the program's coordinator.

Students who participate in the Target internship are provided with a 75% tuition scholarship, an average annual graduate stipend of \$17,000, free room and board, a generous health and dental care package, and a variety of other benefits.

Candidates for this program must be accepted as a graduate student by McDaniel College and as a graduate intern by Target, Inc. Interested students should contact Target, Inc., as their first step in entering this academic program. The contact number for Target, Inc. is 410-848-9090.

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: PSY 510, SED 522, PSY 506, CED 508, PSY 531, SED 506.

SECOND YEAR: SED 505, SED 510, EDU 550, SED 523, 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 foundational 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 coaching 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;
- Three letters of professional reference with checklists linked to the Professional Unit's Conceptual Framework.

Following the admission process, each candidate 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 9 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;
- 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, RDG 539.

EDUCATION: EDU 550, 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 students will want to read this book, which is available at the college bookstore or through the American Library Association. The SLM webpage provides additional information. Briefly, the SLM specialist will be an outstanding teacher, an instructional leader, and a user of technology.

Today's school library media specialist models the characteristics of a life-long learner. An expert in teaching, literature, information literacy, and technology, the media specialist regularly teaches all students, conducts in-services for the faculty and staff, and builds and maintains a quality library collection of print, non-print and Internet materials. The dynamic leadership of the SLM specialist ensures that staff and students become effective users of ideas and information, who always pursue the pleasures of reading.

The Master of Science degree with an emphasis in School Library Media is a minimum of thirty-four 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.

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

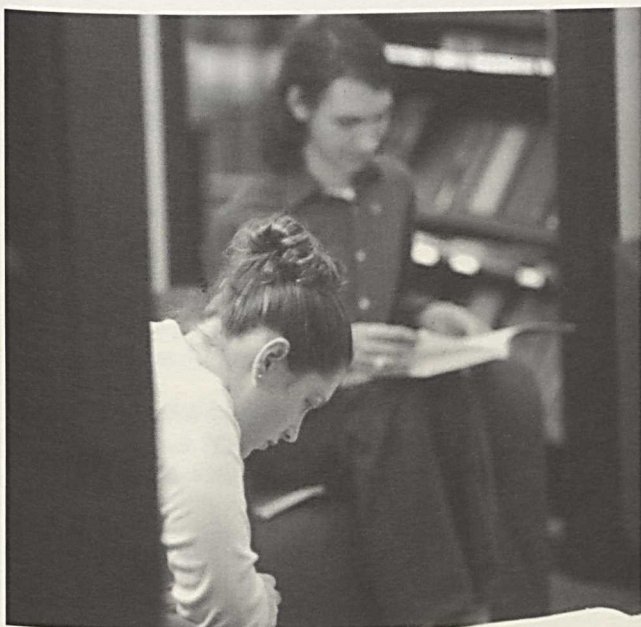
Candidates must:

- 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 a bachelor's degree from an accredited institution with a minimum 3.00 GPA;
- Submit three McDaniel College reference forms with checklists linked to the Professional Unit's Conceptual Framework, completed by your school principal, supervisor, or other school employees. Reference forms are available from the Graduate office;
- Submit Praxis I test scores that meet MSDE minimum score requirements along with a copy of the initial teaching certificate;
- Develop a program plan in consultation with the SLM program coordinator.

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



Courses

SLM 501, SLM 502, SLM 503, SLM 504, SLM 505, SLM 506, SLM 507, SLM 521, SLM 527, SLM 552 or SLM 553, SLM 550, EDU 550, and one elective to be selected in consultation with 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 completion of a portfolio (SED 550) as the capstone experience for the program. Students should meet with the program coordinator to review certification and student teaching requirements.

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;
- 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 511, SED 520, SED 550, 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.

CERTIFICATE PROGRAMS

GERONTOLOGY

Overview

The Gerontology Certificate Program is an 18 semester hour program that helps the student examine aging from a bio-psycho-social perspective. It is designed to be an interdisciplinary field of study concerned with the physical, mental, and social aspects of life and aging. The Gerontology Certificate Program provides a knowledge base in human aging for those whose work responsibilities may include contact with older adults.

Admission

Students must submit an Application for Graduate Study with the non-refundable application fee and an official transcript verifying completion of a bachelor's degree from an institution accredited by an agency recognized by the U. S. Department of Education.

Courses

- All students complete the six required courses:
- GRN 501 Aging: The Individual and Society
 - GRN 505 Public Policy and Aging
 - GRN 506 Biology of Aging
 - GRN 507 Psychosocial Aspects of Aging
 - GRN 552 Internship in Gerontology
 - GRN 566 Special Topics in Gerontology

Courses of Instruction

All graduate courses are designated with a course number of 500 or higher.

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

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, 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

1 credit

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 Review is composed of three components. The first component is a written response focused on ELCC Standard One, Vision. The second component is an interview. The questions are designed around all six ELCC Standards. The final component is the opportunity to revisit and revise the initial portfolio based on new learning and experience.

**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

4 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

4 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.

EDU 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. Creative Process

ART 504 Studies in Art History

3 credits

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

ART 505 Twentieth Century Art

3 credits

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

Contemporary Society

ART 506 Art in Area Collections

3 credits

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

ART 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.

Biology (BIO)

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 applica-

tion 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.

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.

Counselor Education (CED)

CED 500 Orientation to Counseling

3 credit

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. Two-thirds of the semester involve participation in a personal growth experience, and one third is 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

Prerequisites: CED 501

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

CED 510 Consultation and Interpersonal Skills

3 credits

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

CED 511 Counseling Practicum (Laboratory)

3 credits

Prerequisites: Matriculation, CED 505 and 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 one client 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 Diagnosis and Mental Health Counseling

3 credits

Prerequisite: CED 501

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

particular emphasis on the role of clinical diagnosis. 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: Social & Cultural Implications

3 credits

Prerequisites: 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

Prerequisite: CED 502

A primarily experientially 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

Prerequisites: 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 511 and permission from the specialization 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

Prerequisites: 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.

Curriculum and Instruction (CUR)

CUR 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.

CUR 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.)

CUR 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.)

CUR 566 Special Topics in Curriculum & Instruction*3 credits*

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

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**Prerequisites: DED 518, PSY 510*

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**Prerequisites: ASLPI 3.0, DED 538, CORE or Coordinator's approval*

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, ASL and English. Balanced programs are discussed, with an emphasis on instruction and materials.

DED 538 Linguistics of American Sign Language

3 credits

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

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

DED 540 Advanced American Sign Language Linguistics

3 credits

Prerequisites: DED 538 and CORE ASL Specialist only

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

DED 541 First and Second Language Learning

3 credits - CORE course

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

DED 543 Assessing ASL Skills: First and Second Language Learners

3 credits

*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, ASLPI 3.0, EPE 4.0

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

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

Provides the student with a perspective on Deaf people who use American Sign Language and their cultural identity. The course is based on a cultural perspective as an alternative to the pathological model and explores the historical evolution of the Deaf community in terms of language, self-image, culture, and arts.

DED 582 Bilingual Approaches to Teaching Deaf Students

3 credits

Prerequisites: All Deaf Education prerequisite and required courses, ASLPI 3.0, EPE 4.0 to be taken just prior to student teaching and/or graduation

This course will provide a framework for implementing a bilingual 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: Permission of the program coordinator.

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, 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, 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.

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 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 McDaniel Interns*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 520 Survey of English Learner Education*3 credits*

Candidates will participate in online sessions. These sessions will focus on current research on bilingual/ESL education and policies, the role of culture and primary language in language learning, first and second language acquisition, appropriate language teaching practices and assessments for English language learners. The candidates will reflect, critically and collaboratively on these concepts through readings, guided reflective writings and activities.

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/commu-

nity 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 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*

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

Current 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 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 or high school level. Attention is given to content topics and 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.

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*

Prerequisites: PSY 1106 or equivalent 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; RDG 501/RDG 539 when taken as part of the BEST program of study. One field experience per semester will meet the practicum requirement for up to two courses.

One goal of the alternative certification program is to integrate theory and best practice. Consequently, a practicum in a Maryland Professional Development School is scheduled to coincide with the

courses listed above. Practicums are arranged in conjunction with the Office of Field Placements. This is optimally scheduled as a six hour block each week (one full school day). Assignments for each practicum semester will be reflective of the course requirements for that semester. While there are general objectives for every practicum experience, the primary focus will be determined by the course instructors and reflect the content and objectives of their courses.

EDU 593 Field Experience Practicum-Secondary*0 credits*

Must be taken simultaneously with EDU 580/EDU 581 and EDU 610-621 when taken as part of the BEST program of study. One field experience per semester will meet the practicum requirement for up to two courses.

One goal of the alternative certification program is to integrate theory and best practice. Consequently, a practicum in a Maryland Professional Development School is scheduled to coincide with the courses listed above. Practicums are arranged in conjunction with the Office of Field Placements. This is optimally scheduled as a six hour block each week (one full school day). Assignments for each practicum semester will be reflective of the course requirements for that semester. While there are general objectives for every practicum experience, the primary focus will be determined by the course instructors and reflect the content and objectives of their courses.

EDU 594 Action Research I*3 credits*

To be taken prior to 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, and EDU 592.

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

Prerequisites for PK12: Same as secondary plus PSY 502

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

EDU 595 Action Research II

3 credits

To be taken simultaneously and following student teaching internship.

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

Prerequisites for Secondary: EDU 580, EDU 581, RDG 532, RDG 534, EDU 610-621, SLM 521, PSY 503, SED 572, SOC 508, EDU 593 and EDU 594

Prerequisites for PK12: Same as secondary plus PSY 502

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

EDU 596 Internship and Seminar-Primary Grades

4 credits

All Prerequisite courses, Praxis I, Praxis II Content Test, 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, Praxis II Content Test, 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, Praxis II Content Test, 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, Praxis II Content Test, 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 PK-12 certification areas)

4 credits

All Prerequisite courses, Praxis I, Praxis II Content Test, 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 PK-12 certification areas)

4 credits

All Prerequisite courses, Praxis I, Praxis II Content Test, Education courses, Concentration courses, and Synthesis courses must be completed prior to the Internship except EDU 595. Must have permission of program coordinator.

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

EDU 610-621 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 a 6 hour weekly field experience (one full day) for participation and micro-teaching in a Maryland Professional Development School. An in-depth study of specific methods for the student's teaching field, classroom management techniques applicable to the discipline, and varied behavioural management strategies including affective concepts are included.

EDU 610 Mathematics

EDU 611 Science (Biology, Chemistry, Physics)

EDU 612 Foreign Languages (French, Spanish, German)

EDU 613 English

EDU 614 Social Studies

EDU 615 Elementary Art

EDU 616 Secondary Art

EDU 617 Elementary Music

EDU 618 Secondary Choral Music

EDU 619 Secondary Instrumental Music

EDU 620 Elementary Physical Education

EDU 621 Secondary Physical Education

The following courses are offered in collaboration with Performance Learning Systems, Inc. (Up to four may be part of a Curriculum and Instruction Program. Contact your adviser for more specific information.)

EDU 515 Building Communication and Teamwork in the Classroom™

3 credits

Building Communication and Teamwork in the Classroom™ equips experienced and beginning educators with the strategies necessary to foster an emotionally engaging classroom where students are connected to school, learning, and one another. Specific strategies are provided in the following areas: teacher leadership, communication and listening, positive thinking and support, and team building. Appropriate for Pre-K – College instructors

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 – College instructors. This course is also offered online.

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 – College instructors.

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 – College instructors.

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 – College instructors.

EDU 528 Designing Motivation for All Learners™

3 credits

Design learning experiences and develop effective leadership strategies that promote motivation for all learners. Learn verbal encouragement techniques that motivate by reinforcing student effort and reducing risk. Discover how purposeful work and goal achievement can support all types of learners. Appropriate for Pre-K – College instructors.

EDU 529 Effective Classroom Management

3 credits

Learn the skills of effective classroom management to create a positive classroom structure that maximizes student learning. Develop techniques to increase desired student behaviors and decrease undesired behaviors, resulting in increased student learning. Appropriate for Pre-K – College instructors. This course is also offered online.

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 – College instructors.

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 – College instructors. This course is also offered online. (Additional fees may apply for this course.)

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 – College instructors.

EDU 543 Achieving Student Outcomes through Cooperative Learning™

3 credits

Learn how to setup, 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 trouble shoot problems of group learning. Appropriate for Pre-K – College instructors.

Educational Computing (EDC)

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 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 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 with- in 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 525 Exercise Testing & Exercise Prescription*3 credits*

Present the policies, procedures, and physiological basis for exercise testing and exercise prescription as applied to apparently healthy and special populations.

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 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

Gerontology (GRN)

GRN 501 Aging: The Individual and Society

3 credits

This course examines the social processes encountered in adulthood and old age using a psycho-cultural perspective. Included will be a discussion of theories and research, which explores the phenomenon of aging from an individual and a societal perspective. Topics include productivity and social participation, cohort and intergenerational relationships, networks and social support, environment, and economic status. Discussions will consider the effects of ageism on the individual and policy considerations.

GRN 506 Biology of Aging

3 credits

This course examines the physiological, genetic, nutritional, and other biological aspects of the aging human body. Course will include the impact of disease, stress, and neurological and endocrinological change, as well as research being done at the molecular, cellular, metabolic, and population levels to increase and promote the health of the aging population.

GRN 505 Public Policy and Aging

3 credits

This course examines trends and the changing roles of local, state, and federal agencies in the planning, managing, and evaluation of programs in comprehensive, coordinated systems of service for older persons.

GRN 507 Psychosocial Aspects of Aging

3 credits

This course examines the connection between the sociological forces and psychological challenges involved in the process of aging. A developmental perspective addressing infancy through old age is presented, with an emphasis on the changes, which occur in later adulthood. Issues such as ageism, retirement, elder abuse, and death and dying are considered.

GRN 552 Internship in Gerontology

3 credits

Field experiences will be conducted under the supervision of an on-site supervisor and a gerontology faculty member.

GRN 566 Special Topics in Gerontology

3 credits

This course will focus on various topics pertaining to the field of gerontology. The topics change periodically and will be fully described in the graduate bulletin published each semester.

History (HIS)

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 manage-

ment 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 550 Portfolio in Human Resources Development*3 credits*

This course will guide the student through the development of the HRD portfolio. Program objectives will be reviewed and students will prepare portfolio entries and their corresponding rationales. After completing this course, students should be prepared to submit their completed portfolio for review by program faculty.

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 credit

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.

MLA Final Project (MLA)

MLA 501 M.L.A. Final Project

6 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

Online Teaching and Learning (OTL)

OTL 501 Foundations of Online Teaching and Learning

3 credits

The foundation course should be a broad introduction to basic principles of online teaching and learning. This class will be reading intensive, covering the seminal, as well as most recent, articles in the field. Emphasis will be on learner-centered instruction.

OTL 502 The Technology of Online Teaching and Learning

3 credits

Promary focus of class will be on the participants acquiring some fundamental technical skills in the context of online teaching and learning. The class will consider basic design principles appropriate for building materials in/for an online learning platform.

OTL 503 Designing Online Environments: Theory and Application

3 credits

At the beginning of the semester, each student will be given an online course "shell." As the semester progresses, each student will build an online class, with syllabus, course objectives, course materials, and assessments, as well as reflections (learning log) on the process.

OTL 510 Portfolio Project

3 credits

Capstone course is an online portfolio, complete with course designs, assessments, projects, audio, video, research, annotated bibliographies, and reflections on learning.

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.

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 Grade 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 is studied. Psychological bases of suitable programming are included.

PSY 511 Psychology of Abnormal Behavior

3 credits

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

PSY 512 Psycho-Social Aspects of Disability

3 credits

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

PSY 514 Human Growth & Development Throughout the Life Span

3 credits

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

Prerequisites: PSY 506

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

PSY 566 Special Topics in Psychology

3 credits

This course will focus on various topics in psychology. 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, 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, 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, literacy coaching, 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 envi-

ronment. 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**Prerequisites: 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*

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

SLM 503 Literature for Children*3 credits*

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

SLM 504 Literature for Young Adults*3 credits*

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

SLM 505 Information Sources: Retrieval, Dissemination and Utilization*3 credits**Prerequisites: When this class is taught 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*

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**Prerequisites: 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; 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 550 Professional Portfolio*1 credit*

This one hour course provides an opportunity for candidates to demonstrate what they have learned throughout their coursework by preparing a professional digital portfolio based on the American Association of School Librarians standards for initial programs for SLM specialist preparation: (1) use of information and ideas, (2) teaching and learning, (3) collaboration and leadership, and (4) program administration. Under the supervision of a faculty member, students will learn additional technology skills, revise their work, and will present their portfolios in a formal face-to-face culminating presentation.

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 508 Culture and Diversity

3 credits

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

SOC 566 Special Topics in Sociology

3 credits

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/moderate disabilities. This program consists of the following courses plus selected support courses.

SED 501 Instructional Models and Learning Theories for Exceptional Students

3 credits

Prerequisites: PSY 510

A foundations course in methods of instruction for exceptional students.

Theories of learning are presented as a basis for understanding instructional approaches and strategies. Legal and policy issues are explored to develop an awareness of service delivery, placement, and related practices.

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

3 credits

Prerequisites: PSY 510 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/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

Prerequisites: PSY 510

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

SED 507 Special Education Law

3 credits

This course provides a comprehensive overview of special education law. The issues of who is protected, what is 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 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 to be employed with exceptional secondary students with mild/moderate disabilities. The course will also include prevocational and vocational methods with emphasis on identifying outcomes and instructional options specific to the individual and the transition goals in the educational program.

SED 520 Parent Conferencing Skills

3 credits

Prerequisites: PSY 510

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

SED 550 Current Trends and Issues in Special Education

3 credits

Prerequisites: Completion of Masters' degree requirements or approval of the program coordinator.

This course will be the capstone course in the Masters program in Special Education. The focus will be on a review of the current literature, policies, legislation and educational practices in the field of Special Education. As a part of the graduation requirements, students will be required to complete and present their portfolio as an exit requirement for the program of studies. (Note: To complete the program of studies, all students entering as of Fall 2004 will be required to complete a portfolio. Students who have been in the program prior to this date will have the option of completing a portfolio, comprehensive examinations, or a thesis. All students should consult with their adviser regarding these options.)

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 505 Orientation to Human Services Management***3 credits*

This course is limited to students in the Human Services Management graduate degree program and who are completing a live-in internship with Target Community & Educational Services, Inc.

The course will focus on leadership, supervision, and communication skills within human service agencies and organizations. The course will prepare students to assume the leadership role within a Target house as they enter the second year of their Target internship and become the senior Community Living Manager of the house.

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.

College Organization

Presidents

1867-1886	JAMES THOMAS WARD, D.D.
1886-1920	THOMAS HAMILTON LEWIS A.B., A.M., D.D., LL.D.
1920-1935	ALBERT NORMAN WARD A.B., A.M., D.D., LL.D.
1935-1947	FRED GARRIGUS HOLLOWAY A.B., B.D., D.D., LL.D., L.H.D.
1947-1972	LOWELL SKINNER ENSOR B.A., B.D., D.D., L.H.D., LL.D.
1972-1984	RALPH CANDLER JOHN B.A., S.T.B., S.T.M., Ph.D., L.H.D., Litt.D., D.H.L.
1984-2000	ROBERT HUNTER CHAMBERS, III A.B., B.D., Ph.D.
2000-	JOAN DEVELIN COLEY A.B., M.Ed., Ph.D.

Chairs of the Board

1868-1892	JOHN SMITH, ESQ.
1892-1897	THE REVEREND JAMES THOMAS WARD, D.D.
1897-1913	JOSHUA WEBSTER HERING, A.M., M.D., LL.D.
1914-1918	CHARLES BILLINGSLEA, D.D.S.
1919-1922	ELIAS OLIVER GRIMES, ESQ.
1922-1928	THE REVEREND FRANCIS T. LITTLE, D.D.
1929-1949	THE BISHOP JAMES HENRY STRAUGHN, B.A., D.D., LL.D.
1949-1963	FRANKLIN MURRAY BENSON, B.A., LL.B., LL.D.
1963-1968	BRIGADIER GENERAL ROBERT JOSHUA GILL, B.A., LL.B., LL.D.
1968-1971	JOSHUA WELDON MILES, B.A., LL.B., LL.D.
1971-1982	WILBUR DAY PRESTON, JR., B.A., J.D., D.C.L.
1982-1986	ROBERT EDWIN BRICKER, B.A., LL.D.
1986-1991	WILLIAM SORRELL KEIGLER, B.S., L.H.D.
1991-1996	MILLARD LEE RICE, B.A., Sc.D.
1996-	JAMES IRVIN MELHORN, A.B., M.Div.

Board of Trustees

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

RICHARD D. ADAMS (1997) Mercantile Investment & Wealth Management Division Severna Park, Maryland
GEORGE R. BENSON, JR. (1996) Annapolis, Maryland
CAROL A. CARTER '69 (1993) Vice President, University Advancement Duquesne University Pittsburgh, Pennsylvania
WAYNE K. CURRY '72 (1990) Member of The Murphy Firm Upper Marlboro, Maryland
WILLIAM B. DULANY '50, L.L.D., '89 (hon) (1976) Managing Partner Dulany, Leahy, Curtis & Williams L.L.P. Westminster, Maryland
MARY LYNN DURHAM '71 (2003) Mary Lynn Durham LPA Co. Shaker Heights, Ohio
WILLIAM ELLIOTT '70 (2000) President, Elliott & Associates Chicago, Illinois
JOHN A. EMENS '66 (1996) Vice President & Deputy Head Export-Import Bank of the United States Washington, D.C.
PHILIP G. ENSTICE '71 Senior Vice President Mercantile-Safe Deposit and Trust Company Ellicott City, Maryland
JEROME H. FADER '56 (1997) President & COO, Atlantic Automotive Corp. Baltimore, Maryland
J. ELIZABETH GARRAWAY LL.D. '84 (hon.) (2003) President Emerita Maryland Independent College and University Association Annapolis, Maryland
KENNETH R. GILL '61 (2002) Chairman, Gill Group, Inc. Crofton, Maryland
JOEL GOLDBLATT '68 (2003) Managing Member Spire Capital Partners, LP Manasquan, New Jersey

KEVIN F. HANLEY '72 (1993)

Orthopedic Surgeon
Davidsonville, Maryland

MARTIN K. P. HILL (1993)

President
Hill Development Group, LLC
Lineboro, Maryland

DONALD P. HUTCHINSON (2003)

President & CEO
SunTrust Bank
Baltimore, Maryland

DAVID M. JERNIGAN (2003)

Senior Vice President & Director of
Northern Division
Legg Mason Wood Walker, Inc.
Cockeysville, Maryland

STEVEN D. KESLER (1997)

Reisterstown, Maryland

CAROLYN P. LANDIS (1993)

Managing Member
Catalyst Partners, LLC
Key Biscayne, Florida

LAURA L. LANGE (1998) (one year leave of
absence)

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

JAMES I. MELHORN (1993)

President/CEO
EMA, Inc.
Baltimore, Maryland

FRANK H. MENAKER, JR. (1992)

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

ALBERT J. MEZZANOTTE, JR. '78 (1997)

Managing Partner
Whiteford, Taylor & Preston L.L.P.
Sykesville, Maryland

CHARLES E. MOORE '71 (1993)

Davidsonville, Maryland

CAROL S. PARHAM (1997)

Professor of Practice
University of Maryland College Park
Annapolis, Maryland

CARYL E. PETERSON '58 (1992)

Professor of Biology Emerita
Towson University
Lutherville, Maryland

BRUCE H. PRESTON '75 (1995)

Preston Realty, LLC
Baltimore, Maryland

DIANE REHM, D. JOURN. '92 (hon.)
(1994)

Host and Executive Producer
The Diane Rehm Show
Bethesda, Maryland

M. LEE RICE '48; SC.D. '83 (hon.) (1980)

Business Consultant
Winchester, Virginia

R. CHRISTINE ROYER '48 (1994)

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

CAROLYN L. SCOTT, B.A. '67; M.L.A. '76
(1996)

Community Leader & Real Estate
Manager
Manchester Manor
Westminster, Maryland

DENNIS G. SISCO '68 (1999)

Newtown, Connecticut

ROBERT W. SMITH, JR. (2003)

Partner, Corporate & Securities
Piper Rudnick LLP
Hunt Valley, Maryland

DOLORES J. SNYDER, M.ED. '63; L.H.D.
'89 (hon.) (1980)

Educator (Retired)
Westminster, Maryland

FERENC SOMOGYI (1994)

Minister of Foreign Affairs, Republic of
Hungary
Director for EU Integration and
International Regulatory Affairs of
MATAV Hungarian Telecommunications
Company Limited
Budapest, Hungary

BARBARA A. THOMAS '70

Okatie, South Carolina

CONSTANCE M. UNSELD (1999)

Educational Director, Unselds' School
Baltimore, Maryland

GEORGE F. VARGA '61; H.H.D. '92 (hon.)
(1989)

Former President and CEO, Tungsram
Co., Ltd.
Aventura, Florida

NANCY C. VOSS '54 (1981)

Educator (Retired)
Denton, Maryland

ROBERT E. WARFIELD (2004)

Residential Broker
Ocean City, Maryland

MICHAEL E. WEINBLATT '71 (1994)

Professor of Medicine, Harvard Medical
School
Director of Clinical Rheumatology
Brigham & Women's Hospital
Waban, Massachusetts

LESLIE A. WILEY (1999)

President, TYL Associates
Washington, D.C.

JAMES H. YATES '72 (2003)

President/CEO
N.H. Yates & Company, Inc.
Phoenix, Maryland

Emeriti Trustees

ROBERT E. BRICKER '42; LL.D. '84 (hon.)
(1974)

Business Executive (Retired)
Blue Bell, Pennsylvania

MARY B. BRYSON '35 (1967)

Community Leader
Westminster, Maryland

WILLIAM S. KEIGLER, L.H.D. '91 (hon.)
(1980)

President (Retired)
The C. M. Kemp Mfg. Company
Naples, Florida

CATHERINE S. KIDDOO '46 (1982)

Community Leader
Naples, Florida

ROBERT K. MATHIAS '48 (1975)

Vice President (Retired)
The Black and Decker Corp.
Reisterstown, Maryland

WILBUR D. PRESTON, JR. '44; D.C.L. '75
(hon.) (1967)

Chairman, Whiteford, Taylor & Preston,
L.L.P.
Towson, Maryland

ALLECK A. RESNICK '47; D.C.L. '81 (hon.)
(1972)

Attorney
Baltimore, Maryland

REBECCA G. SMITH '37 (1976)

Educator (Retired)
Easton, Maryland

LLOYD B. THOMAS (1980)

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

Honorary Trustees

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

CHARLES C. FENWICK, SR. (1978)
Chairman, Valley Motors, Inc.
Glyndon, Maryland

DOROTHY P. JOHN (2002)
Berlin, Maryland

ELIZABETH J. MARSHALL (1994)
Landscape Architect
Sykesville, Maryland

ANN K. W. MCCOOL '38 (1988)
Retired Educator and Owner/Manager
Walls' Apartments
Rehoboth Beach, Delaware

MARGARET LEE TAWES '32 (1994)
Community Leader
Crisfield, Maryland

Officers of the Board

Chair: MR. MELHORN
Chair Emeriti: MR. PRESTON, MR.
BRICKER, MR. KEIGLER, MR. RICE
Vice Chair: MR. HILL

Alumni Visitors to the Board

President, PAMELA H. ZAPPARDINO ('71)
Westminster, MD

President-Elect, CARROLL L. YINGLING ('68)
Westminster, MD

Executive Secretary, ROBIN ADAMS
BRENTON ('86)
Hanover, PA

Faculty Visitors to the Board

FRANCIS "SKIP" FENNELL, *Professor of Education* (2005)

KATHY S. MANGAN, *Professor of English* (2006)

JEAN H. SHIN, *Assistant Professor of Sociology* (2007)

HARRY L. ROSENZWEIG, *Professor of Mathematics (alternate)*

Student Visitors to the Board

HEATHER J. KIRWOOD ('05), White Hall, MD

DUSTIN L. JETER ('06), Germantown, MD

EMILY FUNK ('07), Salisbury, MD

Administration

President, JOAN DEVELIN COLEY

Provost and Dean of the Faculty, THOMAS M. FALKNER

Dean and Vice President of Student Affairs, PHILIP R. SAYRE

Vice President, Institutional Advancement, RICHARD G. KIEF

Vice President, Administration and Finance, ETHAN A. SEIDEL

Vice President, Enrollment Management & Dean of Admissions, M. MARTHA O'CONNELL

Academic Affairs

THOMAS M. FALKNER, *Provost and Dean of the Faculty*
A.B., LeMoyne College; M.A., Ph.D., SUNY-Buffalo

MICHAEL R. ROSENTHAL, *Special Assistant to the Provost*
B.A., Case Western Reserve University; M.S., Ph.D., University of Illinois at Urbana-Champaign

JEAN SHIN, *Associate Dean of Academic Affairs for First Year Students*
B.A., University of Virginia; M.A., Ph.D., Indiana University

SHERRI L. HUGHES, *Associate Dean of Academic Affairs*
B.A., Davidson College; M.S., Ph.D., Georgia Institute of Technology

HENRY B. REIFF, *Associate Dean of Academic Affairs*
A.B., Princeton University; M.Ed., Ph.D., University of New Orleans

JAN C. FAZZARI, *Institutional Research Analyst*
B.A., University of Maryland Baltimore County; M.S., Western Maryland College*

ANNA M. THOMAS, *Executive Secretary*

GRETCHEN KREHLING MCKAY, *Director of the Honors Program*
B.A., Colby College; M.A., Ph.D., University of Virginia

THOMAS G. DEVENY, *Assistant Director of the Honors Program*
B.A., State University of New York-Albany; M.A., University of Florida; Ph.D., University of North Carolina

KEVIN D. SELBY, *Director, Student Academic Support Services*
B.S., Frostburg State University; M.S., Western Maryland College*

SUSAN C. DORSEY, *Co-Director, Student Academic Support Services*
B.A., University of Maryland, Baltimore County; M.S., Western Maryland College*

CARRIE A. WADDELL, *Learning Specialist, Student Academic Support Services*
B.A., McDaniel College

LYNDA M. CASSERLY, *Coordinator of Interpreting/Transcribing Services*
B.S., Saint Bonaventure University

LISA M. BRESLIN, *Coordinator of the Writing Center*
B.A., Colorado College; M.A., Indiana University

JOSHUA A. SELZER, *Arts Manager*
B.A., Western Maryland College*; M.F.A., California Institute of the Arts

ZEPHIA M. BRYANT, *Director of Multicultural Services*
B.A., M.P.A., Jacksonville State University

WALTER M. MICHAEL, *Artist in Residence & Executive Director of Common Ground on the Hill*
B.A., Western Maryland College*

Administration and Finance

ETHAN A. SEIDEL, *Vice President, Administration and Finance*
B.A., The Johns Hopkins University; M.B.A., Wharton Graduate School, University of Pennsylvania; Ph.D., The Johns Hopkins University

ARTHUR S. WISNER, *Director of Financial Services/Treasurer*
B.S., Iowa State University

KIMBERLY A. SEELEY, *Director of Financial Planning & Budget/Assistant Treasurer*
B.S., Towson University

CLEMENT J. ANI, *Senior Accountant*
B.S., Central State University; M.B.A., Morgan State University

BARBARA J. KASHEN, *Payroll and Accounts Payable Manager*
B.A., M.A., Western Maryland College*

MAUREEN L.T. MELOCHE, *Administrative Assistant*

ERNEST L. OGLE, *Telecommunications Manager*

Admissions

M. MARTHA O'CONNELL, *Vice President, Enrollment Management & Dean of Admissions*
B.S., M.Ed., Rutgers University

JULIE A. JONES, *Senior Associate Director of Admissions*

B.A., Western Maryland College*

STEPHANIE D. DESANCTIS, *Associate Director of Admissions*

B.A., Washington College

JILL R. MORSBERGER, *Associate Director of Admissions*

B.S., Villa Julie College

HEIDI M. REIGEL, *Associate Director of Admissions*

B.A., Western Maryland College*

JASON A. DOLL, *Assistant Director of Admissions*

B.S., Pennsylvania State University

GINA M. RENDE, *Assistant Director of Admissions*

B.A., Western Maryland College*

Alumni Relations & Annual Giving

ROBIN ADAMS BRENTON, *Associate Vice President for Alumni Relations & Annual Giving*

B.A., Western Maryland College*

CATHLEEN B. NOSEL, *Associate Director of Alumni Relations & Annual Giving*

B.S. & M.A., Indiana University of Pennsylvania

KATHRYN E. CROWE, *Associate Director of Alumni Relations & Annual Giving*

B.A., Western Maryland College*

JOHN G. BOYLE, *Assistant Director of Alumni Relations & Annual Giving*

B.S., Boston University

KRISTIN C. LISTER, *Assistant Director of Alumni Relations & Annual Giving*

B.A., Western Maryland College*

TBD, *Assistant Director of Alumni Relations & Annual Giving*

Athletics

JAMES M. SMITH, *Director of Athletics*

B.S. Cornell University; M.Ed., Loyola University

CAROL A. FRITZ, *Associate Director of Athletics*

B.S., West Chester University of Pennsylvania; M.Ed., Western Maryland College*;

Ed.D., George Washington University

STEPHEN E. PEED, *Director of Sports Information*

B.A., Western Maryland College*

GREGG S. NIBBELINK, *Head Athletic Trainer & Lecturer*

B.S., Towson State University; M.S., Ohio State University

MELISSA D. LACHMAN, *Trainer & Lecturer*

B.A., M.S., Western Maryland College*

JAMES R. TOWNSEND, *Intramural Director*

B.S., Salisbury University

Head Coaches

Baseball, DAVID G. SEIBERT

Men's Basketball, ROBERT A. FLYNN

Women's Basketball, REBECCA L. MARTIN

Cross Country, DOUGLAS J. RENNER

Field Hockey, MARJORIE E. BLISS

Football, TIMOTHY F. KEATING

Men's Golf, J. SCOTT MOYER

Women's Golf, MICHAEL C. DIEHL

Men's Lacrosse, JAMES R. TOWNSEND

Women's Lacrosse, MARJORIE E. BLISS

Men's Soccer, JOHN P. PLEVYAK

Women's Soccer, THOMAS J. GOSSELIN

Softball, PHILIP D. SMITH

Swimming, CATHERINE E. EASTERDAY

Men's Tennis, KEVIN T. KLUNK

Women's Tennis, SONYA M. FOX

Track, DOUGLAS J. RENNER

Volleyball, CAROLE J. MOLLOY

Wrestling, SAMUEL GARDNER

Biology

DOUGLAS C. YUST, *Lab Preparator*

B.A., Western Maryland College*; M.S., Johns Hopkins University

Bookstore

KYLE H. MELOCHE, *Manager, Book Store*

B.A., Western Maryland College*

VICKIE CARLSON, *Assistant Manager, Book Store*

Bursar's Office

SUSAN L. SCHMIDT, *Bursar*

B.S., Towson University

HARRIETT E. CORBRAN, *Assistant Bursar*

A.A., Brookdale Community College

Campus Safety

MICHAEL N. WEBSTER, *Director of Campus Safety*

B.S., Northeastern University; M.S., Western Maryland College*

Career, Counseling, and Health Services

KAREN N. ARNIE, *Director of Career Advising*

B.A., Western Maryland College*; M.A., University of Maryland

ALISON F. KIDWELL, *Assistant Director of Career Advising*

B.A., M.S.W., University of Maryland at Baltimore

SUSAN J. GLORE, *Director of Counseling Services*

B.A., M.S., Shippensburg University

HERBERT E. HENDERSON, *Medical Director*

B.S., University of South Carolina; M.D., Medical University of South Carolina

KATHERINE B. MONCURE, *Counselor*

B.S., Rochester Institute of Technology; M.A., Fairfield University

JOAN M. LUSBY, *Physician's Assistant (certified)*

B.S., Johns Hopkins University

College Activities

MITCHELL K. ALEXANDER, *Director of College Activities*

B.A., M.Ed., Western Maryland College*

AMANDA M. ROSE, *Assistant Director of College Activities*

B.A., Western Maryland College*; M.S., McDaniel College

KEVIN T. KLUNK, *Operations Supervisor*

B.A., M.S., Western Maryland College*

Communications & Marketing

JOYCE E. MULLER, *Associate Vice President, Communications & Marketing*

B.S., Towson University

PEGGY D. FOSDICK, *Director of Communications*

B.A., University of Delaware

MICHELLE C. LEIBERMAN, *Associate Director/Media Relations*

B.A., Bryn Mawr College; M.A., American University

TBD, *Office Manager & Public Information Assistant*

Conference & Auxiliary Services

MARY JO COLBERT, *Director of Conference & Auxiliary Services*
B.S., Erskine College; M.S., McDaniel College

TBD, *Director of Conference Services*

KATHERINE L. COUSINS, *Special Events Coordinator, Conference Services*

CAMERON SMITH, *General Manager/Executive Chef, Food Services*

MELVIN J. WHELAN, *Building Services Coordinator*

Development

STEVEN P. KRAHLING-HADDAD, *Associate Vice President of Development*
B.A., Indiana University at Bloomington

TONI L. CONDON, *Director of Major Gifts & Campaign Director*
B.A., University of Nebraska at Omaha; M.T.S.C., Miami University

GAIL S. OPPEL, *Director of Gift Planning*
B.A., Goucher College

ERIKA R. SETH, *Director of Corporate & Foundation Relations*
B.A., Georgetown University

MARCUS LEE PRIMM, *Director of Special Projects*
B.A., Western Maryland College*

VICKY E. SHAFFER, *Director of Advancement Services*

KIMBERLY S. PARKS, *Associate Director of Major Gifts*
B.A., Lynchburg College

MARTHA DUDLEY KELLER, *Associate Director of Major Gifts*
B.A., Duke University

DEBBIE V. LEAZER, *Assistant Director of Donor Relations*

TROY A. SMITH, *Assistant Director for Prospect Research*
B.A., Catawba College

SANDRA V. MILLER, *Special Events Coordinator*

Education

SUSAN N. TRAVETTO, *Coordinator of Teacher Professional Development*
B.S., University of Wisconsin-LaCrosse; M.A., Bowie State University; Ed.D., University of Maryland

JOAN C. EPLER, *PDS Liaison*
B.S., Towson University

GAY J. LOVE, *PDS Liaison*
B.A., M.Ed., Western Maryland College*

DONNA L. MCPARTLAND, *PDS Liaison*
B.S., Towson University; M.Ed., Western Maryland College*

NANNABETH H. SANDERS, *PDS Liaison*
B.S., Frostburg State University

Facilities Planning & Capital Projects

EDGAR S. SELL, JR., *Director of Facilities Planning & Capital Improvements*

PHILIP R. BOOB, *Director of Grounds & Special Events*

TBD, *Director of Building Operations & Maintenance*

M. ELAINE SIMPSON, *Work Order Coordinator*

Financial Aid

PATRICIA M. WILLIAMS, *Director of Financial Aid*
B.S., M.A.S., The Johns Hopkins University

ELEANOR L. GEIMAN, *Assistant Director of Financial Aid*

Graduate & Professional Studies

KENNETH W. POOL, *Dean of Graduate & Professional Studies*
B.S., Carroll College; M.S., University of Wisconsin-Milwaukee; Ed.D., University of Georgia

MARGARET TRADER, *Visiting Associate Professor of Education*
B.A., M.Ed., Western Maryland College*; Ph.D., University of Maryland

SARAH J. RICHARDSON, *Administrative Assistant*

CRYSTAL L. PERRY, *Administrator of Graduate Records*

Human Resources

THOMAS G. STEBACK, *Director of Human Resources*
A.A., Marietta College; B.S., St. Francis College; M.S., Western Maryland College*

JUANITA A. FEUSTEL, *Benefits and Employment Manager*
A.A., Carroll Community College

Information Technology

CHRISTINE J. MATHEWS, *Director of Information Technology*
B.A., Salem College; M.S., Hood College

STEVE A. KERBY, *Director of Instructional Technology*
B.A., Texas Wesleyan University

KEVIN W. CLARK, *Colleague System Administrator*
B.S., Highpoint University

CATHY S. BROWN, *Colleague System Administrator*
A.A., Frederick Community College; B.A., M.S., Hood College

MAXINE A. GROFT, *Systems and Network Administrator/Programmer*
B.A., M.S., Hood College

EDWARD H. HOLTHOUSE, III, *Technical Services Specialist*

WALLACE H. NEWSOME, *Programmer/Analyst*
B.A., Ohio Northern University

BENJAMIN A. KOGER, *Webmaster/Assistant Systems & Network Administrator*
B.A., Lynchburg College

AMY S. BELL, *Web Advisor Administrator*
B.A., Hood College

ANITA A. THIERNIAN, *Software Support Specialist/Trainer*
B.A., McDaniel College

KELLIE J. WUORINEN, *Student Network Manager*
A.S., DeVry Institute of Technology

CHRISTOPHER N. PALSGROVE, *PC Support Technician*

Institutional Advancement

RICHARD G. KIEF, *Vice President, Institutional Advancement*
B.S., St. Joseph's University

BEVERLY G. STAUB, *Executive Secretary*
B.S., Shippensburg University

Library

MICHELE M. REID, *Chief Information Officer and Library Director*
B.A., University of Central Florida; M.A., University of South Florida; M.A., Rutgers University

LINDA J. GARBER, *Acquisitions Supervisor*
B.S., Towson University

BARBARA J. O'BRIEN, *College Archivist*
A.A., Green Mountain College; B.A., University of Maryland Baltimore County

M. ROXANE BREWER, *Cataloging Supervisor*

LISA M. RUSSELL, *Interlibrary Loan Supervisor*

B.A., University of Maryland Baltimore County

HESHMAT BADIEE, *Coordinator of Audio-Visual Services*

Math/Computer Science

CAROLYN B. BONER, *Director, Math Proficiency Program*

B.S., Wittenberg University; M.A.T., Indiana University

President's Office

JOAN DEVELIN COLEY, *President*
A.B., Albright College; M.Ed., Ph.D., University of Maryland

MARY ANN FRIDAY, *Executive Assistant/Secretary of the College and the Board*

SUSAN J. CULLISON, *Executive Secretary/Assistant Secretary of the College and the Board*

Purchasing and Support Services

MARGARET G. BELL, C.P.M., *Director of Purchasing & Receiving*
B.A., University of Maryland

LARRY S. SHOCKNEY, *Manager, Printing & Mailing Services*

BEVERLY J. HERNDON, *Support Services Assistant, Central Services*

Registrar

JAN A. KIPHART, *Registrar*
B.S., Colorado State University

DIANE M. MORRIS, *Associate Registrar*
B.A., M.A., Western Maryland College*

TBD, *Assistant Registrar for Graduate & Professional Studies*

STEPHANIE A. CLARK, *Administrator of Data Management & Integrity*
B.S., Salisbury University; M.B.A., Hawaii Pacific University

Residence Life

STEPHANIE D. COOK, *Residence Life Coordinator*
B.S., Pennsylvania State University

AMANDA D.G. ISAAC, *Residence Life Coordinator*
B.A., High Point University; M.A., Virginia Tech

RACHEL L. SPENCER, *Residence Life Coordinator*

B.A., Western Maryland College*; M.A., McDaniel College

EMERALD L. CHRISTOPHER, *Residence Life Coordinator*

Student Affairs

PHILIP R. SAYRE, *Vice President & Dean of Student Affairs*

B.A., Hamilton College; M.Ed., University of Massachusetts; Ph.D., Boston College

ELIZABETH S. TOWLE, *Associate Dean of Student Affairs*

B.A., Assumption College; M.A., University of Vermont

JUDITH A. HART, *Administrative Assistant*

Study Abroad

ROSE R. FALKNER, *Coordinator of Study Abroad*

B.A., College of Notre Dame of Maryland; M.Ed., Kent State University

Emeriti

The dates in parentheses following the listing of each person are the dates of first appointment and retirement. Persons are listed in order of retirement from the College.

Emeriti Administration

PHILIP ELWOOD UHRIG, B.A., M.Ed.
Director of Alumni Affairs Emeritus (1949-1980)

PHILIP BLETTERN SCHAEFFER, B.A.
Vice President for Business Affairs & Treasurer Emeritus (1959-1982)

LEONARD STANLEY BOWLSBEY, JR., B.A., M.Ed., Ph.D.
Dean of Graduate Affairs & Professor of Education Emeritus (1969-1989)

BERNICE TALBOTT BEARD, B.A., M.L.A.
Executive Assistant to the President/Secretary of the Board and College Emerita (1962-1989)

DONNA DUVALL SELLMAN, B.A., M.A.
Director of Alumni Affairs Emerita (1980-1999)

Graduate and Professional Studies

KENNETH W. POOL, Ed.D., *Dean of Graduate and Professional Studies*

MARGARET TRADER, Ph.D., *Visiting Associate Professor of Education*

SARAH J. RICHARDSON, *Administrative Assistant*

CRYSTAL L. PERRY, *Administrator, Graduate Records*

Graduate Program Coordinators

BOANN BOHMAN, Ph.D., *Educational Administration*

JILL BURKERT, Ph.D., *Special Education*

J. RICHARD CARPENTER, Ed.D., *Exercise Science and Physical Education*

FRANCIS M. FENNELL, Ph.D., *Elementary Education (BEST and Elementary Education)*

LINDA F. BARKDOLL, Ed.D., *Human Resources Development*

RAMONA KERBY, Ph.D., *School Library Media*

OCHIENG' K'OLEWE, Ed.D., *Secondary Education (BEST and Secondary Education)*

ROBERT LEMIEUX, Ph.D., *Master of Liberal Arts*

DEBRA A. MILLER, Ph.D., *Reading*

JULIA L. ORZA, Ph.D., *Counselor Education*

LINDA PARKER, Ph.D., *Curriculum and Instruction*

MARK RUST, M.A., *Deaf Education*

LESLIE J. SIMPSON, Ph.D., *Off-Campus Programs*

THOMAS J. ZIRPOLI, Ph.D., *Human Services Management in Special Education and CEO of Target Community and Educational Services, Inc.*

Graduate Program Support

PHILIP ARBAUGH, M.Ed., *Supervisor, Off Campus Academic Services*

ANDREW BARSHINGER, M.S., *Academic Adviser/Marketing Specialist, Off Campus Programs*

JANET CONLEY, Ph.D., *Associate Coordinator, Deaf Education*

SHEILA DEANE, *Support Manager, Deaf Education/Teacher Professional Development*

HERBERT PHELPS, Ed.D., *Coordinator of Educational Administration Internships*

MICHELE GILL, M.S., *PLS Liaison*

RANDI SHAMER, *Administrator, Curriculum & Instruction and Off Campus Programs*

SUSAN NASH TRAVETTO, Ed.D., *Coordinator of Teacher Professional Development*

Academic Skills Office

KEVIN SELBY, M.S., *Director*

SUSAN DORSEY, M.S., *Co-Director*

LYNDA CASSERLY, B.S., *Coordinator of Interpreter Services*

GRADUATE FACULTY AND LECTURERS

Emeriti Faculty

HOWARD SAMUEL CASE, *Professor of Exercise Science And Physical Education, Provost and Dean of the Faculty*
B.S., M.Ed., Western Maryland College; Ph.D., The Ohio State University

RICHARD ALLEN CLOWER, *Professor of Exercise Science and Physical Education*
B.A., Western Maryland College; M.S., Springfield College; Ed.D., West Virginia University

STEPHEN WHEELER COLYER, *Associate Professor of Psychology*
A.B., Gettysburg College; M.A., Ph.D., Temple University

MELVIN DELMAR PALMER, *Professor of Comparative Literature*
B.A., M.A., Ph.D., University of Maryland

JAMES E. LIGHTNER, *Professor of Mathematics and Education*
B.A., Western Maryland College; A. M., Northwestern University; Ph.D., The Ohio State University

WASYL PALIJCZUK, *Professor of Art*
B.A., M.A., University of Maryland; M.F.A., The Maryland Institute College of Art

IRA GILBERT ZEPP, JR., *Professor of Religious Studies*
B.A., Western Maryland College; B.D., Drew Theological Seminary; Ph.D., St. Mary's Seminary and University

Faculty

GEORGE SAMUEL ALSPACH, JR., *Professor of Biology*

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

ROBIN ARMSTRONG, *Associate Professor of Music*

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

MARY M. BENDEL-SIMSO, *Associate Professor of English*

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

SUSAN RUDDICK BLOOM, *Professor of Art*
B.F.A., M.F.A., The Maryland Institute College of Art

BOANN BOHMAN, *Assistant Professor of Education*

B.S., Shepherd University; M.Ed., Shippensburg University; Ph.D., University of Maryland

MARGARET A. BOUDREAUX, *Professor of Music*

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

JILL BURKERT, *Assistant Professor of Education (Special Education)*

B.S., Mary Washington College; M.Ed., George Mason University; Ph.D., University of South Florida

JAMES RICHARD CARPENTER, JR., *Professor of Exercise Science and Physical Education (Exercise Science and Physical Education)*

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

JOAN DEVELIN COLEY, *President, Professor of Education (Reading) and President*

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

SHARON A. CRAIG, *Assistant Professor of Education*

B.S., University of Arizona; M.S., Western Maryland College; Ed.D., University of Maryland

FRANCIS MICHAEL FENNELL, *Professor of Education (BEST, Elementary Education)*

B.S., Lock Haven University of Pennsylvania; M.Ed., Bloomsburg University of Pennsylvania; Ph.D., The Pennsylvania State University

MARK A. HADLEY, *Associate Professor of Religious Studies*

B.A., Reed College; M.A., University of Chicago; Ph.D., Brown University

SHERRI LIND HUGHES, *Professor of Psychology (Human Resources Development)*
B.A., Davidson College; M.S., Ph.D., Georgia Institute of Technology

ESTHER MILDRED IGLICH, *Professor of Biology*

B.A., Queens College of CUNY; M.S., Ph.D., University of Georgia

OCHIENG' K'OLEWE, *Associate Professor of Education (BEST, Secondary Education)*

B.S., Iowa State University; M.S., Northern Illinois University; Ed.D., West Virginia University

ROBERT KACHUR, *Associate Professor of English*

B.A., University of Virginia; M.A., Ph.D., University of Wisconsin

RAMONA KERBY, *Associate Professor of Library Science (School Library Media)*
B.A., Texas Wesleyan University; M.Ed., Texas Christian University; M.L.S., Ph.D., Texas Woman's University

EDDY LAIRD, *Assistant Professor of Education, (Deaf Education)*

B.A. Gallaudet University; M.S. University of Tennessee; M.A., California State University, Northridge; Ed.D., Lamar University

DEBRA C. LEMKE, *Associate Professor of Sociology*

B.S., M.A., University of Georgia; Ph.D., Iowa State University

ROBERT LEMIEUX, *Associate Professor of Communications (Master's of Liberal Arts)*

B.A., University of Southern Maine; M.A., Michigan State University; Ph.D., University of Georgia

MICHAEL L. LOSCH, *Associate Professor of Art History*

B.A., M.A., Michigan State University; Ph.D., The Pennsylvania State University

KATHY STEELE MANGAN, *Professor of English*

B.A., Denison University; M.A., Ph.D., Ohio University

STEPHEN D. MCCOLE, *Associate Professor of Exercise Science and Physical Education*

B.S., Lock Haven University; M.S., University of Florida; Ph.D., University of Maryland

KEVIN MCINTYRE, *Assistant Professor of Economics and Business Administration*

B.A., Grinnell College; M.A., Ph.D., University of Virginia

GRETCHEN MCKAY, *Assistant Professor of Art History*

B.A., Colby College; M.A., Ph.D., University of Virginia

JANET MEDINA, *Assistant Professor of Education*

B.A., University of Montana; M.S., St. Bonaventure University; M.A., Ph.D., Alfred University

JASNA MEYER, *Associate Professor of Communication*

B.A., Fontbonne College; M.A., Ph.D., University of Missouri-Columbia

DEBRA A. MILLER, *Associate Professor of Education (Reading)*

B.S., M.Ed., Frostburg State College; Ph.D., University of Maryland

RONALD R. MILLER, *Associate Professor of Communication and Theatre Arts*

B.A., Swarthmore College, Ph.D., University of Wisconsin

WILLIAM GENE MILLER, *Professor of Psychology*

A.B., West Virginia Wesleyan College; M.Div., Wesley Theological Seminary; Ph.D., Boston University

KATERYNA MYCHAJLYSHYN, *Lecturer in Art and Art History*

B.A., Ukrainian Art Academy; M.F.A., Academy of Fine Arts and Architecture

GREGG S. NIBBELINK, *Senior*

Coach/Lecturer and Head Athletic Trainer
B.S., Towson State University; M.S., Ohio University

ALEXANDER GEORGE OBER, *Professor of Exercise Science and Physical Education*

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

JULIA L. ORZA, *Associate Professor of Education (Counselor Education)*

B.S., Clark University; M.A., Ph.D., The University of Connecticut

LOUISE ANNE PAQUIN, *Professor of Biology*
B.A., Trinity College; Ph.D., Georgetown University

KENNETH W. POOL, *Professor of Education and Dean of Graduate & Professional Studies*

B.S., Carroll College; M.S., University of Wisconsin-Milwaukee; Ed.D., University of Georgia

PAMELA LYNNE REGIS, *Professor of English*
B.A., M.A., Ph.D., The Johns Hopkins University

HENRY B. REIFF, *Professor of Education (Special Education)*

A.B., Princeton University; M.Ed., Ph.D., University of New Orleans

MARK RUST, *Assistant Professor of Education*

B.A., M.A., University of Northern Colorado

SIMEON K. SCHLOSSBERG, *Associate*

Professor Education (Counselor Education)
B.A., M.A., Beaver College; Ph.D., University of Connecticut

MARGARET TRADER, *Visiting Associate Professor of Education*

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

BRYN UPTON, *Assistant Professor of History*

A.B., Bowdoin College; M.A., Ph.D., Brandeis University

MARCIA T. VIRTIS, *Assistant Professor in Education (Deaf Education)*

B.A. Washington College; M.S. Western Maryland College

THOMAS J. ZIRPOLI, *Professor of Special Education (Human Services Management in Special Education)*

B.S., M.S., Old Dominion; Ph.D., University of Virginia

Senior Lecturers and Lecturers

JOSEPH L. CARTER, JR., *Senior Lecturer in Business Administration (Human Resources Development)*

B.A., Western Maryland College; M.B.A., The Johns Hopkins University

DOROTHY HYMAN, *Lecturer in Exercise Science and Physical Education*

B.S., M.Ed., Towson State University; Ph.D., University of Maryland

PAUL MAZEROFF, *Senior Lecturer in Psychology (Counselor Education)*

B.S., Western Maryland College; M.A., A.G.S., University of Maryland; Ed.D., Peabody College of Vanderbilt University

MARY ANNE REICHEL, *Lecturer in Education (Counselor Education)*

B.A., College of Notre Dame of Maryland; M.A., Creighton University; M.A., Webster University; D.Min., Eden Theological Seminary

WILLIAM SPENCE, *Senior Lecturer in English*
B.S., Western Maryland College*; M.A., University of South Carolina

LINDA VANHART, *Lecturer in Art*

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

Adjunct Lecturers

BARBARA ABELL, *Education*

B.S., Frostburg University; M.Ed., University of Maryland

KATHRYN A. ALVESTAD, *Education*

B.S., Virginia Polytechnic Institute; M.Ed., Ph.D., University of Maryland

PHILIP L. ARBAUGH, *Education*

B.S., Towson State University, M.Ed., Western Maryland College

EVELYN N. ARNOLD, *Education*

B.A., Mercer University; M.S., McDaniel College

GILBERT AUSTIN, *Education*

B.S., Central Connecticut State College; M.A.L.S., Wesleyan University; C.A.G.S., University of Hartford; Ph.D., University of Connecticut

BRIAN BACZKOWSKI, *Education*

B.A., Pennsylvania State University; M.S., McDaniel College

ANNETTE BAILEY, *School Library Media*

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

ALICE BAIR, *Reading*

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

PATRICIA BALTZLEY, *Education*

B.A., College of Notre Dame; M.S., Shippensburg University

LINDA F. BARKDOLL, *Human Resources Development*

B.S., M.S., Shippensburg College; Ed.D., Nova University

ANDREW BARSHINGER, *Education*

B.S., University of Maryland; M.Ed., Loyola College

DAVID WILLIAM BEARR, *Counselor Education*

B.S., Texas A&M University; M.A., Washington University; C.A.S., Johns Hopkins University

CYNTHIA A. BELL, *Education*

B.A., M.S., Western Maryland College

KAY BETZ, *Human Services Management in Special Education*

B.S., Towson State University; M.B.A., Mount Saint Mary's College

CHERIE BLACK, *Human Resources Development*

B.S., College of Charleston; M.A., University of Tennessee

JOSEPH BLANCO, *Education*

B.S., M.A., Edinboro University

- PERLA BLEJER, *Education*
B.A., The Hebrew University (Israel);
M.A., Loyola University; Ed.S., Ed.D.,
George Washington University
- ANN MARIE BLONKOWSKI, *Education*
B.S., St. Bonaventure University; M.S.,
Arizona State University
- STEPHEN C. BOUNDS, *Education*
B.A., Furman University; J.D., University
of Maryland
- EDWARD BOSSO, *Deaf Education*
B.S., Bloomsburg University; M.A.,
California State University, Northridge
- KATHLEEN BOVARD, *Human Resources
Development*
B.A., Dickinson College; M.Ed.,
University of Maryland
- CLAUDIA R. BOWEN, *Special Education*
B.A., Mary Manse College; M.A., Loyola
College
- JEAN BURGESS, *Theatre*
B.A., Ursuline College; M.A.,
Northwestern University
- STEVEN W. BURNETT, *Counselor Education*
B.S., Frostburg State University; M.S.,
Western Maryland College
- ANDREW BYRNE, *Deaf Education*
B.A., Gallaudet University; M.S.,
McDaniel College
- DAWN CAINE, *Education*
B.S., College of Charleston; M.Ed., Bowie
State University
- MEGAN CARROLL, *Reading*
B.S., Mount Saint Mary's College; M.S.,
Western Maryland College
- S. MELVIN CARTER, JR., *Deaf Education*
B.A., Gallaudet University; M.A.,
California State University, Northridge
- JANET CHOATE, *Education*
B.S.E., M.S.E., Arkansas State University
- MICHAEL CLEMENS, *Educational
Administration*
B.S., Millersville State College; M.Ed.,
Western Maryland College; D.Ed.,
Pennsylvania State University
- CRAIG CLIVE, *Human Resources
Development*
B.S.B.A., Northwestern University;
M.B.A., Babson College
- AMY COHEN, *Counselor Education*
B.S., Indiana University of Pennsylvania;
M.S., Western Maryland College
- JANET E. CONLEY, *Deaf Education*
B.S., M.Ed., Western Maryland College;
Ph.D., New York University
- LINDA COONS, *Exercise Science and
Physical Education*
B.S., Western Maryland College; M.A.,
The Ohio State University; M.S., Western
Maryland College
- PAUL D. COVERSTONE, *Education*
B.A., Marshall University; M.S., Aspen
University; Ph.D., Capella University
- BRUCE COWAN, *Exercise Science and
Physical Education*
B.A., Bridgewater College; M.Ed., Western
Maryland College
- KAY CRAIG, *School Library Media*
AB, Hood College, M.S.L.S.,
Shippensburg State University
- JOY DAIN, *Reading*
B.S., University of Akron; M.S., Western
Maryland College
- JAMES F. DASINGER, *Counselor Education*
B.S., Montana State College; M.Ed.,
Montana State University; Ed.D.,
University of Montana
- CAROLE A. DAY, *Education*
B.S., Illinois State University; M.A., Bowie
State University
- SHARON DONNELLY, *Counselor Education*
B.S., Towson State University; M.A.,
Loyola College; M.S.W., University of
Maryland at Baltimore
- JESSIE DOUGLAS, *Counselor Education*
B.A., Howard University; M.S., Loyola
College; Ed.D., The George Washington
University
- DEBORAH DROWN, *Education*
B.A., Frostburg State University; M.Ed.,
The John's Hopkins University
- JAMES DUDLEY, *Education*
B.A., M.S., Southern Illinois University;
Ed.D., University of Illinois
- MICHAEL DURKOS, *Education*
B.S., Frostburg State College; M.Ed.,
Coppin State College; Ed.D., The George
Washington University
- KIMBERLY DYAR, *Education*
B.S., M.Ed., Frostburg State University
- SUZANNE DYER-GEAR, *Human Resources
Development*
B.A., University of Tennessee; M.A.S., The
Johns Hopkins University
- CYNTHIA ECKENRODE, *Educational
Administration*
B.S., Lock Haven State College; M.S.,
Johns Hopkins University
- KEVIN ENSOR, *Counselor Education*
B.S., Towson State University; M.Ed.,
Loyola College; Ph.D., University of
Maryland
- LISA FARROW, *Education*
B.A., University of Maryland; M.S.,
Western Maryland College*
- ROSARIO FAZIO, *Education*
B.S., City College of New York; M.S.,
Hunter College of New York; Ph.D.,
Syracuse University
- ANDREA FELDMAN, *Deaf Education*
B.S., Rochester Institute of Technology;
M.S., Adelphi University
- KATHLEEN FERRIS, *Education*
B.S., Saint Francis College; M.Ed., Johns
Hopkins University
- TERRY FISCHER, *Reading*
B.S., Towson State University; M.S.,
Western Maryland College
- MARSHA FLOWERS, *Deaf Education*
B.A., Gallaudet University; M.A., Western
Maryland College
- RONALD FRIEND, *Education*
A.B., West Virginia Wesleyan College;
M.A., University of the Americas; Ed.D.,
University of Southern California
- BEVERLY JO GALLAGHER, *Education*
B.A., M.S. Loyola College; Ph.D., Capella
University
- JUDITH GEHR, *Education*
B.S., Clarion University; M.S., Western
Maryland College
- JOHN GERSTMAYER, *Counselor Education*
B.A., M.Ed., Western Maryland College;
Ph.D., University of Pennsylvania
- SUSAN GETTY, *Education*
B.S., Virginia Polytechnic Institute & State
University; M.Ed., University of Virginia;
Ed.D., University of Maryland
- MICHELE GILL, *Education*
B.S., Gordon College; M.S., Western
Maryland College
- SUSAN GLORE, *Counselor Education*
B.A., M.S., Shippensburg University
- SUSAN GOODMAN, *Education*
B.S., University of Delaware; M.S.,
Western Maryland College
- DANIEL GOURLEY, *Exercise Science and
Physical Education*
B.A., Salisbury State University; M.A.,
Sam Houston State University
- BARBARA GRAVES, *Education*
B.A., Frostburg State University; M.Ed.,
Bowie State University

WILLIAM GRAVES, *Education*
B.S., M.S., Frostburg State University

CATHERINE GRUBB, *School Library Media*
B.A., Cedar Crest College; M.L.S.,
University of Maryland

TERRI GUY, *Education*
B.S., Towson State University; M.S.,
Western Maryland College

MARY H. HACKMAN, *School Library Media*
B.A., Western Maryland College; M.S.,
Towson State University

NANCY HARKINS, *Education*
B.S., M.Ed., Towson University

JOANNE HAY, *School Library Media*
B.A., Frostburg State College

SYLVIA HAZZARD, *School Library Media*
B.S., Anderson University; M.L.S.,
University of Maryland

DENISE HERSHBERGER, *Education*
B.S., Clarion State University; M.Ed.,
Towson State University

SEAN M. HEYL, *Education*
B.S., Duquesne University; M.A., Loyola
College

GINA HICKS, *Education*
B.S., Towson State University; M.S.,
Western Maryland College

JANE HIGDON, *Education*
B.A., M.Ed., University of Maryland

PAMELA HILL, *Education*
B.F.A., M.Ed., Stephen F. Austin University

LISA M. HOUCK, *Deaf Education*
B.A., M.Ed., M.S., Western Maryland
College

KEVIN IGOE, *Education*
B.A., King's College; M.S., Western
Maryland College

PAMELA IGOE, *Education*
B.A., King's College; M.L.S., University of
Maryland

GINA JACHIMOWICZ, *Education*
B.S., Mansfield University; M.Ed.,
Delaware State College

SHEILA JACKSON, *Education*
B.A., University of Virginia; M.S., Western
Maryland College

THERESA JACKSON, *Education*
B.A., University of Baltimore; M.Ed.,
Mount Saint Mary's College; M.S.,
Western Maryland College

JOSEPH JACOBS, JR., *Exercise Science and
Physical Education*
B.S., M.A., The University of Maryland;
M.A.S., The Johns Hopkins University;
Ph.D., The University of Maryland

KATHERINE A. JANKOWSKI, *Deaf Education*
B.A. Gallaudet University; M.Ed.
University of Arizona, Ph.D. University of
Maryland

ALLISON KAPLAN, *School Library Media*
B.A., California State University; M.A.,
M.L.S., University of California

VICTORIA KAROL, *Education*
B.A., Towson State University; M.Ed.,
Bowie State University; Ed.D., University
of Maryland

CHRISTINE KAY, *Human Services
Management in Special Education*
B.S., Mount Saint Mary's College; M.S.,
Western Maryland College

MICHAEL KENNY, *Education*
B.S., Southern Illinois University; M.S.,
Western Maryland College

LEE KIESSLING, *Reading*
B.S., Frostburg State University; M.S.,
Johns Hopkins University

SHARON KING, *Education*
B.S., Salisbury State College; M.Ed.,
University of Maryland

JANICE E. KNIGHT, *Reading*
B.S., Edinboro University; M.S., Western
Maryland College; Ed.D., University of
Maryland

DENNIS J. KUTZER, *Counselor Education*
B.S., University of Maryland; M.D.,
University of Maryland School of
Medicine

VIRGINIA LABAR, *Education*
B.A., M.Ed., University of North Texas

LESLIE LA CROIX, *Education*
B.S., James Madison University; M.S.,
Western Maryland College

WILLIAM "LANCE" LANDAUER, *Educational
Administration*
B.S., M.Ed., Shippensburg State College;
D.Ed., University of Pennsylvania

CARMA LATVALA, *Education*
B.S., Brigham Young University; M. Ed.,
Bowie State University; Ed.D., University
of Maryland

SHARON LAURICH, *Education*
B.S., Frostburg State College; M.Ed.,
University of Maryland

ALISON LEE, *Education*
B.A., University of Maryland – Baltimore
County; M.S., Loyola College

THOMAS LITTLE, *Human Resources
Development*
B.A., M.A., St. Mary's Seminary College;
M.S., The Johns Hopkins University;
Ed.D., North Carolina State University

BRIAN L. LOCKARD, *Associate Professor of
Education (Administration)*
B.S., Frostburg State College; M.Ed.,
Western Maryland College; Ph.D., The
American University

PEGGY A. LOYD, *Education*
B.A., St. Mary's College; M.S., McDaniel
College

JOSEPH MACDONALD, *Education*
B.A.A.S., University of Delaware; M.Ed.,
Wilmington College

KIMBERLY MACLEAN-BLEVINS, *Education*
B.A., M.Ed., Western Maryland College

JEFFREY MAHER, *Education*
B.A., University of Maryland; M.S.,
Western Maryland College

KARLA S. MANTILLA, *Human Resources
Development*
B.S., University of Michigan; M.A.,
George Mason University

THOMAS J. MANUS, *Counselor Education*
B.A., Middle Tennessee State University;
M.L.A., The Johns Hopkins University;

LETTY E. MAXWELL, *Education*
B.A., M.A., University of Pittsburgh

MICHAEL MAZZEO, *Education*
B.A., Salisbury State University; M.S.,
Western Maryland College

MARYANN MCBRIDE, *Education*
B.S., Frostburg State College; M.Ed.,
Loyola College

AUNDREA MCCALL, *Education*
B.S., M.Ed., Bowie State University

PETER L. MCCALLUM, *Education*
B.A., Frostburg State College; M.Ed.,
Towson State University; Ed.D., University
of Maryland

BARBARA MCCLOSKEY, *Counselor Education*
B.S., Bloomsburg University; M.Ed.,
Western Maryland College

JOHN McDONALD, *School Library Media*
B.A., Towson University; M.S., McDaniel
College

PATRICIA McDONALD, *Human Resources
Development*
B.A., Gettysburg College; M.L.A., Johns
Hopkins University; J.D., University of
Maryland

SEAN McDONALD, *Education*
B.S., State University of New York at
Geneseo; M.S., McDaniel College

MARY MCWHIRTER, *Counselor Education*
B.S.W., M.S.W., University of Maryland

STEVEN MECONI, *Education*
B.S., M.S., Towson University

- LINDA METHENY, *Education*
B.S., University of Delaware; M.Ed.,
University of Maryland
- ANDREW W. MILLER, *Education*
B.A., Lycoming College; M.S., McDaniel
College
- DEBORAH MISIAG, *Education*
B.A., California State Univrsity; M.S.,
Johns Hopkins University
- DEBRA L. MITCHELL, *Education*
B.S., Indiana State University; M.S.,
Western Maryland College
- RYAN MONROE, *Education*
B.S., College of William and Mary; M.A.,
University of Maryland Baltimore County
- MARIAN L. MORGAN, *Education/Special*
Education
B.S., University of Delaware; M.S.,
Western Maryland College
- KATHLEEN MORTON, *Education*
B.S., Salisbury State University; M.S.,
Western Maryland College
- ARTHUR C. MUELLER, *Education*
B.S., M.A., Ph.D., University of Maryland
- PETER MUSSER, *Counselor Education*
B.A., University of Maryland Baltimore
County; M.A., The Catholic University of
America; Ph.D., University of Maryland
Baltimore County
- LOUIS L. NORBECK, JR., *Education*
B.S., Bowie State College; M.A., Salisbury
State College; M.S., The Johns Hopkins
University; Ed.D., Wilmington College of
Delaware
- JO ANNE NORRIS, *Education*
B.S., West Chester University; M.Ed.,
University of Delaware
- ANDREW NUSSBAUM, *Education*
B.A., Stanford University; J.D., George
Washington University
- EDMUND O'MEALLY, *Educational*
Administration
B.A., M.A., Frostburg State University;
J.D., University of Maryland
- LINDA L. PARKER, *Education*
B.S., University of Delaware; M.A., Ph.D.,
University of Maryland
- FRANK PAOLOTTI, *Education*
B.A., Saint John Fisher College; M.A., The
George Washington University
- WAYNE PERRY, *Education*
B.S., Towson State University; M.A.,
University of Maryland
- DAVID F. PETRIE, *Exercise Science and*
Physical Education
B.A., Gettysburg College; M.S., University
of Delaware
- MARGARET PFAFF, *Educational*
Administration/Special Education
B.S., Towson University; M.S., Western
Maryland College; Ed.D., University of
Maryland
- HERBERT A. PHELPS, *Educational*
Administration
B.S., Waynesburg College; M.Ed., Western
Maryland College; Ed.D., Temple
University
- CHARLES H. PHILLIPS, *School Library*
Media
B.S., Frostburg State College; M.S.,
Western Maryland College
- TIMOTHY POLICASTRO, *Counselor*
Education
B.A., Towson State University; M.Ed.,
Loyola College
- JOHN QUASHNOC, *Educational*
Administration
B.S., Mansfield University; M.Ed.,
Bucknell University
- STACEY RAKACZKY, *Education*
B.S., Towson University; M.S., Loyola
College; M.S., Western Maryland College
- REGINA RANDO, *Education*
B.S., Salisbury State College; M.Ed.,
Towson State University
- MARC RASINSKY, *Political Science*
B.A., University of Maryland; J.D.,
University of Maryland School of Law
- ROBERT F. REDMOND, *Counselor Education*
B.S., Georgetown University; M.Ed.,
Ph.D., University of Maryland
- MATTHEW ROBINSON, *Exercise Science and*
Physical Education
B.A., York College of Pennsylvania; M.S.,
Western Maryland College; Ed.D., Temple
University
- RITA ROBINSON, *Education*
B.S., District of Columbia Teachers
College; M.Ed., Ph.D., University of
Maryland
- HARRIET ROSS, *Education*
B.S., M.Ed., State College of Boston;
M.Ed., Boston University
- LINDA ROSS, *Education*
B.S., University of Maryland; M.A.,
George Washington University
- MARGARET E. RUNKLE, *School Library*
Media
B.S., A.S., B.S.M.E., Pennsylvania State
University; M.S., Western Maryland
College*
- WILLIAM H. RYAN, *Education*
B.S., Bloomsburg University; M.Ed.,
Bowie State University; B.A., Western
Maryland College; M.A., Towson State
University
- MELANEY SANCHEZ, *Education*
B.S., University of Michigan; M.S.,
Western Maryland College
- DALE L. SCHAEBERLE, *Educational*
Administration
B.S., Millersville State College; M.Ed.,
Western Maryland College; Ed.D., Lehigh
University
- CATHERINE SCHWAAB, *Reading*
B.S., Towson State University; M.S.,
Western Maryland College
- MARIANNE SEABREASE, *Counselor Education*
B.S., Pennsylvania State University;
M.Div., Wesley Theological Seminary;
M.S., Loyola College
- HELEN SEAWELL, *Education*
B.A., University of Maryland; M.A.,
Towson University
- GLORIA SHAFFER, *School Library Media*
B.S., Lock Haven State College; M.S.,
Western Maryland College
- BARBARA Y. SHELLEY, *Reading*
B.S., East Stroudsburg University; M.S.,
Western Maryland College
- JEFFERY SHRADER, *Counselor Education*
B.S., Towson State University; M.S.,
Western Maryland College
- RICHARD SIMMONS, *Counselor Education*
A.B., Fordham College; M.S.Ed., Fordham
University
- LESLIE J. SIMPSON, *Education*
B.S., University of Maryland; M.Ed.,
Western Maryland College; Ph.D.,
University of Maryland
- STEVEN FRANK SLAUGHTER, *Education*
B.A., West Virginia Wesleyan College;
M.Ed., University of Delaware; Ed.D.,
University of Maryland
- DIVONNA STEBICK, *Reading*
B.S., Indiana University of Pennsylvania;
M.S., Western Maryland College
- VIRGINIA STORY, *Human Resources*
Development
B.A., M.S., Western Maryland College

ALAN STURROCK, *Education*

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

CYNTHIA TEESDALE, *Reading*

B.A., MacMurray College; M.S., McDaniel College

VICTORIA THOMAS, *Counselor Education*

B.S., Bloomsburg University; M.S., Western Maryland College

FRANK R. TURK, *Deaf Education*

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

DEBORAH VANE, *Counselor Education*

B.A., M.S.W., University of Maryland at Baltimore County

KATHLEEN WALLIS, *Reading*

B.S., M.Ed., Towson State University; Ed.D., University of Maryland

JAMIE WEAVER, *Reading*

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

SUSAN J. WEBSTER, *Education*

B.A., Univrsity of South Carolina; M.S., The Johns Hopkins University

PAUL WEST, *Counselor Education*

B.S., M.S., Shippensburg University; Ed.D., Virginia Tech

BENJAMIN WILLIAMS, *Education*

B.A., Shippensburg University; M.S., McDaniel College

TERRI WILSON, *Reading*

B.S., Indiana University of Pennsylvania; M.S., Southern Illinois University

BONNIE K. WILSON, *Education*

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

KATHLEEN WOOD, *Deaf Education*

B.S. Ball State University, M.A. Indiana University, Ph.D. Georgetown University

DEBORAH WYDA, *Human Resources Development*

B.A., College of Notre Dame of Maryland; M.S., University of Baltimore

PHYLLIS W. YOUNKINS, *Education*

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

PAMELA ZAPPARDINO, *Humanities*

B.A., Western Maryland College M.A., Ph.D., University of Rhode Island

Index

Address — Inside Back Cover

Academic Probation and Dismissal — 7

Academic Load — 6

Administration, Officers of — 41

Admissions — 4

Application Process — 4

Board Expenses — 9

Calendar — Back Cover

Campus Safety — 9

Career Services — 10

Chairman of the Board — 39

College Organization — 39

College Profile — 2

Commuter Parking — 10

Conveniences — 10

Counseling and Career Services — 10

Course Designations — 3, 12

Courses of Instruction — 19

Art — 21

Biology — 21

Business Administration — 21

Communication — 21

Counselor Education — 21

Curriculum and Instruction — 23

Deaf Education — 24

Education — 26

Subject Methods — 28

Educational Administration — 20

Educational Computing — 29

English — 29

Exercise Science and Physical Education — 30

General Science — 30

Gerontology — 31

History — 31

Humanities — 31

Human Resources Development — 31

Mathematics — 32

M.L.A. Final Project — 33

Online Teaching and Learning — 33

Philosophy — 33

Physics — 33

Political Science — 33

Psychology — 34

Reading — 34

Religious Studies — 35

School Library/Media — 35

Sociology — 37

Special Education — 37

Theatre Arts — 38

Educational Program — 3

Expenses — 8

Application — 8

Board — 9

Room — 8

Tuition — 8

Facilities and Services — 9

Faculty — 45

Fees — 8

Financial Aid — 9

Food Services — 10

Grades — 7

Health Services — 10

History of the College — 2

Honor System — 7

ID Cards — 10

International Students — 5

Lecturers — 46

Library — 10

Location Map — 11

Master of Liberal Arts Program — 3

Master of Science Program — 3

Matriculation — 5

Parking and Traffic — 10

Payment of Bills — 8

Philosophy and Objectives — 2

Programs of Study — 12

Master of Liberal Arts — 12

Master of Science

BEST — 12

Counselor Education — 13

Curriculum & Instruction — 13

Deaf Education — 14

Educational Administration — 15

Elementary/Secondary Education — 15

Exercise Science and Physical

Education — 16

Human Resources Development — 16

Human Services Management in

Special Education — 17

Reading — 17

School Library Media — 18

Special Education — 19

Refunds — 9

Registration — 6

Room Fees — 8

Special Studies — 38

Student Services — 9

Summer School — Back Cover

Teaching Certification — 3

Telephone Numbers — Inside Back Cover

Transcripts — 6

Transfer Credit — 5

Trustees, Board of — 39

Alumni Visitors to — 41

Faculty Visitors to — 41

Officers of — 41

Student Visitors — 41

Tuition — 8

Veterans Benefits — 9

Withdrawal from College — 6

Date _____

Social Security Number (*optional*) _____

Telephone (Home) _____

Telephone (Work) _____

Email _____

Name _____
Maiden/Previous Name _____

full first

full middle

last

suffix

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)

_____ BEST (K-12)

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**

_____ **Certificate in Gerontology**

_____ **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:

_____ P.G. County

_____ Southern 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 \$50 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

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:

Thomas M. Falkner, Provost and Dean of the Faculty;
For Graduate Program Coordinators see page xx.

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

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.

Published June 2005 by
McDaniel College Office of Communications and Marketing
Editor: Joyce Muller
Design: MSK Partners
Printing: Schmitz Press

Graduate Calendar

Fall Semester 2005

Classes begin Monday, August 29

No classes (Labor Day) Monday, September 5

No classes (Fall break) Monday & Tuesday, October 17 & 18

*Thanksgiving break Wednesday, Thursday & Friday,
November 23, 24, & 25*

Classes end Monday, December 12

Spring Semester 2006

Classes begin Monday, January 23

No classes (Spring break) Monday-Friday, March 13-17

Classes end Thursday, May 4

Commencement Saturday, May 20

Summer Session 2006 (proposed)

*Summer Session 1 — Monday, May 22 – Friday, June 16
(No classes Monday, May 29)*

*Summer Session 2 — Monday, June 19 – Friday, July 14
(No classes Tuesday, July 4)*

*Summer Session 3 — Monday, June 19 – Friday, July 28
(No classes Tuesday, July 4)*

Fall Semester 2006 (proposed)

Classes begin Monday, August 28

No classes (Labor Day) Monday, September 4

No classes (Fall break) Monday & Tuesday, October 16 & 17

*Thanksgiving break Wednesday, Thursday & Friday,
November 22, 23, & 24*

Classes end Monday, December 11

Spring Semester 2007 (proposed)

Classes begin Monday, January 22

No classes (Spring break) Monday-Friday, March 12-16

Classes end Thursday, May 3

Commencement Saturday, May 19

Summer Session 2007 (proposed)

Summer Session 1 — Tuesday, May 29 – Friday, June 22

*Summer Session 2 — Monday, June 25 – Friday, July 20
(No classes Wednesday, July 4)*

*Summer Session 3 — Monday, June 25 – Friday, August 3
(No classes Wednesday, July 4)*



MCDANIEL
COLLEGE

2 College Hill
Westminster, Maryland
21157-4390

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

Non-Profit Org.

U.S. Postage

PAID

Westminster, MD

Permit No. 178