

Graduate and
Professional Studies

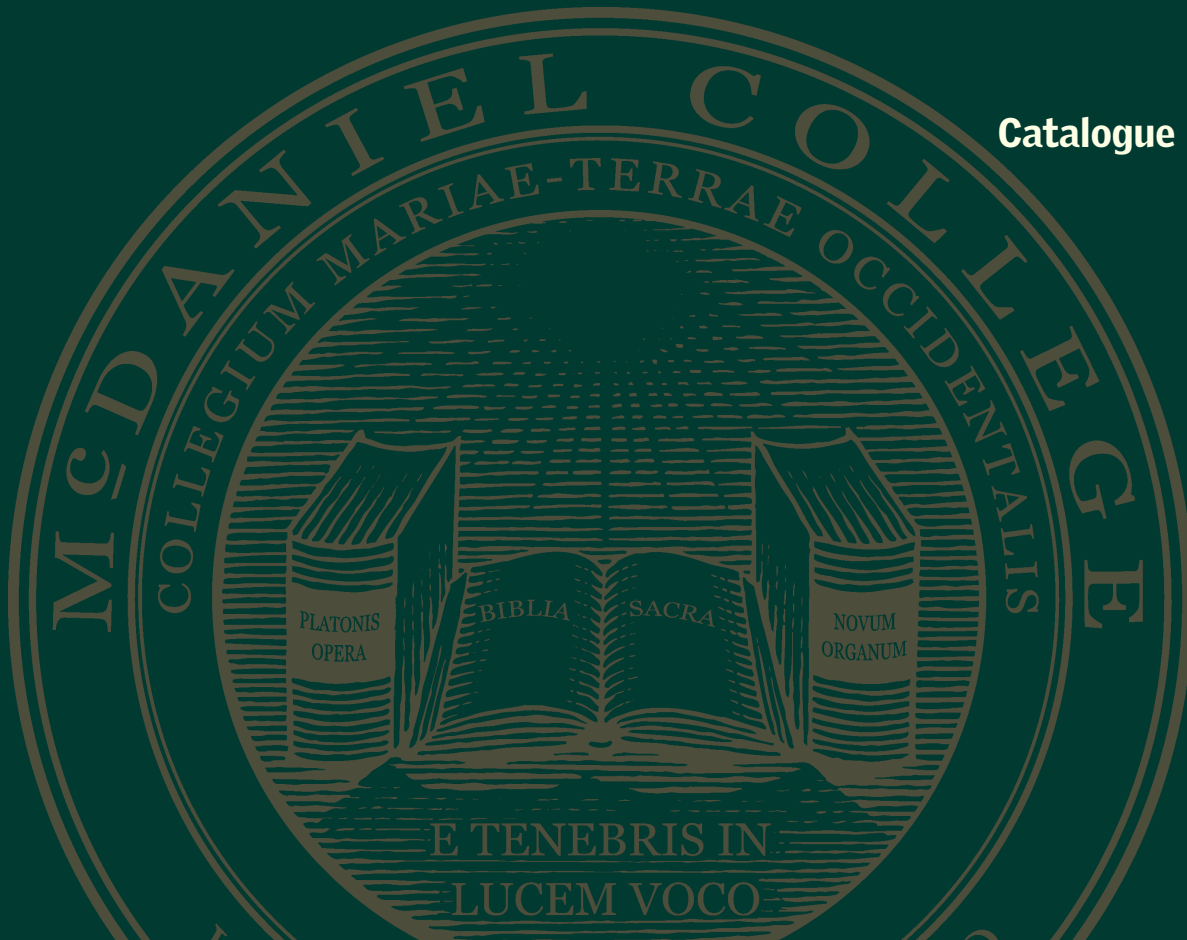


MCDANIEL

Changing Lives.



Catalogue 2007-09



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;
- advocate for and facilitate the personal growth and well being of a diverse clientele;
- use appropriate technology, assessment and analytical tools to solve problems and make decisions in their field;
- are prepared to interact, communicate and practice in a variety of settings with unique constraints and cultures; and
- are committed to life-long learning and continuing their own personal growth in order to stay current in their profession.

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Message from the Dean

McDaniel College boasts a rich history of helping students meet their academic and professional goals. We in Graduate and Professional Studies draw from that experience everyday in preparing individuals to serve their community.

Experience is important, but we cannot live in the past. We owe it to our students to look forward, growing Graduate and Professional Studies to address our changing world. Our new economy places a greater emphasis on careers in community service, and we continue to refine McDaniel's postgraduate programs to fill those shifting needs.

Together with community partners, we have made significant investments in our shared future. Through a recent grant from the Jessie Ball duPont Fund, McDaniel established a new Center for the Study of Aging, offering graduate and continuing education programs designed to meet the challenges of our nation's aging population.

We bolstered our respected programs in K-12 education, making them more convenient and accessible. Graduate and Professional Studies now teams with schools throughout our region to develop courses specifically-designed for existing and prospective teachers and administrators in their home districts, and we offer more courses online.

Today, students in our Human Resources Development program take advantage of satellite offerings in the Baltimore/Washington corridor, reaching professionals right where they live and work.

These are just a few examples of the recent developments in our 15 programs throughout Graduate and Professional Studies. All of our efforts, traditional and new, are designed to give students a solid foundation in the theory, research and practice of their respective disciplines. Small classes mean members of our faculty provide the individual attention students deserve.

We want to help put your education to work for you today and the years to come. Please take the opportunity to explore the catalogue, our website and the campus to discover what Graduate and Professional Studies at McDaniel can do for you and your future.

Dr. Sherri Lind Hughes
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 bayside 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 1700 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 is a balanced program that incorporates 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 a breadth of educational experience provided by selection of course work in supporting fields and the liberal arts to complement the program.

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 5,000 graduate students are listed on the active graduate roster throughout the year, over 1,500 individuals are attending graduate classes on campus, off campus, and online during any one semester. Most graduate students commute to these classes from surrounding Maryland counties, as well as nearby Pennsylvania, the District of Columbia, Northeast Maryland, and northern Virginia. The College is also steadily increasing the number of courses available online.

During the Fall and Spring semesters, most graduate courses are conducted in the late afternoon, evenings, and weekends. This format accommodates the majority of employed 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, many courses are conducted during the day and meet more frequently during the week.

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 catalogue.

Master of Science

The Master of Science program is available in the following areas: Better Educators for the Students of Tomorrow (BEST)

(Elementary, Secondary, K-12)
(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 (HSM)
Reading Specialist (RDS)
School Library Media (SLM)
Secondary Education (EDU)
Special Education (SED)

Research Theory and Practice

The graduate mission emphasizes the development of knowledge and critical thinking that is based on current research, theory and practice within a field of study. Course work will include both core and elective courses that promote value for, balance of and interdependence among these approaches and help students to consistently apply them in their work. Some courses will emphasize foundational knowledge and dominant theories, others will promote critical thinking and research methodologies to answer important questions. Still others will apply that knowledge to solve current problems.

Certification

By following specially designed and approved sequences 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 Specialist
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 students who pass teaching exams required for state teacher licensure. The 2005-2006 results for the College 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, 100%; Maryland average, 98% (*Scores represent students in elementary and secondary education programs.*)

Tests of Content Knowledge: (Praxis II): McDaniel College, 100%; Maryland average, 99% (*Scores represent students in elementary and secondary education programs.*)

Tests of Teaching Special Populations: (Praxis II): Maryland average, 95%; McDaniel College did not have enough test takers to report data.

Summary Totals of Pass Rates: McDaniel College, 100%; Maryland average, 97% (*Summary data include 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

Capstone Experiences and Comprehensive Examinations

All Master's Degree programs include a culminating experience designed to encourage students to consolidate and integrate what they have learned throughout their program of study. In general, students should participate in this experience after completing most if not all of their coursework and any required practica or internships, preferably during the final semester before earning the degree.

At the time of publication the following programs require students to prepare a portfolio documenting the fulfillment of program objectives: BEST, Human Resources Development, Reading Specialist, Special Education and School Administration. MLA students complete a final project, and most remaining programs require a comprehensive exam.

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, fail or a request for a conference in which responses will be explained or justified. Notification about results will be sent no more than four weeks after the exam is given. The comprehensive exam can be taken no more than three times.

Thesis Option for Master of Science Students

Students are encouraged to consider writing a thesis as part of their program. This option is particularly valuable for students considering the pursuit of a doctorate or those with a well-defined research interest. Successful completion of the thesis may be used instead of the comprehensive exam or portfolio and 3 credits earned from work on the thesis may count toward the student's program of study.

Recent thesis topics:

- The Comparison of Second Language Learning (CUR)
- The Effect of Mathematics Resource Teachers on Student Achievement in Title I Schools (ELE)
- The Effects of an Adapted Interactive Writing Program on Children's Phonological Awareness, Print Concepts, Alphabetic Knowledge, Phonics and Word Recognition Skills, and Orthographic Knowledge in an Urban Classroom (RDG)
- Effects of Direct Vocabulary Instruction on Content-Related Vocabulary in a Primary Classroom (RDG)
- Does Participation in the Carroll County Outdoor School Program Impact The Responsible Environmental Behavior of Its Participants? (ADM)
- The Effect of Specialized Teaching in the Area of Mathematics on the Mathematics Achievement of Fifth Graders (ELE)
- Does Gender and Student Attitude Effect Mathematics Achievement? (ELE)
- The Effect of Instruction in Deaf Studies on the Self-Esteem of Deaf Students (DED)

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, RDS, 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 should meet with an advisor to be sure they are eligible and notify the Registrar's Office of their intended date of graduation. All students must complete and submit the Application for Graduation Form (Available on the Archway). Students may complete all requirements for their program and be awarded a diploma in August, December or May; however formal commencement exercises are held only in May. Beginning in early January, several campus offices will send commencement ceremony information.

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 established in 1985 and presented by Ann Bailer Fisher is given in memory of her father, a former graduate dean. The award rotates among several Master of Science programs and honors someone of outstanding accomplishment who has received a master's degree from McDaniel College.

Listed below are the most recent (5 years) recipients:

Barbara Guthrie	Counseling	2002
Allyson Lyga	School Library Media	2003
Brian Lockard	Educational Admin.	2004
Anna Varakin	Reading	2005
Christine Kay	Human Service Mgnt.	2006



Admissions

Candidates for admission to graduate study are assessed on an individual basis. Admissions requirements vary for each program but all programs require a set of documents including an application form, a \$50 non-refundable application fee, and an official transcript certifying completion of a baccalaureate degree from an accredited college or university. Some programs will require additional materials including a valid teaching certificate, Praxis scores, three letters of reference or personal goal statements. Applications are available on the College website (www.mcdaniel.edu), from the Office of Graduate and Professional Studies and the back of this catalogue.

Applications are accepted and processed throughout the year but the College recommends that students submit their applications and supporting materials well in advance of the start of the semester in which they plan to enroll. Filing a complete application packet will expedite its processing and students should allow at least two weeks for their materials to be processed.

Recommended Application Filing Dates:

Fall Semester – August 1

Spring Semester – December 15

Summer Session – May 1

These recommended dates are after the opening of registration for those semesters so students wishing to have the greatest choice of courses should submit their applications earlier.

Applicants who meet the entrance standards of the program to which they apply will be accepted as pre-matriculated students. Full matriculation status will be granted after students have successfully completed at least nine credits of graduate coursework and met specific program requirements.

Since master's degree programs have specific requirements, students should meet with their advisors early in their course of study to develop individual program plans.

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 the non-refundable fee.

Degree-seeking Status

A. Pre-matriculation

Applicants for degree programs are first admitted as pre-matriculated students after submitting: (1) the Application for Graduate Study with a non-refundable fee, (2) official transcripts certifying completion of an undergraduate degree from an accredited college or university (McDaniel College graduates do not need to submit a transcript) and (3) program specific materials such as goal statements, valid teaching certificates or letters of recommendation (see the Program of Study beginning on page 12.) Students seeking a master's degree remain in this pre-matriculated category until they successfully complete nine credits of graduate work at McDaniel College, and meet program specific expectations.

Some programs may have additional requirements for pre-matriculation. See the Program of Study beginning on page 12.

Students changing from non-degree to degree-seeking status may, with the approval of the program coordinator, apply a maximum of 9 credits 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 confirmation of their matriculation. See the Programs of Study beginning on page 12 for specific matriculation requirements in each program.

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 official transcript certifying completion of an undergraduate degree from an accredited college or university. This application form must be sent together with the non-refundable fee.

If a student changes status from special student or non-degree to degree-seeking, generally a maximum of nine credits earned as a non-degree student may be applied to the degree program as approved by the program coordinator.

Transfer Credit

Credit earned at another institution should be presented to the program coordinator or academic advisor for approval. 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. individuals seeking a second Master's degree must earn a minimum of 60 graduate credits;
6. credits may be earned no earlier than six years prior to beginning the master's degree program; and
7. official transcripts must be submitted before credits will be posted on a student's McDaniel record and catalogue course descriptions may be requested.

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 Records Office. Students must achieve a score equivalent to 79-80 or higher on the internet based exam to be accepted for admission. In addition, international students must comply with other requirements issued by the International Programs Office.

International applicants with F-1 visas should contact the Director of Graduate Marketing and Admissions (410-857-2512) to obtain the international packet of information which includes declaration of finance forms. When all completed documents are submitted to the Graduate Records Office and approved, and when accepted to the Graduate and Professional Studies program, international students should contact the Director of Graduate Marketing and Admissions to apply for an I-20 for study at McDaniel College.

International students are required by law to be enrolled for a minimum of 9 credits each semester. In addition, they are required to meet with the Director of Graduate Marketing and Admissions at the beginning of each semester to verify attendance at the College.

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 a 3.20 cumulative grade point average. A maximum of six graduate credits may be taken. These courses will count toward the individual's undergraduate degree and cannot be used as credit toward a graduate degree. Undergraduates may also enroll in graduate courses if they have been accepted into a 5-year program that leads to both a Bachelors and Masters degree. More detailed information is available in the undergraduate catalogue.

Academic Advising

McDaniel College is dedicated to personal advising and close interaction between faculty and students. After being accepted, degree-seeking students are expected to schedule an appointment with their program coordinator or assigned academic program advisor to develop a comprehensive understanding of the program's requirements and expectations, to assess academic preparation and prior academic work and to plan a program of study.

Students and their advisors will at this point establish and agree on a program plan which should be followed unless changes are approved by the program coordinator. Students are encouraged to meet or otherwise stay in contact with their advisors throughout their program of study to discuss academic progress, personal and professional goals and address any challenges or concerns.

Academic advisors are expected to provide sound and accurate guidance but the final responsibility for knowing the program requirements and academic policies rests with the student. Program handbooks, available online and from advisors, explain the programs in detail and outline any additional requirements.

Registration

One month prior to registration, graduate course offerings for the following term will be available on The Archway through the McDaniel College website. Registration dates are available on the College website. Registration may be completed online using The Archway. Graduate bulletins are mailed to current and prospective graduate students each term announcing the courses being offered for that term.

Add/Drop

Prior to the start of class, students may add or drop a class using the Archway. After classes start, students may add a class only if they have the approval of the instructor. An add/drop form, with the instructor's signature, must be processed with the Registrar's Office. Students may drop a course on the Archway up until the last day to drop without notation; after that they must submit a signed add/drop form or send an email from their official McDaniel College email address to the Registrar's Office (sdeane@mcdaniel.edu). Please include name, student ID number, the course title, number and section for the course or courses to be dropped and a daytime phone number. Notifying the instructor of the class is common courtesy but is NOT an official drop.

Add/Drop forms are available online or in the Registrar's Office. Forms may be dropped off at the Registrar's Office during regular office hours (8:30 a.m. to 4:30 p.m.) or put in the mail slot in the office door after hours.

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 "WP" (withdrawn passing for grades of "B-" or better)

or "WF" (withdrawn failing for grades below "B-"). The "WF" grade will be calculated as an "F" in the student's GPA.

Withdrawal from the College

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

Educational Records

Educational records are those records, files, documents, and other material directly related to a student and maintained by McDaniel College or any of its agents. The College assumes an implicit and justifiable trust as custodian of these records. Access to and release of student records are determined by College policy, which complies with Public Law 93-380 (the Family Educational Rights and Privacy Act of 1974, often referred to as the Buckley Amendment). Copies of the College Policy on Release of Information About Students and of the U.S. Department of Education regulations implementing Public Law 93-380 are available in the Registrar's Office.

Retention of records

Academic records are permanently held by the Graduate Records Office. Transcript records are permanently held by the Registrar's 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 website, www.mcdaniel.edu under Records, or in the Registrar's Office. Students may mail or fax a written request with a credit card number to the Registrar's Office. The written request should include: student's name, ID #, dates of attendance, academic level (graduate/undergraduate) and the 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 also 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. Students may request a leave of absence for up to 12 months for personal circumstances, extending their time for completion of the degree.

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; it does 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 scholarly achievement. A total average of 3.00 (B) must be maintained in order to remain in good standing.

Letter grades are converted to numerical values on the following scale:

<i>Letter Grade</i>	<i>Quality Points</i>
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
F	0.00
W or WP or IP	Not calculated into GPA
WF	0.00
P	Not calculated into GPA
NP	Not calculated into GPA

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". A grade of IP (In Progress) may be given for students who are continuing to complete requirements for courses that extend beyond one semester, such as internships, special projects, etc.

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

A graduate student must maintain a 3.00 grade point average for all course work. If the average drops below 3.00 or a grade of "C+" or lower is received, a student is placed on academic probation. By action of the Graduate Affairs Committee, a student 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 his or her 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 from the College or the academic program may also result from failure to observe McDaniel College's Honor Code, from unethical or unprofessional conduct, from unsuitability for one's field of study, or failure to meet individual program requirements. The Graduate Affairs Committee may be asked by program coordinators 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

Philosophy

The McDaniel College community confirms its commitment to the ideals of personal integrity and community honor in all aspects of professional studies, including academic endeavors, use of the library and other facilities, and respect for community and personal property. The college-wide honor system affirms that honest people are the most important elements of the learning community and that the rights of the honest majority must be protected against the actions of individuals acting dishonestly. Therefore, all graduate students are required to adhere to the campus-wide honor pledge to neither give or receive unauthorized help on assigned work, nor tolerate others doing so. Both students and faculty have an obligation to themselves and to their peers to discourage honor code violations. Copies of the complete honor code are available from the Office of Graduate and Professional Studies.

Procedures

NOTIFICATION

Academic violations consist of plagiarism and cheating in course-work as well as misuse of library or departmental materials and borrowing privileges. When an Honor Code violation is suspected, the faculty member responsible for the course should inform the student and must report the Honor Code infraction to the Dean of Graduate and Professional Studies with a written explanation and supporting documentation that details the alleged violation. If the alleged violation is of a sufficiently serious nature to require an Honor and Conduct hearing, the Dean of Graduate and Professional Studies will notify the Vice President of Student Affairs to schedule a hearing. If grades must be submitted prior to the resolution of an Honor Code violation, the faculty member will assign a grade of IP until the matter is resolved.

BOARD HEARING

The Honor and Conduct Board is established to objectively evaluate academic honor violations. The Vice President 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. Students and faculty members on the board will be chosen from a variety of programs other than that of the accused. The Vice President or designee serves as a chairperson and recorder. Whenever possible, the hearing should be convened prior to the start of the next academic session. As soon as the time and place of the hearing have been established, at least forty-eight hours prior to the hearing, the Vice President 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 advisor of his/her choice from the college community present at the hearing. The Hearing Board will request declarations of fact from the accuser, the accused, and the witnesses, and will arrive at a decision on whether or not the student violated the Honor Code. A guilty decision requires the vote of three members of the Board. If a graduate student is found guilty of an academic violation of the Honor Code, the student will be dismissed from the graduate program and the College. All hearings will be recorded; the recording 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, he/she may appeal in writing to the College Provost within forty-eight hours of the end of the initial hearing. The circumstances under which a student may legitimately appeal are: faulty procedures, lack of sufficient evidence, sanctions believed to be too severe, or new evidence. The Provost shall call the Appeals Board to review both convictions and penalties. The Appeals Board shall follow procedures outlined in the Honor Code handbook

Tuition

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

The tuition for Fall 2007-Spring 2008 is \$300 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 or 410/857-2210, 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 and Fees 2007-2008

(Please refer to the current Graduate Course Bulletin for current fee values.)

Application fee.....	\$50
<i>This is a one-time fee with payment due with the submittal of the Application for Graduate Study prior to the student enrolling in the first course at McDaniel College.</i>	
Tuition/credit hour	
Fall 2007-Spring 2008.....	\$300
Late registration fee.....	\$35
<i>Students have until the day before the class begins to register. Students registering on or after the first day of class are required to pay a late registration fee.</i>	
Comprehensive Examination	\$100
<i>The comprehensive exam for eligible M.S. graduates at the end of their programs.</i>	
Late Comprehensive Exam Registration Fee	\$25
Student Teaching fee.....	\$600
Internship fee.....	\$200
Transcript fee	\$5
Parking Registration per semester	\$25

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 Assistance program for the Counselor and Human Service

Management programs. Please contact the State of Maryland at 410-260-4565 for information.

Contact the Financial Aid Office for application information. The phone number is 410/857-2235 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 and other scholarships. Assistantships are available in a variety of departments/offices on campus. Graduate assistants receive tuition remission in return for their work (80 hours per course). Contact the Office of Graduate and Professional Studies for more information.

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 official withdrawal. The effective date of withdrawal is the date of receipt in the Registrar's Office of written notification from the student.

Tuition refunds are based on the amount of time that has elapsed since the start of class. At any point after the start of the class, the following refund policy will prevail:

<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.

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.

Veterans Administration Benefits

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

Monthly allowances, paid directly by the Veterans Administration to the veteran, are based on the student's total credit hours per semester. Student tuition and fees are paid to McDaniel College by the student.

Facilities and Services

Campus Safety

The Department of Campus Safety is located on the lower level of Winslow Center. 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

Graduate students seeking placement assistance are referred to the Office of Career Services (career@mcDaniel.edu or 410-871-3305) located in Smith House. Current job vacancies can be obtained by registering for the job website at Stuser.mcdaniel.edu/career/job/page2.html and individual/group placement counseling is available upon request. The Praxis Exam is coordinated by Lisa Maher, 410/549-4923.

College Events

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



Counseling Services

The Counseling Center, located in Smith House, will arrange for short-term personal counseling and referrals for all full-time graduate students free of charge during the regular academic year.

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 all students, including lounges, TV areas, the Grille, Budapest Café, 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 are available to the entire College community and operate on an a-la-carte basis.

Graduate and Professional Studies Office Hours

When classes are in session the 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 office may be reached by calling 410/857-2500 v/tty.

Health Services

The facilities of Student Health Services, located in Winslow Center, are 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 Hospital Center and its emergency department, labs, and x-rays are the financial responsibility of the student. Health Center hours are posted each semester outside Winslow Center. A College-sponsored medical insurance plan is available at Winslow Center for both part-time and full-time students. The Health Center is not open during the Summer Session.

Housing

McDaniel College does not currently offer on-campus housing for graduate students during the regular academic year. A listing of off-campus apartments and rooms for rent is available for inspection in the Office of Residence Life.

Housing for graduate students is available for the Summer only. Rooms are single and double occupancy. A limited number of single rooms will be assigned on a first-come, first-served 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.

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

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. These cards provide free admission to the College pool, the Gill Center, the Merritt Fitness Center, golf course, computer labs and gameroom, and allow the student to access and borrow materials from the library. I.D. cards are available at the I.D. Office near Englar Dining Hall, lower level, Decker Center for each currently enrolled graduate student.

Information Technology

Online registration and other student services are available through The Archway. The campus offers numerous "smart" classrooms and conveniently located student computer labs and wireless hotspots. 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. Requests for interpreting/transcribing services must be made by returning the Accommodation Request form at least two weeks prior to the start of class to guarantee an interpreter/transcriber. The Accommodation Request form is available on the Archway, from your advisor, the Office of Graduate and Professional Studies, the Registrar's Office, or the Office of Student Academic Support Services. If you have any questions, please contact Lynda Casserly at 410/857-2518 v/tty or lcasserly@mcdaniel.edu.

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 catalogue 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 Community College Library. McDaniel College 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, as state-of-the-art reference services include extensive course-integrated bibliographic and information literacy instruction. Visit the Hoover website for more details and hours of operation.

Meal Plans

Several meal plan options are available to all students. Students living in residence halls during the Summer Session are required to select a meal plan. 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.

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 for registered vehicle(s) only and are not transferable. The cost for a graduate student to register a vehicle is \$25.00 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. Become familiar 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 when a parking permit is purchased.

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

FIRE LANES: Any vehicle parked in a fire lane (marked by red curbs or signs) 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 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.

Registrar's Office

During the Fall and Spring academic terms, the Registrar's Office in Elderdice Hall is open Monday through Thursday, 8:30 a.m. to 4:30 p.m. and Friday 9:00 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. The office may be reached by calling 410/857-2755 v/tty during those hours or via email (sdeane@mcdaniel.edu).

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 requesting to receive any academic accommodations (extended test time, computers, etc.) must complete the Accommodation Request Form available on the Archway, from your advisor, the Office of Graduate and Professional Studies, the Registrar's Office, or the Office of Student Academic Support Services. If requesting academic accommodations, students must also provide documentation to the Office of Student Academic Support Services. Any questions can be directed to Kevin Selby at 410/857-2504 or kselby@mcdaniel.edu.

Weather Conditions

Inclement weather may cause the cancellation of graduate classes. When this occurs, radio and television stations in the area are notified by 2 p.m. and it is posted on the College website. Off-campus classes will not meet when the county school system where the class is being held closes its schools due to inclement weather. However, when classes are not cancelled, each student must make his or her own decision regarding the advisability of travel based on factors of personal safety. Notice of cancellation of weekend classes will be made by 7:00 a.m. on Saturday for courses at the Westminster campus. Off-campus weekend classes are guided by the instructor and site policy found on the syllabus.



Campus Location

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.

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 (MLA)

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.

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 prepare 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 design their own 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 proposed 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 credits):
 - 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 courses (24 credits) should come from the following areas:
 - At least one course (3 credits) from Cultural Heritage.
 - At least one course (3 credits) from Contemporary Society.
 - At least one course (3 credits) from Creative Process.
 - Five elective courses (15 credits) – three courses must come from the M.L.A. curriculum, and 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 Catalogue.
4. Only one independent study can count toward the degree program.

MASTER OF SCIENCE PROGRAMS (MS)

Better Educators for Students of Tomorrow (BEST)

Overview

The BEST program provides students with the content, 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) or 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 these fields 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 and application fee
- Official transcripts verifying completion of an appropriate undergraduate degree from an accredited college or university with 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
- Complete a 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 GPA of 3.00 or higher in courses taken at McDaniel College;
- Three professional letters of reference;
- 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.)
- Appropriate Professional Dispositions as determined by the course instructors.

**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 (CED)

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 service 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 advisor can lead to LCPC eligibility.

Matriculation (program admission requirements):

- Application for graduate study.
- Personal goal statement essay.
- Three (3) references.
- Official transcripts verifying all previous academic work, including completion of a bachelors degree from an accredited college or university with a cumulative GPS of at least 2.75* (on a scale of 4.0)
- 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 advisor.
- A minimum of 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 (CUR)

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? Why?
2. How should students learn? 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?

Course work and experiences support the attainment of outcomes for McDaniel College's graduate programs. The Curriculum and Instruction program outcomes incorporate both the McDaniel College Conceptual Framework and the principles of the National Board of Professional Teaching standards. Program outcomes are intended to enable candidates to:

1. describe and exemplify the essential understandings required in designing and implementing effective curriculum and instruction for diverse learners.
2. demonstrate critical thinking, creative thinking, reflective thinking, and self-regulation in professional decision-making.
3. apply effective written and verbal communication techniques to foster active inquiry, collaboration and supportive interaction in professional settings.
4. describe and analyze curricular and instructional foundations and issues impacting teaching and learning.
5. demonstrate the connections between learning theories and instructional practice.
6. document the effects of instruction on student learning using assessment and research methodologies.
7. demonstrate and promote the integration of technology to enhance curricular and instructional design, implementation, and evaluation.

8. design curricular plans and instructional processes to meet the diverse learning needs of students.

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 college or university, and one reference form completed by a teaching colleague or supervisor. The student will receive a Pre-Matriculation Program Plan outlining the courses required to become a fully matriculated graduate student.

Pre-matriculation

As a pre-matriculated graduate student in the Curriculum and Instruction program, the student must:

1. submit all documentation required for admission
2. successfully complete 9 credit hours of graduate course work which must include CUR 501 Curriculum Trends and Issues, EDU 550 Introduction to Research Methodology, and one other course (CUR 503 is recommended)
3. must remain in good standing by earning a grade of B or better in each of these three courses

Matriculation

After successful completion of the pre-matriculation requirements, the candidate will develop a program plan of study with the assigned Academic Advisor.

Due to scheduling or course demands, a student may be delayed in successfully completing CUR 501 or EDU 550. In such cases, students will be allowed to complete these specified courses no later than the 5th course in the program of study. Registration will be blocked if CUR 501 and EDU 550 are not successfully completed at that point.

Courses

All candidates will complete eleven courses (33 credit hours) distributed over two categories: the Curriculum and Instructional Core and the Focus Area.

Curriculum and Instructional Core: Seven REQUIRED courses. These courses provide the candidate with the foundation for curriculum design and the implementation of that design. These courses also provide for developing skills in designing and evaluating curriculum.

- CUR 501 Curriculum Trends and Issues
- EDU 550 Introduction to Research Methodology
- CUR 503 Learning and Instruction
- CUR 505 Differentiation and Technology
- CUR 509 Monitoring and Aligning Curriculum, Instruction, and Assessment
- CUR 512 Curriculum Analysis and Planning
- CUR 515 Design and Evaluation of Curriculum and Instruction

Focus Area: Four courses to be selected by the student

The Focus Area is intended to extend the candidate's abilities to apply the concepts and skills in a pedagogical or content area of interest. These areas include, but are not limited to:

- Adaptations for Special Needs (**DED, EDU, PSY, SED)
- Computer Applications in the Instructional Program (EDU, SLM)
- Fine Arts (**ART, **MUS, **THE)
- Leadership in Curriculum and Instruction (ADM)
- Math Education (**EDU, **MAT)
- Online Teaching and Learning (OTL)
- Reading and Language Arts (RDG)
- Science (**BIO, **PHY)
- Social Sciences (**ECO, **HUM, PSI, SOC)

Teaching English to Speakers of other Languages (EDU/TSL) (the course prefixes which are appropriate for these focus areas are in parentheses)

** available on campus ONLY

Capstone Experience:

Candidates will complete CUR 515 as the last course in the sequence of the Curriculum and Instruction Core. This course will encompass all previous academic work in the required Core.

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

DEAF EDUCATION (DED)

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 explore current research trends in the field; and to create opportunities for the success of all children.

Deaf Education Pedagogical Mission

To prepare knowledgeable and competent 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 their students with support for improvement in both languages; who develop an appreciation and respect for bilingual fluency; who create a linguistically rich learning environment; and who share the beauty of both languages.

Deaf Education and Cultural Mission

To prepare teachers who value the importance of Deaf culture and integrate it into 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 accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the Council on Education of the Deaf (CED) and the Maryland State Department of Education (MSDE).

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. A Masters degree in Curriculum and Instruction with an ASL concentration is available.

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 100 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. Candidates are eligible for the M.S. degree in Deaf Education and Maryland State Certification in Special Education Generic/Hearing Impaired PreK-12.

SECONDARY: Prepares classroom teachers for middle and high school Deaf students. Candidates must have a Bachelor's degree in English, Science, History, Mathematics, P.E., or Art and are eligible for the M.S. degree in Deaf Education and Maryland State Certification in Special Education Generic/Hearing Impaired PreK-12.

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.

LITERACY SPECIALIST: Prepares literacy specialists to work with Deaf and hard-of-hearing students to develop reading and writing competence. Candidates must have a Master's degree and certification in Deaf Education and upon completion will be eligible for Maryland State Certification as Reading Specialist.

Courses

PREREQUISITES: Demonstrate entry level ASL and English proficiency by means of the ASL Proficiency Interview (ASLPI) and the English Proficiency Essay (EPE), Child/Adolescent Development, Special Education courses, Elementary/Secondary methods, ASL Linguistics, Deaf Culture.

MATRICULATION (ACCEPTANCE INTO DEAF EDUCATION): Program plan approved by advisor, B or better in all CORE courses, satisfactory review of the suitability criteria, 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 or other equivalent Deaf Education preparation), 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; and submission of Praxis I scores.

EDUCATIONAL ADMINISTRATION (ADM)

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 require completion of an administrative internship in addition to 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 certification as a K-12 Principal requires evidence of a qualifying score on the Praxis Test #10410 Educational Leadership (Administration and Supervision).

All programs in Educational Administration are accredited by the National Council for Accreditation of Teacher Education (NCATE) 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 verifying completion of a bachelor's degree (minimum of 3.00 GPA*) from an accredited college or university;
- submit three letters of reference;
- develop a program plan in consultation with the program advisor.

**Student not meeting this criterion may be admitted to the program on a conditional basis. Matriculation status will be reviewed after the student has completed nine credits in the program.*



Matriculation

Students must:

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

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 (EPE)

Overview

The graduate program offers 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 certification examinations 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.

Admission

Interested applicants to the Exercise Science and Physical Education program are evaluated based on the following criteria:

- an application for graduate study with non-refundable fee;
- an official transcript verifying completion of a bachelor's degree from an accredited college or university with a cumulative grade point average of at least 2.75*.

**Students not meeting this criterion may be admitted to the program on a conditional basis. Matriculation status will be reviewed at the completion of nine graduate credits.*

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 (HRD)

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 within their organizations.

The program in Human Resources Development is offered using a cohort model. Cohorts of up to 25 students 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 on campus in September and off campus in February.

Admission

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

- an official transcript verifying completion of a bachelor's degree from an accredited college or university 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 college or university 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, HRD 543 EDU 513, CED 504, SOC 508

REQUIRED CAPSTONE EXPERIENCE: HRD 550, HRD 595

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. Upon completion of the final course of the program, HRD 550, students submit their portfolios for evaluation as they are completed.

HUMAN SERVICES MANAGEMENT IN SPECIAL EDUCATION (HSM)

(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 the 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. Dismissal from either the Human Services Management graduate program or the Target, Inc., internship will be grounds for an automatic dismissal from the other (the graduate program or the internship). 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:

- submit an official transcript verifying completion of a bachelor's degree from an accredited college or university with undergraduate GPA of 2.7 or higher;
- have an interview with Target management;
- develop a program plan in consultation with the program coordinator;
- submit three letters of reference.

Courses

FIRST YEAR: SED 500, HSM 522, PSY 506, CED 508, PSY 531, SED 506, HSM 505.

SECOND YEAR: HSM 510, EDU 550, HSM 523, HSM 515.

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

READING SPECIALIST PROGRAM (RDS)

Overview

The graduate program for certification of reading specialists is designed to create contemporary leaders in literacy education. The program offers a comprehensive approach to reading instruction and incorporates current research, theoretical perspectives, informed practice, and thoughtful reflection. Candidates implement a repertoire of assessment procedures and instructional techniques to address the needs of diverse learners. In addition, graduate candidates develop the capacity to coordinate and enhance school-wide literacy through professional development initiatives, literacy coaching, mentoring experiences, and collaboration with professional colleagues, support teams, parents, and students.

This comprehensive 36-credit graduate reading program has been evaluated and approved by the National Council for Accreditation of Teacher Education (NCATE), International Reading Association (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 Specialist Program must have completed a baccalaureate degree at an accredited institution with an overall minimum G.P.A. of 3.00*. 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 study;
- Official transcripts verifying completion of a bachelor's degree



from an accredited college or university with an undergraduate GPA of 3.00*;

- Initial teaching certification for Early Childhood, Elementary, Secondary, or Special Education;
- State-designated qualifying scores for the Praxis Exam or equivalency;
- Three letters of 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 (RDS 540, RDS 542, RDG 532 and/or one Reading Elective).

**Students not meeting this criterion may be admitted to program on a conditional basis. Matriculation status will be reviewed at the completion of nine graduate credits.*

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 G.P.A. of 3.00;
- Review of all admission documentation: application, three professional references, official transcripts, test scores, and initial teaching certification;
- Interview with Program Coordinator to review matriculation documentation and to develop a Program Plan for remaining coursework.

Reading Specialist Practicum

All candidates must successfully complete a six-credit supervised practicum experience (RDS 552) in the McDaniel College Reading Clinic. Candidates are admitted to RDS 552 after two successful clinical screenings and completion of the following course sequence: RDS 544, RDS 546, and RDS 548.

Program Completion

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

Courses

PHASE I: Foundational Knowledge: RDS 540, RDS 542, RDG 532, and one Reading-related elective.

PHASE II: Diagnostic Teaching and Research Practices: RDS 544, RDS 546, RDS 548, EDU 550, and one Reading-related elective.

PHASE III: Literacy Leadership and Professional Development: RDS 552 (06 credits) and RDS 554.

SCHOOL LIBRARY MEDIA (SLM)

Overview

The graduate program in school library media seeks to educate candidates who will strive to become outstanding teachers, instructional leaders and administrators of quality school library media centers. As enthusiastic readers and technology users, SLM candidates will model lifelong learning for their school communities. As leaders, they will embrace the first amendment rights of students by providing access to materials and resisting all efforts to censor what students read.

The program offers courses in literature for children and young adults, technology, multimedia production, selecting quality materials that meet the needs of diverse learners, administering a school library program, a significant practicum experience, and a digital portfolio course that demonstrates an understanding of our professional standards.

The SLM program endorses the American Association of School Librarians' (AASL) *Information Power: Building Partnership for Learning*. Course objectives are aligned with the 2003 American Library Association/American Association of School Librarians Standards for Initial Programs for School Library Media Specialist Preparation.

Use of Information and Ideas: Candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community.

Teaching and Learning: Candidates model and promote collaborative planning with classroom teachers. They develop and deliver an integrated information skills curriculum. They design and implement instruction that engages the student's interests, passions, and needs.

Collaboration and Leadership: Candidates create outstanding library media programs that support student learning. They encourage professional growth within their school communities and professional organizations by sharing their knowledge of teaching, literature, and technology.

Program Administration: Candidates administer the library media program according to the principles of best practice in library science and program administration.

This comprehensive 36-credit graduate school library media program has been evaluated and approved by the Maryland State Department of Education and meets the MSDE certification requirements 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.

Pre-matriculation

Candidates seeking admission to the graduate school library media program must submit the following documentation:

- Application to Graduate Studies that includes a satisfactory essay or paragraph on why you want to pursue graduate work in the SLM profession;
- Official transcripts verifying completion of a bachelors degree from an accredited college or university with a minimum undergraduate GPA of 3.00*;
- Copy of state-designated qualifying scores for the Praxis I exam;
- Copy of initial teaching certificate**;
- Three reference forms (available from the Graduate Records Office) with checklists linked to the Professional Unit's Conceptual Framework.

**Candidates not meeting this criterion may be admitted to the program on a conditional basis. Matriculation status will be reviewed after the candidate has completed the three courses required for matriculation.*

***Candidates not holding teaching certification must take a minimum of twelve hours in education at the undergraduate or graduate level.*



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 550, SLM 552 OR SLM 553, EDU 550, and one elective to be selected in consultation with the SLM program coordinator.

SPECIAL EDUCATION (SED)

School-Based Program with Certification

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 identified 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 in special education believes this is best accomplished by focusing 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 is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Maryland State Department of Education (MSDE.) Pennsylvania State Department of Education guidelines are addressed during the advisement process for students seeking employment and/or licensure in Pennsylvania.

Pre-matriculation

Students must:

- Complete and submit the Application for Graduate Study with nonrefundable fee;
- Submit transcripts verifying completion of a bachelors degree from an accredited college or university with a cumulative GPA of at least 3.0 (on a scale of 4.0)*;
- Submit three professional letters of reference;
- Submit Praxis I test scores that meet MSDE minimum score requirements;
- Develop an initial 9-credit preliminary plan in consultation with the Program Coordinator.

**Students not meeting this criterion may be admitted to the program on a conditional basis. Matriculation status will be reviewed after the student has completed 9 credits in the program.*

Matriculation

Students must:

- Meet all requirements for pre-matriculation;
- Successfully complete nine graduate credits at McDaniel College with a minimum GPA of 3.0. (at least one course must be in Special Education);
- Review matriculation documentation and develop a Program Plan for remaining coursework with the Program Coordinator.

Courses

Courses required for the Master of Science may include the following: SED 500, PSY 502 or PSY 503, SED 501, SED 502 or SED 511, SED 503, SED 504, SED 520, SED 550, EDU 550, and SED 550. Reading and other education courses complete the program. Each Master of Science degree is tailored to fit closely with the student's particular interests and professional goals.

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

CERTIFICATE PROGRAM

GERONTOLOGY (GRN)

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 accredited college or university.

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 its impact on organizational structure, behavior, and student achievement will be examined in the context of today's schools. The course will provide students with the opportunity to explore leadership theories, organizational theories, and principles of motivation, communication systems, the future-focused strategic thinking progress, decision making principles and leadership of the change process. Students will be expected to apply theoretical knowledge and research-based models to specific school leadership situations. A special focus will be placed on student development of a solid initial understanding and application of all of the Educational Leadership Constituent Council (ELCC) Standards. This course will provide students with a strong foundation for their development as student-centered, future-focused, data informed, and standards based 21st Century Educational Leaders.

ADM 502 The Role of the Principal

3 credits

Required for Matriculation

Provides an overview of the role and responsibilities of the school principal as related to the Educational Leadership Constituent Council (ELCC) Standards. Understanding is developed of how to provide leadership to establish a professional learning community with a staff that collaborates 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 the 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 leadership portfolio.

ADM 504 Supervision and Evaluation of School Personnel

3 credits

Required for Matriculation

This course presents a study of evolving supervision and evaluation practices that nurture, develop, and sustain the educational vision of what schools can and

should be. Emphasis is placed on supervisory practices that enhance reflection about teaching and learning, teacher evaluation, and staff development. Learners will investigate supervisory strategies necessary to successfully lead schools through restructuring and change. There is a special focus on the Educational Leadership Constituent Council (ELCC) Standards as they apply to school leadership.

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

Analysis of case studies and current educational administration issues are the focus of this course. In a seminar mode, students examine issues and cases and propose appropriate administrative responses and evaluate the probable effects of their responses. The cases relate to all of the Educational Leadership Constituent Council (ELCC) Standards.

ADM 550 Developmental Portfolio Review

1 credit

Completion of all required courses in the program. Candidates may enroll in this course while completing ADM 516.

The capstone experience is composed of three components which are connected to all of the Educational Leadership Constituent Council (ELCC) Standards. The components consist of a written paper that focuses on key aspects of leadership such as vision, an interview, and a revision of the initial portfolio that was developed in ADM 502. It is required that students attend three class sessions to prepare for the capstone.

ADM 552 Internship in Educational Administration

4 credits

Internship Coordinator's consent required

One hundred eighty hours of specified performance-based field experience congruent

with the Educational Leadership Constituent Council (ELCC) Standards. A plan must be approved by the Coordinator of Administrative Internships and completed under the dual supervision of an on-site and College supervisor. An internship portfolio is required.

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 Semester Graduate Bulletin.

ART 505 20th 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

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.

BIO 566 Special Topics in Biology

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.

Counselor Education Program (CED)

CED 500 Orientation to Counseling

3 credits

Counseling Students only

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

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 Technology

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 and other professionals in becoming aware of their role in career development with individuals of all ages. The course emphasizes a survey of major development theories and program planning. The development of counselor competencies in the areas of collecting, evaluating, classifying and using accurate informational materials related to occupational, education, and personal-social decision making and planning is included.

CED 505 Diversity Sensitive Counseling

3 credits

Prerequisite: 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

Prerequisite: CED 501

The study of theory, method, and evaluation techniques which are appropriate in working with children. The focus will be on individual and group counseling with children as well as play therapy.

CED 508 Group Dynamics

3 credits

An overview of major group theories, knowledge of group process, and an understanding of the relationship between group goals and group process. The course develops group participant, observer, and facilitator skills. Group leadership, theoretical approaches to working with groups, and the application and integration of group dynamic concepts within various organizations are developed. (Educational Administration candidates will address Educational Leadership Constituent Council (ELCC) Standards as assigned.)

CED 509 Family Counseling

3 credits

Prerequisite: CED 501

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

CED 511 Counseling Practicum (Lab)

3 credits

Prerequisite: CED 505 and most coursework completed

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 518 The Body in Therapy*3 credits*

In this course, counselors learn to observe gesture, posture, and movement, and “listen” to their client’s body as it reveals deeper levels of history, psychology, feeling, and belief. Non-touch, body-centered methods that assist clients in increased insight and self-awareness are also taught. Highly experiential and self-exploratory.

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**Counseling Students only*

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**Prerequisite: CED 501*

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

CED 533 Counseling and Psychopharmacology*3 credits*

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

CED 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 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**Prerequisite: CED 511**Instructor's consent required*

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

CED 553 Field Practicum School Counseling Advanced*3 credits**Prerequisite: CED 552**Instructor's consent required*

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**Prerequisite: CED 502**Instructor's consent required*

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

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

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

CED 566 Special Topics 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 501 Curriculum Trends and Issues***3 credits*

Students analyze significant issues impacting curricular decisions, trace their historical development, and predict likely futures. Issues include conflict within and between learning theory, educational philosophies, and the content disciplines and the issues surrounding societal expectations and educational policy formation.

CUR 503 Learning and Instruction*3 credits*

This course examines current theories about psychological influences on student learning. Participants examine personal teaching and learning experiences to strengthen the development of their personal foundations for designing and implementing instruction. A case study is used for the analysis of the nature of the interactions of their learners and the educational context.

CUR 505 Differentiation and Technology*3 credits*

This course explores differences in learners, methods to adapt instruction to special needs, and ways technology can be used in the adaptations. Participants in the course will modify and implement instructional plans to meet diverse needs incorporating technology available to them.

CUR 509 Monitoring and Aligning Curriculum, Instruction and Assessment*3 credits*

This course engages learners in evaluating and developing a comprehensive, valid and reliable assessment system to monitor student progress towards long term curricular outcomes and standards. Participants use selected response, essay/brief constructed response, performance and personal communications methods to design strategies that facilitate and assess student learning. Emphasis is placed on needs assessment including analysis of available data, collection and integration of formative and summative data and engagement of stakeholders, including students, in planning and decision making

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 outcome 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 512 Curriculum Analysis and Planning*3 credits*

Participants examine and apply models of curriculum design, as well as processes for the alignments of curriculum, instruction, and assessment. The course explores processes for monitoring and evaluating the effectiveness of a curriculum, to meet content standards in ways to address diverse student needs through the effective use of the resources within the educational community.

CUR 515 Design and Evaluation of Curriculum and Instruction*3 credits*

Prerequisites: CUR 501, EDU 550, CUR 503, CUR 505, CUR 509, CUR 511 or CUR 512

Participants use knowledge and skills gained in the prerequisite courses as well as research based practices to design a long range instructional plan addressing identified needs of a diverse population. Technology is incorporated in ways to facilitate and adapt instruction for learners and enhance student use of technology. Plans for assessment and evaluation are included.

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 Program (DED)

All Deaf Education courses are taught in ASL only. All entering candidates must satisfy the ASL and English proficiency requirements prior to beginning classes.

DED 500 English Enhancement*0 credits*

This course provides an intensive analysis of English with an emphasis on the reading and writing of research and composition of professional reports, including those required under IDEA. A comparative analysis of linguistic structure of ASL and English will provide additional support.

DED 511 Foundations of Deaf Education*3 credits*

Prerequisites: CORE course

This course explores the relationship of the goals and processes of Deaf education to those of bilingual education 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 and PSY 510 (SED 500 can replace PSY 510)

This course reviews 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*

Prerequisite: ASLPI 3.5 (or Coordinator's permission)

This course reviews 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 517 Reading for Deaf Students*3 credits**Prerequisites: 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 are surveyed. Relevant research is stressed.

DED 518 Assessment and Instruction of Deaf Students with Special Needs*3 credits**Prerequisites: CORE course*

This course focuses 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 (or Coordinator's permission)*

This course facilitates 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.

DED 523 American Sign Language I*3 credits**Crosslisted at the undergraduate level with ASL 1101*

This course provides an introduction to the grammar and structure of American Sign Language (ASL) as a second language learning experience for students with no or limited knowledge of ASL. Immersion and interpersonal communication will be emphasized. Students learn grammar in the context of communicative activities. The Signing Naturally I (Units 1 – 6) series is used along with additional cultural information. The course includes a language laboratory that encourages development of sign skills and is an integral component of the course. (This course is taught in ASL only.)

DED 524 American Sign Language II*3 credits**Crosslisted at the undergraduate level with ASL 1102*

This course is a continuation of ASL I, with the expansion of conversational language skills as the medium of communication. The Signing Naturally I (Units 7 – 12) series is used along with additional cultural information. The course includes a language laboratory that encourages development of sign skills and is an integral component of the course. (This course is taught in ASL only.)

DED 525 American Sign Language III*3 credits**Crosslisted at the undergraduate level with ASL 2211*

This course is a continuation of ASL II, with strategies for conversation on topics, vocabulary, and grammar previously introduced. Portion of the Signing Naturally II series including in-depth cultural information and appropriate cultural behaviors will be covered. The course includes a language laboratory that encourages development of sign skills and is an integral component of the course. An assessment of signing skills (ASLPI) may be required. (This course is taught in ASL only.)

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 528 American Sign Language IV*3 credits**Crosslisted at the undergraduate level with ASL 2212*

This course is an advanced American Sign Language study, focusing on proficiency in receptive and expressive skills. The Signing Naturally II and III series, including in-depth cultural information and appropriate cultural behaviors will be used. The course includes a language laboratory that encourages development of sign skills and is an integral component of the course. An assessment of signing skills (ASLPI) may be required. (This course is taught in ASL only.)

DED 529 American Sign Language V*3 credits**Crosslisted at the undergraduate level with ASL 3301*

This course provides opportunities for advanced skill development emphasizing differences across various linguistic registers. Discourse analysis will be introduced and linguistic structures of ASL and English will be compared. The Signing Naturally III series will be covered. The course includes a language laboratory that encourages development of sign skills and is an integral component of the course. An assessment of signing skills (ASLPI) may be required. (This course is taught in ASL only.)

DED 533 Methods of Teaching ASL: First and Second Language Instruction*3 credits**Prerequisite: ASPLI 3.5**ASL Specialist only*

This course examines instructional strategies and evaluates materials and resources used with first and second language learners of ASL. Linguistic research problems specific to ASL are highlighted.

DED 534 Issues and Trends in Audiology and Spoken English Development*3 credits**Prerequisites: CORE courses (or Coordinator's permission)*

This course provides an overview of the anatomical and physiological principles of audiology and speech development (i.e., spoken English) as the foundation for examining current trends and issues in the education of Deaf students. Emphasis is on establishing supportive collaboration between teachers and the professionals providing these related services as well as support for Deaf students and their parents.

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. Program development is 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**Prerequisite: ASL V or ASLPI 2.5*

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

Prerequisite: ASLPI 3.5

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

Prerequisites: CORE courses

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

DED 543 Assessing ASL Skills: First and Second Language Learners

3 credits

Prerequisite: ASLPI 3.5

ASL Specialist only

This course focuses 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 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

3 credits each

Prerequisites: All Deaf Education prerequisite and required courses, ASLPI 3.0, EPE 4.0

This internship meets state certification requirements for teachers of Deaf and hard-of-hearing students. (Those candidates completing an on-the-job internship register for DED 550 as well for a total of 12 credits.)

DED 558 Internship in ASL

3 credits

Prerequisites: DED 533 and DED 543

This internship emphasizes the ongoing assessment and instruction of ASL acquisition as candidates participate in a supervised environment.

DED 566 Special Topics in Deaf Education

3 credits

This course focuses 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

Prerequisite: ASL V or ASLPI 2.5

This course provides 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 provides a framework for implementing a bilingual approach to teaching deaf students, building the theoretical foundations and instructional strategies. Emphasis is 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: CORE courses

This course examines current trends and issues in the education of Deaf students. Issues of critical pedagogy and recent research will be emphasized.

DED 595 Practicum Experience

3 credits

Prerequisites: CORE courses

This 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 are supervised by a Deaf Education faculty member.

DED 596 Dual Certification Practicum

3 credits

Prerequisite: CORE course

This practicum involves field experience working with deaf and/or hearing students

of various ages and abilities in diverse educational settings. This experience will focus on mainstream/inclusion settings as well as applying appropriate experiences with hearing students. The practicum assignment is meant to complement and extend the knowledge and skills candidates gain through course work in the Deaf Education program 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. Assessments, observational techniques and instructional activities are included.

DED 602 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 emphasizing the ongoing assessment-instruction process in developing literacy competence. Literacy specialist candidates will design and implement instructional programs based on assessment data and communicate relevant information to parents, students, and professionals. Candidates will also be responsible for literacy coaching, collaboration, and professional development seminars throughout the practicum.

DED 604 Current Issues in Bilingual Literacy*3 credits**Prerequisites: DED 600, DED 601, DED 602**Literacy Specialist only*

This course investigates relevant research and current issues in reading and writing instruction for Deaf students. Course content examines the role of the specialist in regard to literacy leadership and professional development. Candidates research an area of interest and are expected to demonstrate mastery of program objectives for Literacy Specialists through an individualized portfolio process.

Education (EDU)**EDU 501 Technology Literacy in the Elementary Classroom***3 credits*

This performance-based course provides an overview of the Maryland Technology Literacy Standards and examines strategies for integrating them into classroom instruction (K-5). The course content addresses technology standards, lesson design, software applications, online resources, and evaluation of online contact for the elementary classroom. Candidates review CCPS curriculum and instructional practices, create indicator-specific learning activities, reflect upon current instructional practices, and compile instructional resources to create an instructional start page for an identified instructional outcome.

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. This course is open to teachers in McDaniel College Professional Development Schools only.

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

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

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

EDU 550 Introduction to Research Methodology*3 credits*

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

EDU 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 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*

*Recommended prerequisites: PSY 1106 or equivalent
BEST Students only*

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; RDG 532 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

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 answers the question: How do you conduct classroom studies? It is a hands-on (workshop design approach) course that is based on using qualitative methodology and the action research cycle model of: finding a focus, data collection, data analysis, and taking action. The aim of the course is to prepare educators who will be critical and reflective classroom practitioners. Students are expected to identify a classroom topic and then design a mini-study that will allow them to qualitatively collect, analyze, and interpret the resulting data.

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 the 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 the 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 the 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 the 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 the 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 610-621 Instructional Plans in*3 credits*

Prerequisites: EDU 580 and EDU 581 when taken as part of the BEST program of study.

This course must be taken the semester prior to the final student teaching internship. Must also be registered for EDU 592 or 593 when taken by BEST students. BEST students must be matriculated. Includes 150 minutes of class meeting 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 behavioral 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 advisor for more specific information.)

EDU 515 Building Communications and Teamwork in the Classroom™*3 credits*

Reach a new level of positive communication with 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.

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 incorporating a variety of brain-compatible techniques. This class is also available online.

EDU 518 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.

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.

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 experience of Live-Event Learning®.

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.

EDU 529 Classroom Management: Orchestrating a Community of Learners**3 credits*

Free yourself from constantly dealing with behavioral and organizational issues, and empower your students to take responsibility for their own learning experience. Learn and practice skills for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized. Create an Action Plan of practical strategies to implement immediately in your classroom. This course is also available 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. This course is also available online.

EDU 536 Differentiated Instruction for Today's Classroom™*3 credits*

Acquire key knowledge and skills to implement differentiated instruction successfully in your own classroom. Gain expertise making practical and flexible instructional decisions based on your own students' learning needs. Create a standards-based learning environment where all students can thrive and achieve. This course is also available online.

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. This course is also available online.

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.

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

Learn how to setup up, monitor, and debrief group learning while teaching students interpersonal skills. Develop cooperative learning starters that immediately involve students in specific learning tasks. Explore techniques to develop group interdependence and methods to trouble shoot problems of group learning.

English (ENG)

ENG 515 Apocalypse in the Western Literary Imagination

3 credits

The idea that the world will end—as well as how and why it will end—has fascinated people for centuries. In this course, we will be asking why people throughout recorded history have organized history teleologically, as heading towards and culminating in an inevitable apocalypse. We will investigate the role that Apocalyptic thinking has played in the Western literary imagination and cultural psyche from the first century A.D. to the present day by analyzing literature, film and web sites. Ultimately, we will engage in both textual and cultural analysis, posing arguments about the “cultural work” that apocalyptic texts do at different historical moments, including our own.

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 the 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

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 504 Sport Marketing

3 credits

A study of the complex and diverse nature of sport publicity and marketing. This course presents a framework to help explain and organize the strategic sport marketing process for sport management professionals; including public relations managers, promotion managers, agents, and marketing managers. Topics for discussion include marketing fundamentals, promotion techniques, and business objectives of sport.

EPE 505 Sport Law

3 credits

This course examines facets of sport law, including sport agency, contracts, torts, and crime, using case study reviews providing real world insights. The relationship between law and sport is introduced with fundamental judicial rulings and references that allow the student to understand many legal issues facing athletes, organizers, managers, coaches, school administrators, and others in the sport industry. Current topics such as sport crimes, Title IX, drug use, and religion are investigated with supplemental references and internet sources provided to enable students to effectively analyze the latest judicial rulings.

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 Sports 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 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 537 Exercise Psychology*3 credits*

This course identifies, examines, and applies specific psychological theories and constructs within exercise settings. Areas addressed include motivation, exercise adherence, personality, psychological benefits of exercise, principles of cognitive and behavioral change, fitness counseling, leadership and group dynamics, and exercise for groups with special needs.

EPE 538 Exercise & Aging*3 credits*

This course will focus on the physiological adaptations associated with exercise and training in older adults. These adaptations will be compared to those in a younger exercising population as well as to sedentary older adults. The impact of exercise on chronic diseases will also be discussed.

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 530 The American Sport Novel*3 credits*

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

EPE 566 Special Topics in the 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.

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 economics status. Discussions will consider the effects of ageism on the individual and policy considerations.

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 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, 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 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*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.

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.

Contemporary Society

GSC 566 Special Topics in General Science*3 credits*

This course will focus on various topics or themes in Astronomy or Earth Science for the non-scientist. Different topics (Geology, Astronomy, Weather, Energy Use) are chosen for any given semester and will be fully described in the Semester Graduate Bulletin.

Contemporary Society

History (HIS)**HIS 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.

Human Resources Development (HRD)**HRD 500 Intro to Human Resources Development***3 credits**HRD Students only*

This course provides 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**HRD Students only*

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

HRD 502 Introduction to Human Resources Management*3 credits**HRD Students only*

This course provides 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**HRD Students only*

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**HRD Students only*

This course provides 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**HRD Students only*

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

HRD 532 Legal Environment in the Workplace*3 credits**HRD Students only*

This survey course on the regulation of the employment relationship focuses 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**HRD Students only*

This course focuses 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 and Management*3 credits**HRD Students only*

This course reviews 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**HRD Students only*

This course examines 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**HRD Students only*

This course provides 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**HRD Students only*

This course examines 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**HRD Students only*

This course provides an analysis of theories, research, and techniques designed to monitor and manage employee work performance. An emphasis will be 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**HRD Students only*

This course provides 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**HRD Students only*

This course examines 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 & Recruitment*3 credits**HRD Students only*

This course is designed to provide students with the essential tools needed to develop and implement an effective and legally defensible hiring and recruitment system. Topics will 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**HRD Students only*

This course provides 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 543 Applied Business Ethics*3 credits**HRD Students only*

This course provides an examination of the foundations of ethics, business ethics and the nature of ethical dilemmas encountered in a business setting. Using case studies and current events that present ethical dilemmas, students will research, construct and defend positions or actions in the context of varying business situations. Ethics as related to human resources development and human resources management, corporate governance, technology, and corporate social responsibility will be explored.

HRD 550 Portfolio in Human Resources Development*3 credits**HRD Students only*

This course guides students 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 finish and submit their completed portfolio for review by program faculty.

HRD 566 Special Topics in HRD*3 credits**HRD Students only*

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**HRD Students only**Instructor's consent required*

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.

Human Services Management (HSM)**HSM 505 Orientation to Human Services Management***3 credits*

This course will focus on management, supervision and communication skills within human service agencies and organizations. Specifically, it will prepare students to assume their internship role as a Community Living Manager (CLM) within a home for adults with disabilities operated by Target Community & Educational Services, Inc. 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.

HSM 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.

HSM 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.

HSM 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 graduate program. Students participating in this internship live in a home or apartment operated by Target Community & Educational Services, Inc. (Target, Inc.) where they provide care and support for at least three adults with developmental disabilities. The internship includes certified training by the Maryland Developmental Disabilities Administration on issues related to individuals with developmental disabilities (e.g., characteristics, normalization, legal rights), as well as CPR, first aid, behavior management, medication administration, and other trainings related to the management of a state licensed Alternative Living Unit (ALU) for individuals with developmental disabilities. Students participating in this internship must meet minimum employment requirements and standards for Target, Inc. (e.g., background check, driving record examination, performance evaluations). Students must receive a grade of "B" or better to receive a passing grade for this internship. Continued participation in this internship is contingent upon satisfactory academic performance in the Human Services Management in Special Education program as outlined in the program handbook. In addition, continued participation in the Human Services Management in Special Education program is contingent upon meeting the minimum internship performance guidelines as outlined in the program handbook. Participating students are provided with a 75% tuition scholarship, free room and board, a generous graduate stipend, and health care benefits.

HSM 523 Target Internship II*3 credits**Target Students only*

This internship is completed during the second Spring semester for students enrolled in the Human Services Management in Special Education graduate program. Students participating in this internship live

in a home or apartment operated by Target Community & Educational Services, Inc. (Target, Inc.) where they provide care and support for at least three adults with developmental disabilities. The internship involves training in the management and supervision of a state licensed Alternative Living Unit (ALU) for individuals with developmental disabilities. Students participating in this internship must meet minimum employment requirements and standards for Target, Inc. (e.g., background check, driving record examination, performance evaluations). Students must receive a grade of "B" or better to receive a passing grade for this internship. Continued participation in this internship is contingent upon satisfactory academic performance in the Human Services Management in Special Education programs as outlined in the program handbook. In addition, continued participation in the Human Services Management in Special Education program is contingent upon meeting internship performance guidelines as outlined in the program handbook. Participating students are provided with a 75% tuition scholarship, free room and board, a generous graduate stipend, and health care benefits.

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

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/ advisor for guidelines); instructor consent required. Cultural Heritage, Contemporary Society, Creative Process

Online Teaching and Learning (OTL)

OTL 501 Foundations of Online Teaching and Learning

3 credits

OTL 501 is a broad introduction to the basic principles of online teaching and learning. Modules include: (a) learning and learners, (b) community and collaboration, (c) cognitive and behavioral theories, (d) social and psychological theories, and (e) assessment strategies for the online class. Emphasis will be on each participant creating a theoretical framework appropriate to his/her teaching situation (K-12, higher ed, corporate, HR, etc.). This class is reading intensive.

OTL 502 The Technology of Online Teaching and Learning

3 credits

OTL 502 covers the essential technical skills necessary for building basic online learning activities. The class considers fundamental design principles and best practice strategies for building learning activities for an online learning platform. The primary assessment of the course will be each participant developing an online digital portfolio that displays (and reflects upon) using a variety of online media for learning activities.

OTL 503 Designing Online Environments: Theory and Application

3 credits

OTL 503 uses the theory from 501, the skills from 502, and applies them both as participants develop an appropriate design process, build the complete structure of an online class with at least one content module, and start to apply best practices for preparing and teaching an online class. At the beginning of the semester, each student is given a Blackboard course shell. Throughout the semester, the student builds a class from the ground up.

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. Contemporary Society

PSI 527 School Law*3 credits*

A study of school administration from the legal point of view; principles of law and their applications described in legal theory. Attention is given to legal powers and duties. Supreme Court and other appellate cases are examined. (Educational Administration candidates will address Educational Leadership Constituent Council (ELCC) Standards as assigned.)

PSI 566 Special Topics in Political Science*3 credits*

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

Psychology (PSY)**PSY 502 Human Growth and Development: Child***3 credits*

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

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

A study of the basis for changes and constancies in psychological functioning throughout adolescence. Problems and conflicts associated with emerging adulthood are explored. Research and theories of development are emphasized.

PSY 504 Mental Health and Interpersonal Relations*3 credits*

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

Contemporary Society

PSY 505 Psychology of Personality*3 credits*

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

Contemporary Society

PSY 506 Principles of Behavior Management*3 credits*

This course will provide an overview of the principles of applied behavior analysis with an emphasis on basic behavior principles, and the nature and philosophy of behavior analysis. Students will learn how to apply a behavioral analytical approach to assessment

and an understanding of behavior through readings, lectures, vignettes, analysis of data, and group discussions.

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 514 Human Growth & Development Throughout the Life Span*3 credits*

Prerequisites: CED 501 or another graduate level psychology course

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

PSY 531 Applied Behavior Analysis*3 credits**Prerequisite: PSY 506*

This course will provide an overview of the principles and concepts of applied behavior analysis with an emphasis on the development of specific behavior change strategies, support systems, and measurements for behavioral interventions, culminating in the development of comprehensive behavior change programs. The course includes lectures, readings, analysis of vignettes, and the development and review of specific behavior change plans.

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 521 Reading Processes and Acquisition***3 credits*

This course examines the acquisition of reading, the foundations of reading development, and the interactive nature of the reading process. The course content addresses cognitive development, language acquisition, phonological awareness, phonics, and vocabulary knowledge in relationship to literacy acquisition. Candidates will also analyze theories related to reading and spelling performance and explore practical applications for the classroom.

RDG 522 Balanced Literacy Instruction*3 credits*

This course examines theoretical and practical issues related to the design and implementation of a comprehensive balanced literacy program. Candidates will critically analyze and implement developmentally appropriate instructional practices for phonemic awareness, phonics, comprehension, vocabulary, and fluency. The course content addresses the organization and management of balanced reading instruction within the elementary school.

RDG 523 Assessment for Reading Instruction*3 credits**Prerequisites: RDG 521, RDG 522*

This course examines research-supported informal and formal literacy assessment techniques, processes, and instruments within an interactive assessment-instruction framework. The course content incorporates administration, scoring, interpretation, and reporting procedures for a variety of assessment tools. Candidates will analyze and select valid, reliable assessments to screen, diagnose, monitor progress, and measure literacy achievement. Effective instructional intervention techniques will also be addressed. Candidates will apply intervention techniques and the assessment-instruction process to a case study of a struggling primary reader.

RDG 524 Materials for Reading Instruction*3 credits*

This course examines the selection, evaluation, and implementation of instructional materials for a variety of learners. Participants will examine the five essential components of reading instruction and various text formats within the context of a scientifically-based literacy program. The course content will explore the effective use of core and supplementary materials that incorporate quality children's literature, informational text, leveled book collections, and technology and media resources.

Parent-school and school-community collaboration and resources for enhancing independent reading will be addressed.

RDG 530 Integrated Language Arts Instruction

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 within a community of learners.

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, trade-books, and electronic resources. Candidates evaluate instructional techniques for enhancing reader-text interactions and integrating content reading across curricular areas.

RDG 533 Mentoring Young Writers

3 credits

This course examines the writing process from an assessment-instruction framework. The course content addresses idea formulation, organizational structures, sentence fluency, word choice, voice, and conventions. Candidates use mentor authors and texts to support writing in various genres for authentic purposes. *Throughout the semester, candidates apply craft techniques to personal writing and implement developmentally appropriate practices in a school setting.

RDG 534 Reading in Content Areas: Part II

3 credits

Prerequisite: RDG 532

This course extends the concepts presented 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.

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 class-

rooms. 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.

RDS 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.

Reading Specialist Program (RDS)

RDS 540 Early Literacy Foundations

3 credits

Reading Specialist Candidates only

This course examines the foundations of early literacy from an interactive perspective. The course content addresses assessment measures, data analysis, instructional methodologies, and materials for emergent and early readers. Candidates assume the role of the contemporary Reading Specialist to implement demonstration lessons in phonological awareness, phonics development, print concepts, and strategic reading behaviors.

RDS 542 Comprehensive Literacy Instruction

3 credits

Reading Specialist Candidates only

This course examines the design and implementation of a comprehensive literacy program. The course content addresses developmental benchmarks, instructional methodologies, selection and evaluation of reading materials, and guidelines for creating, organizing, and managing a literate environment. Candidates assume the role of the contemporary Reading Specialist to implement demonstration lessons in comprehension, vocabulary, and fluency.

RDS 544 Early Literacy Intervention

3 credits

Prerequisites: RDS 540, RDS 542

Reading Specialist Candidates only

This course examines intervention techniques and strategies for at-risk emergent and early readers. The course content addresses oral language, alphabetic knowledge, print concepts, and strategic reading behaviors. Candidates systematically analyze assessment data, implement instructional plans, and evaluate student performance in a longitudinal case study format.

*Throughout the semester, candidates need access to a kindergarten or first grade reader.

RDS 546 Diagnostic Assessment and Instruction

3 credits

Prerequisites: RDS 540, RDS 542, RDS 544

Reading Specialist Candidates only

This course examines the assessment-instruction framework from an interactive perspective of reading. The course content addresses multiple assessment techniques, analysis of literacy contexts, and instructional designs for diverse learners. Candidates administer quantitative and qualitative assessments, analyze data sources, develop implications, and implement instructional plans with at-risk readers.

RDS 548 Diagnostic Assessment and Instruction, Advanced

3 credits

Prerequisites: RDS 540, RDS 542, RDS 544, RDS 546

Reading Specialist Candidates only

This course extends the assessment-instruction framework from an interactive perspective of reading and writing. The course content addresses multiple assessment techniques, instructional designs for diverse readers and writers, and the professional roles and responsibilities of the contemporary Reading Specialist. Candidates systematically analyze screening data to develop relevant goals and recommendations for reading, writing, and word study instruction.

RDS 552 Reading Specialist Practicum

6 credits

Prerequisites: RDS 540, RDS 542, RDS 544, RDS 546, RDS 548

Reading Specialist Candidates only

This course fulfills the requirements for a comprehensive practicum experience. The course content addresses the design, implementation, and evaluation of instructional programs for diverse learners, and the leadership roles of the contemporary Reading Specialist. Throughout the practicum, candidates assume responsibilities for team collaboration, professional development seminars, literacy coaching, and communication with parents, students, and colleagues.

RDS 554 Literacy Leadership for Reading Professionals*3 credits**Prerequisites: RDS 540, RDS 542, RDS 544, RDS 546, RDS 548, RDS 552 Reading Specialist Candidates only*

This course examines relevant literacy topics in their historical, social, and political contexts. The course content addresses research, legislative works, and policies and practices related to literacy leadership and professional development. Candidates conduct independent research on a school-wide literacy initiative and design a comprehensive framework for systematic professional development.

Religious Studies (REL)**REL 566 Special Topics in Religious Studies***3 credits*

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

Special Education (SED)**SED 500 Introduction to Special Education***3 credits*

An overview of the major exceptionalities, including giftedness, learning disabilities, developmental disabilities, emotional-behavioral disorders, physical disabilities, speech and language disabilities, Deaf and Hard-of-hearing, visual impairments, and other related disabilities. Emphasis will be placed upon definition and educational interventions of school-age students.

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

Prerequisites: PSY 510/SED 500
A foundations course in methods of instruction for exceptional students. Theories of learning are presented as a basis for understanding instructional approaches and strategies. Legal and policy issues are explored to develop an awareness of service delivery, placement, and related practices.

SED 502 Teaching Strategies for Exceptional Students (Focus: Grades 1- 8)*3 credits**Prerequisites: PSY 510/ SED 500 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/SED 500 and SED 501; SED 502 or SED 511*

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

SED 504 Classroom Management of Exceptional Students*3 credits**Prerequisite: PSY 510/SED 500 and SED 501*

This course provides a comprehensive overview of classroom management techniques for exception students. Specific strategies to respond to problem behaviors in special and general educational settings will be emphasized. This course will be beneficial to both general and special educators.

SED 506 Medical and Physical Aspects of Severe and Profound Disabilities*3 credits*

This course will provide an overview of common medical and physical conditions frequently associated with infants, toddlers, students, and adults with developmental disabilities. An overview of these disabilities will include definitions, descriptions, etiology, and interventions for educators and other direct care providers. Topics will include epilepsy, cerebral palsy, orthopedic and other physical limitations, dementia, nutrition and medication concerns, as well as appropriate positioning, handling and occupational therapy necessary for educators working within inclusive environments.

SED 507 Special Education Law*3 credits*

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

SED 511 Teaching Strategies for Exceptional Students (Focus: Grades 6-12)*3 credits**Prerequisites: PSY 510/SED 500 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 513 Bilingual Special Education*3 credits*

This is a survey course that addresses the basic issues surrounding the teaching and learning of culturally and linguistically exceptional learners. Topics concerning bilingual special education will be covered including: premises of bilingual/multicultural/special education; culture and acculturation; native language development, second language acquisition, and language assessment; general assessment; referral and diagnostic process; federal and state laws; individualized education programs (IEP's), curriculum development; inclusion and mainstreaming; consultation services; and parental involvement.

SED 520 Parent Conferencing Skills*3 credits**Prerequisites: PSY 510/SED 500 and SED 501*

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**Special Education Students only*

Prerequisites: Completion of all courses and requirements and permission of 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.

SED 552 Practicum in Special Education*3 credits**Special Education Students only**Prerequisites: all courses except SED 550 or SED 555, SED 553, and permission of Coordinator*

A semester of experience in the field under the guidance of a faculty member and a supervisor in the educational setting.

SED 553 Internship in Special Education*3 credits**Special Education Students only**Prerequisites: all courses except SED 550 or SED 555 and permission of Coordinator*

A semester of full-time experience in the field under the guidance of a faculty member and a supervisor in the educational setting.

SED 555 Comprehensive Exam in Special Education*Special Education Students only**Prerequisite: completion of all courses and requirements*

This will be the capstone experience 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, Special Education students who began the program before Fall 2004 will have the option of completing a portfolio, comprehensive examinations, or a thesis. All students should consult with their advisor regarding these options

SED 566 Special Topics in Special Ed*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

School Library Media (SLM)**SLM 501 School Library Administration***3 credits**Prerequisite: Matriculation*

This course explores the roles of the school library media specialist as teacher, instructional partner, information specialist, and program administrator. Topics include local, state, and national standards, policies, information literacy standards, library curriculum, management, and leadership. Candidates write a paper on current issues and research, prepare a budget, create an information literacy curriculum chart, visit media centers, discuss issues with a mentor, and develop a school library website by including their personal mission and vision statement, curriculum, policies, and reference sources.

SLM 502 Organization and Access*3 credits**Prerequisite: Matriculation*

This course presents information on cataloging and classifying materials for access in a school library media center. Topics include descriptive cataloging, application of AACR2 rules, Dewey Decimal Classification, MARC21 records, FRBR model, Library of Congress and Sears subject headings, and online catalogues & processing sources. Candidates explore, discuss and practice cataloging and as well as take 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. Candidates read books, discuss them in class, identify strategies for encouraging students to read, and create an annotated bibliography of books appropriate for elementary school students.

SLM 504 Literature for Young Adults*3 credits**Prerequisites: Matriculation*

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 lifelong learning. Candidates read books, discuss them in class, identify strategies for encouraging students to read, create an annotated bibliography of books appropriate for middle and high school students and present book talks with teens.

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

This course explores the wide variety of reference materials (books, software, and the Internet) that support the K-12 curricula. Topics include selecting and evaluating sources, using the sources to find information, integrating the sources into the curricula, helping students use the sources, and lesson planning. Candidates answer reference questions, design instructional activities, develop pathfinders, create an instructional research handbook, and produce a reference bibliography.

SLM 506 Selection and Use of Media*3 credits**Prerequisite: SLM 507**Students must be matriculated*

This course examines how to create a collection that supports the informational needs of the students and faculty. Topics include school curriculum, selection tools, policies, and the procedures for developing, maintaining, and evaluating the collection. Candidates visit media centers, create a school curriculum chart, plan lessons, evaluate a media center and prepare a book order of the year's best books.

SLM 507 Multimedia Presentation and Design*3 credits**Prerequisite: Matriculation*

This course includes an overview of the techniques and skills involved in the development of locally produced multimedia presentations. Topics include audio and video editing, graphics, and the elements of multimedia design. Candidates 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. Topics include the cultural significance and historical development of storytelling, types of stories, presentation strategies, and modifying stories for the audience. Candidates will have multiple opportunities to select, adapt, learn and present stories for all ages.

SLM 516 Graphic Novels*3 credits*

This course presents an in-depth exploration on the format of graphic novels and their educational and cultural connections. Topics include: developing an understanding of graphic novel vocabulary, authors and publishers; evaluating and exploring trends in graphic novels; reading and reviewing graphic novels; and identifying literacy connections to graphic novels. Candidates will develop bibliographies for future purchasing for an educational or public library setting; create lessons and/or programs using graphic novels as their content; and participate in three field trips.

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 as an instructional resource. Topics include web-based communication and interaction, legal issues, instruction, Internet safety, multimedia, web-based utilities, and social networking. Candidates investigate sources of instructional materials on the web, create a web bibliography and web-based instructional activities, and participate in online discussions.

SLM 522 Technology in the Classroom*Designed for C&I candidates**3 credits*

This course provides hands-on training in practical uses of computer applications and online tools in the K-12 classroom. Topics include selecting and evaluating websites appropriate for schools, using production and presentation software, tapping into online collaboration tools for communication and instruction, and designing web pages that meet student learning needs. Candidates review educational technology articles and develop activities that incorporate technology into instruction.

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

This course provides an overview of the role and responsibilities of a district level supervisor or director of school library media. Topics include case studies of situations, problems and issues of SLM administrators. Candidates propose alternative responses and evaluate probable effects of responses.

SLM 550 Professional Portfolio*3 credits**Prerequisite: SLM 507*

This course prepares candidates to create an electronic portfolio that proves that through their McDaniel coursework they have met the four standards for certification established by 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. Topics include aligning artifacts with the AASL standards and objectives, composing reflection statements, collaborating with peers through the revision process, and managing a digital portfolio either as a web site or interactive PowerPoint. Through face-to-face and online instruction, candidates display the communication, technology, teaching, and administrative skills necessary to be an effective school library media specialist.

SLM 552 Practicum in School Library Media*3 credits**Prerequisite: SLM 507**Students must be matriculated*

This course provides candidates the opportunity to gain practical experience in a school library media center under the supervision of a certified media specialist and a McDaniel College instructor. (The practicum is a minimum of 110 hours for certified teachers and 140 hours for those who are not certified.) Topics include services to students and staff, administrative procedures for operating the media center and assessment of the media center. Candidates create a project unique to their media center, collaborate with a classroom teacher to design an integrated lesson, assess the media center using state standards, visit and evaluate other media centers, and reflect on their experiences.

SLM 553 Practicum in School Library Media, Advanced*3 Credits**Prerequisites: Matriculation and SLM 504**Students must be matriculated*

This course provides candidates currently employed as a school library media specialist the opportunity to gain more experience by working under the supervision of a McDaniel College instructor. Topics include services to students and staff, assessment of the media center and establishment of future program goals. Candidates create a project unique to their media center, collaborate with a classroom teacher to design an integrated lesson, assess the media center using state standards, write annual goals, visit and evaluate other media centers, and reflect on their experiences.

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 by 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

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.

Methods of Teaching English to Speakers of Other Languages (TSL)

TSL 520 Survey of English Learner Education

3 credits

This online course combines crucial elements of the Foundations, Reading, Writing, and Assessment courses with a focus on current bilingual/ESOL education research and policies, the role of culture in language learning, first and second language acquisition, teaching practices for and assessment of the English language learner.

TSL 500 Foundations in English Learner Education

3 credits

This introductory course examines the theory and practice of providing educational services to the culturally and linguistically diverse students in U.S. schools. Methods of teaching English to Speakers of Other Languages (ESOL), bilingual education, parent/community involvement, acculturation, the role of primary language, and immigration politics and laws will be emphasized.

TSL 501 Literacy Development in Multilingual Communities Part I: Reading

3 credits

Prerequisite: TSL 522

This course examines the theory and practice of providing educational services to the culturally and linguistically diverse students in U.S. school with particular emphasis on reading instruction. Through active research, participants will investigate the role of oral language proficiency, content areas, heritage language literacy, bilingual education, and multicultural literature and they will develop a project to facilitate literacy development for English learner students.

TSL 502 Literacy Development in Multilingual Communities: Writing

3 credits

Prerequisite: TSL 522 and TSL 523

This course examines the theory and practice of providing educational services to the culturally and linguistically diverse students in U.S. schools with particular emphasis on writing. Participants will investigate the role of primary language literacy, student voice and writing in the content areas. The course emphasizes instructional practices that incorporate family, community, technology and culture into the writing process.

TSL 503 Assessment of English Learners

3 credits

Prerequisite: TSL 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?"

TSL 531 First Language Acquisition for ESOL Teachers

3 credits

This course examines the theory and practice of how individuals learn their first language. Participants will investigate the role of primary language development in teaching English to second language learners. Other topics of study include: emergent literacy, bilingual education, and parent/community involvement.

TSL 530 Second Language Acquisition for ESOL Teachers

3 credits

This course will examine theories of second language acquisition and their implications for the instruction of English for Speakers of Other Languages. Focus areas will be current research on bilingual/ESL education, biculturalism, bilingualism, language use, and language teaching practices.

TSL 533 Grammar for ESOL Teachers

3 credits

This course examines the theory and practice of grammar as it pertains to English Learners. Participants will examine English grammar and develop lessons for teaching English language learners grammar structures using practical, authentic strategies.

TSL 535 Linguistics for ESOL Teachers

3 credits

This course examines the scientific study of language and its implications for teaching English for Speakers of Other Languages. Participants will study major concepts and issues in the field of linguistics and relate them to the teaching of English for Speakers of Other Languages. (ESOL)

TSL 550 TESOL Portfolio

3 credits

This course will be the capstone experience for the Master's degree in TESOL. Students will demonstrate cumulative knowledge and application of information

learned throughout coursework and experience aligned with Teaching English to Speakers of Other Languages [TESOL] Standards through development of a professional digital portfolio. Students will be expected to present their portfolio for review as part of the graduation requirements. Students who pursue the Master's degree plus certification would not be required to enroll in a separate capstone course, but will produce an exit portfolio as part of the requirements for student teaching.

TSL 590 Thesis Research in TESOL

3 credits

Thesis option students develop a research proposal and write a thesis under the guidance of mentor and several faculty advisors.

TSL 600 TESOL Internship and Seminar – Elementary

(for K-12 ESOL certification)

6 credits

An internship is a field experience that consists of the student's professional preparation and career goals at the elementary school level. Students have the opportunity to put into practice the skills and knowledge acquired in the program's courses. Students who seek K-12 certification option to their program are required to do one semester of student teaching at the accredited school in their K-12 ESOL program. Seminar meetings will be scheduled accordingly and will address instructional topics and professional topic pertinent to the internship experience and the subsequent job search

TSL 601 TESOL Internship and Seminar – Secondary

(for K-12 ESOL certification)

6 credits

An internship is a field experience that consists of the student's professional preparation and career goals at the secondary school level. Students have the opportunity to put into practice the skills and knowledge acquired in the program's courses. Students who seek K-12 certification option to their program are required to do one semester of student teaching at the accredited school in their K-12 ESOL program. Seminar meetings will be scheduled accordingly and will address instructional topics and professional topic pertinent to the internship experience and the subsequent job search

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President/CEO
EMA, Inc.
Baltimore, Maryland

JULIE MERCER (2007)
Managing Director
Columbia Consulting Group
Baltimore, Maryland

ALBERT J. MEZZANOTTE, JR. '78 (1997)
Managing Partner
Whiteford, Taylor & Preston L.L.P.
Sykesville, Maryland

CHARLES E. MOORE '71 (1993)
Davidsonville, Maryland

CHITRACHEDU NAGANNA (2007)
Cardiologist
Carroll Heart Center
Westminster, 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

DONALD M. REMBERT '61 (2007)
Financial Adviser
Rembert, Pendleton & Fox
Reston, 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 &
Columnist, Carroll County Times
Westminster, Maryland

ROBERT W. SMITH, JR. (2003)
Partner, Corporate & Securities
DLA Piper US LLP
Hunt Valley, Maryland

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

FERENC SOMOGYI (1994)
Hungarian Ambassador to the United States
Washington, D.C.

BARBARA A. THOMAS '70 (2005)
Okatie, South Carolina

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Educational Director, Unselde's School
Baltimore, Maryland

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Former President and CEO, Tungstrom Co., Ltd.
Boston, Massachusetts

NANCY C. VOSS '54 (1981)
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Executive Vice President,
Coldwell Banker Residential Brokerage
President, G&W Realty, Inc.
Ocean City, Maryland

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

WILLIAM J. WESTERVELT, JR. '71 (2005)
President/CEO
First Annapolis Consulting
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President, TYL Associates
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WILBUR D. PRESTON, JR. '44; D.C.L. '75 (hon.) (1967)
Senior Counsel, Whiteford, Taylor & Preston, L.L.P.
Naples, Florida

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

M. LEE RICE '48; Sc.D. '83 (hon.) (1980)
Business Consultant
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B.A., Colby College; M.A., Ph.D., University of Virginia

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

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B.S., Boston University; M.A., City College, New York; Ph.D., The Graduate School and University Center, New York

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B.A., Colorado College; M.A., Indiana University

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B.A., M.A., Ph.D., The Johns Hopkins University

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B.A., M.L.A., McDaniel College

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

ANNA M. THOMAS, *Executive Secretary*

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

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B.A., M.P.A., Jacksonville State University

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B.A., McDaniel College

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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

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B.S., Towson University

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

BARBARA Y. KASHEN, *Payroll and Accounts Payable Manager*
B.A., M.A., McDaniel College

TERESA A. MCANDREW, *Accountant*
B.A., McDaniel College

MAUREEN L.T. MELOCHE, *Administrative Assistant*

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FLORENCE W. HINES, *Vice President, Enrollment Management & Dean of Admissions*
B.A., M.B.A., Millsaps College

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B.A., McDaniel College

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B.A., Washington College

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B.S., Villa Julie College

HEIDI M. REIGEL, *Associate Director of Admissions*
B.A., M.A., McDaniel College

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B.S., Pennsylvania State University

Alumni Relations & Annual Giving

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B.A., McDaniel College

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B.A., McDaniel College

CATHLEEN B. NOSEL, *Associate Director of Alumni Relations & Annual Giving*
B.S., M.A., Indiana University of Pennsylvania

JAMES B. CLARKE, *Associate Director of Alumni Relations & Annual Giving*
B.A., Hiram College; M.A., University of Houston; M.L.S., University of Michigan

KRISTIN C. LISTER, *Assistant Director of Alumni Relations & Annual Giving*
B.A., McDaniel College

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

BRENT H. MYERS, *Manager of Information Analysis*
A.S., Community College of Allegheny County; B.S., Pennsylvania State University
TBD, *Outreach Manager*

Athletics

JAMES M. SMITH, **Director of Athletics**
B.S. Cornell University; M.Ed., Loyola University

TBD, *Associate Director of Athletics*

TBD, *Facility Coordinator*

LUKE E. STILLSON, *Director of Sports Information*
B.S., SUNY

GREGG S. NIBBELINK, *Head Athletic Trainer & Senior Coach Lecturer*
B.S., Towson State University; M.S., Ohio State University

REBECCA J. SHEARER, *Interim Assistant Athletic Trainer*
B.A., Messiah College

MATTHEW HATTON, *Intramural Director*
B.S., Salisbury University; M.A., McDaniel College

AARON P. BARTOLAIN, *Assistant Coach, Football*
B.A., M.S., McDaniel College

TBD, *Assistant Coach, Football*

JEFFREY M. HIESTAND, *Assistant Aquatics Director/Swim Lesson Coordinator*
B.A., University of Maryland Baltimore County

Head Coaches

Baseball, DAVID G. SEIBERT
Men's Basketball, KEVIN CURLEY
Women's Basketball, REBECCA L. MARTIN
Cross Country, DOUGLAS J. RENNER
Field Hockey, MELISSA O. MIRANDA
Football, TIMOTHY F. KEATING
Men's Golf, J. SCOTT MOYER
Women's Golf, MICHAEL C. DIEHL
Men's Lacrosse, MATTHEW HATTON
Women's Lacrosse, MARJORIE E. BLISS
Men's Soccer, JOHN P. PLEVYAK
Women's Soccer, TBD
Softball, PHILIP D. SMITH
Swimming, CATHERINE E. EASTERDAY
Men's Tennis, ANDREW KNOX
Women's Tennis, ANDREW KNOX
Track, DOUGLAS J. RENNER
Volleyball, CAROLE J. MOLLOY
Wrestling, TBD

Biology

TBD, *Lab Coordinator*

DOUGLAS C. YUST, *Lab Preparator/Chemical Hygiene Officer*
B.A., McDaniel College; M.S., Johns Hopkins University

Bookstore

KYLE H. MELOCHE, *Manager, Book Store*
B.A., Western Maryland College*

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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., McDaniel College

Career, Counseling, and Health Services

APRIL L. JOHNSON, *Director of Career Advising*
B.A., University of Maryland Baltimore County; M.S., Ed.S., Florida State University

AMANDA D.G. ISAAC, *Assistant Director of Career Advising*
B.A., High Point University; M.A., Virginia Tech

SUSAN J. GLORE, *Director of Counseling Services*
B.A., M.S., Shippensburg University

MEGAN R. HEARRON, *College Counselor*
B.S., University of Maryland College Park; M.S.W., University of Maryland Baltimore

TBD, *College Counselor*

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., McDaniel College

AMANDA M. ROSE, *Assistant Director of College Activities*
B.A., M.S., McDaniel College

ERICA L. IMMLER, *Operations Supervisor*
B.A., Longwood College; M.Ed., Springfield 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, *Website Manager*

TBD, *Office Manager & Public Information Assistant*

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

VALERIE S. WESTBROOK, *Coordinator of Conference, Camp & Event Scheduling*
B.S., Virginia Wesleyan College

TERRY H. PAGE, *Events Scheduling Manager*

DEBORAH R. SHAFFER, *General Manager, Food Services*
B.S., Indiana University of Pennsylvania

MELVIN J. WHELAN, *Building Services Coordinator*

Development

LAWRENCE R. JUNKIN, *Associate Vice President of Development*
B.A., The College of Wooster

TBD, *Director of Major Gifts*

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

TBD, *Director of Corporate & Foundation Relations*

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

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

TBD, *Associate Director of Major Gifts*

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

REBECCA L. MYERS, *Assistant Director of Advancement Services*
A.A., Carroll Community College

NANCY F. JOHNSON, *Assistant Director of Prospect Research*

CANDY M. SHARRER, *Special Events Manager*

GAIL E. SLATER, *Events Manager*
B.S., University of Georgia

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, BEST Program*
B.S., Towson University

ROLLAND H. KIRACOFFE, *PDS Liaison, BEST Program*
B.S., McPherson College; M.Ed., McDaniel College

GAY J. LOVE, *School Liaison*
B.A., M.S., McDaniel College

DONNA L. MCPARTLAND, *School Liaison*
B.S., Towson University; M.Ed., McDaniel College

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

Facilities Planning & Capital Projects

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

GEORGE W. BRENTON, *Director of Physical Plant*
B.A., McDaniel College

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

DARLA L. SCHULTZ, *Director of Building Operations & Maintenance*
B.A., Hood College

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, *Associate Director of Financial Aid*

MAHNOOR K. AHMED, *Financial Aid Counselor*
B.A., Bryn Mawr College

Human Resources

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

JUANITA A. FEUSTEL, *Benefits and Employment Manager*

Information Technology

ESTHER M. IGLICH, *Chief Information Officer*
B.A., Queens College of CUNY; M.S.,
Ph.D., University of Georgia

CHRISTINE J. MATHEWS, *Director of Information Technology Operations*
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, *Advancement 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, *Technologies Learning Specialist*

CHRISTOPHER N. PALSGROVE, *Network Communications System Administrator*

BENJAMIN A. KOGER, *Assistant Systems & Network Administrator/Programmer*
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

KATE M. ENSOR, *Learning Technologies Specialist*
B.A., McDaniel College; M.A., University of Maryland Baltimore County

TBD, *Help Desk Manager*

M. BRUCE BELL, *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

International Programs

ROSE R. FALKNER, *Director of International & Off-Campus Study*
B.A., College of Notre Dame of Maryland;
M.Ed., Kent State University

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MICHELE M. REID, *Director of Hoover Library*
B.A., University of Central Florida; M.A.,
University of South Florida; M.A.,
Rutgers University

LINDA J. GARBER, *Supervisor of Acquisitions*
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, *Supervisor of Cataloging*

LISA M. RUSSELL, *Supervisor of Interlibrary Loan*
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

Military Science

HERBERT L. HARRIS, *Operations Officer/Recruiter*
B.A., Towson University

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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*

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B.A., University of Maryland

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

Registrar

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

DIANE M. VACCARO, *Associate Registrar*
B.A., M.A., McDaniel College

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B.S., Salisbury University; M.B.A., Hawaii Pacific University

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TBD, *Director of Residence Life*

EMERALD L. CHRISTOPHER, *Residence Life Coordinator*
B.A., University of Delaware

JENNA LEE K. FREDERICKS, *Residence Life Coordinator*
B.A., Susquehanna University

LISA N. JACKSON, *Residence Life Coordinator*
B.S., Illinois State University; M.A., Governors State University

TBD, *Residence Life Coordinator*

Student Academic Support Services

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

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

CAROLE A. WADDELL, *Learning Specialist, Student Academic Support Services*
B.S., University of Maryland College Park

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

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BETH R. GERL, *Vice President & Dean of Student Affairs*
B.A., Illinois Wesleyan University; M.S., Illinois State University

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.

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

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

SHERRI LIND HUGHES, Ph.D., *Dean of Graduate and Professional Studies*

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

ALVA "BUZZ" BAKER, M.D., *Director of the Center for the Study of Aging*

LAWRENCE HOFFMAN, M.M.C., *Director of Graduate Marketing and Admissions*

SARAH J. RICHARDSON, *Administrative Assistant*

Graduate Program Coordinators

KATHLEEN BOVARD, M.Ed., *Human Resources Development*

DARIA BUESE, Ph.D., *Curriculum and Instruction*

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

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

JEREMY KIENE, Ph.D., *Master of Liberal Arts*

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

BRIAN LOCKARD, Ph.D., *Educational Administration*

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

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

VICTORIA RUSSELL, Ed.D., *Special Education*

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

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, Academic Services for Curriculum & Instruction*

ANDREW BARSHINGER, M.S., *Academic Adviser/Marketing Specialist, Curriculum & Instruction*

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

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

CRYSTAL PERRY, *Administrator, Graduate Records*

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

RANDI SHAMER, *Administrator, Curriculum & Instruction*

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

Student Academic Support Services

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

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

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

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

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, *Lecturer in Education*
B.S., Shepherd College; 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

DARIA BUESE, *Assistant Professor of Education (Curriculum and Instruction)*
B.S., The Pennsylvania State University; M.A., Lewis and Clark College; Ph.D., University of Maryland

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

JOSEPH L. CARTER, JR., *Senior Lecturer in Business Administration (Human Resources Development)*
B.A., Western Maryland College; M.B.A., The Johns Hopkins 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, *Associate Professor of Education*
B.S., University of Arizona; M.S., Western Maryland College; Ed.D., University of Maryland

REBECCA DAVIS, *Assistant Professor English*
B.A., Southern Methodist University; M.A., Ph.D., University of Notre Dame

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

ANDRIA HOFFMAN, *Assistant Professor of Exercise Science and Physical Education*
B.S., Loch Haven University; M.S., Northern Illinois University; Ph.D., Temple University.

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

DOROTHY HYMAN, *Lecturer in Exercise Science and Physical Education*
B.S., M.Ed., Towson State University; Ph.D., University of Maryland

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

JEREMY KIENE, *Visiting Lecturer in Humanities (Master of Liberal Arts)*
B.A., Regis University; M.A., Ph.D., University of Notre Dame

EDDY LAIRD, *Associate 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

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

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

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

AMY C. MCNICHOLS, *Assistant Professor of Spanish*
B.A., University of Scranton; M.A., M.A.T., Binghamton University; Ph.D., University of North Carolina

JANET MEDINA, *Associate Professor of Education*
B.A., University of Montana; M.S.Ed., St. Bonaventure University; M.A., Psy.D., Alfred University

DEBRA A. MILLER, *Associate Professor of Education (Reading)*
B.S., M.Ed., Frostburg State College; Ph.D., University of Maryland

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

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

MARY ANNE REICHELT, *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

HENRY B. REIFF, *Professor of Education (Special Education)*
A.B., Princeton University; M.Ed., Ph.D. University of New Orleans

VICTORIA KANE RUSSELL, *Assistant Professor of Education (Special Education)*
B.A., Loyola University–New Orleans; M.A., M.Ed., The College of William & Mary; Ed.D., The George Washington University

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

LESLIE J. SIMPSON, *Lecturer in Education*
B.S., University of Maryland; M.Ed., Western Maryland College; Ph.D., University of Maryland

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

LISA TWISS, *Lecturer in Education*
B.A., Oswego State University; M.S., Johns Hopkins University

BRYN UPTON, *Assistant Professor of History*
A.B., Bowdoin College; M.A., Ph.D., Brandeis University

REANNA URSIN, *Assistant Professor English*
B.A., Xavier University of Louisiana; M.A., Ph.D., University of Notre Dame

LINDA VANHART, *Lecturer in Art*
B.S., Western Maryland College; M.A., Towson State University

THOMAS J. ZIRPOLI, *Professor of Special Education (Human Services Management in Special Education)*
B.S., M.S., Old Dominion; Ph.D., University of Virginia

Adjunct Lecturers

BARBARA ABELL, *Education*
B.S., Frostburg University; M.Ed., University of Maryland

PAMELA A. AKERS, *Education*
B.S., State University of New York; M.A., University of Maryland

LISA ALBRIGHT, *Counselor Education*
B.S., Millersville University; M.S., McDaniel

CATHERINE R. ALLIE, *Education*
B.S., George Mason University; M.A., George Washington University; Ed.D., Bowie State University

SANDRA LEE ANDERSON, *Education*
B.A., Arizona State University; M.A.T., Antioch-Putney Graduate School

PHILIP L. ARBAUGH, *Education*
B.S., Towson State University; M.Ed., Western Maryland 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

ANDREW BARSHINGER, *Education*
B.S., University of Maryland; M.Ed., Loyola College

LAUREN BAUER, *Education*
B.A., University of Maryland, Baltimore County; M.A., 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/BEST*
B.S., College of Charleston; M.A., University of Tennessee

TRACI BLACK, *Reading*
B.S., Millersville University; M.S., Western Maryland College

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

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

JENNIFER BRAUER, *Counselor Education*
B.A., M.A., Western Maryland College

JOHN BUERGENTHAL, *Human Resources Development*
B.B.A., University of Texas; M.B.A., American University

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

JENEL CASEY, *Human Services Management in Special Education*
B.S., Towson University; M.S. Western Maryland College

AMY COHEN, *Counselor Education*
B.S., Indiana University of Pennsylvania; M.S., Western Maryland College

DEANN M. COLLINS, *Education*
B.S., University of Maryland; M.S., Bowie State University

JANET E. CONLEY, *Deaf Education*
B.S., M.Ed., Western Maryland College;
Ph.D., New York University

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

ELIZABETH CRAFT, *Counselor Education*
B.A., Wheaton College; M.S.W., Aurora
University

KAY CRAIG, *School Library Media*
AB, Hood College, M.S.L.S.,
Shippensburg State University

THOMAS CRANEY, *Counselor Education*
B.A., Keene State College; M.A., Catholic
University of America; Ph. D., Nova
University

ELIZABETH CRONIN, *Education*
B.S., Ohio State University; M.Ed.,
University of Delaware

LINDA CRUMP, *School Library Media*
B.A., George Washington University;
M.Ed., University of Maryland

GLORIA CURDY, *School Library Media*
B.A., M.A., University of Montana

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 DUCHEANAU, *Deaf Education*
B.A., University of Virginia; M.A.,
Gallaudet 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

SUZANNE DYER-GEAR, *Human Resources
Development*
B.A., University of Tennessee; M.A.S., The
Johns Hopkins University

FRANK EASTHAM, *Education*
B.S., West Virginia University; M.S.,
Western Maryland College

VICTORIA ENGEL-THOMAS, *Counselor
Education*
B.S., Bloomsburg University; M.S.,
Western Maryland College

KEVIN ENSOR, *Counselor Education*
B.S., Towson State University; M.Ed.,
Loyola College; Ph.D., University of
Maryland

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

LEE FRAME, *Deaf Education*
B.A., Gallaudet University; M.A.,
Gallaudet University

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

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

PATRICIA GOMOLA, *Reading*
B.S., Frostburg State College; M.A., Hood
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

CYNTHIA GREEN, *Counselor Education*
B.A., Bethany College; M.S., Western
Maryland College

ZVI GREISMANN, *Education*
B.A., Long Island University; J.D.,
Antioch University School of Law

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

BARBARA GUTHRIE, *Counselor Education*
B.A., M.S., Western Maryland College

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

CAROL HAHN, *Education*
B.S., Pennsylvania State University; M.A.,
Texas Christian University; M.Ed., Loyola
College of Maryland

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

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

CHERYL HELD, *Counselor Education*
B.S., Dickinson College; M.S., Western
Maryland College

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

AMY HILE, *Deaf Education*
B.A., Gallaudet University; M.S., Western
Maryland College; Ph.D., University of
Colorado

MICHAEL HOBSON, *School Library Media*
B.A., M.A., Johns Hopkins University

PETRA HORN, *Deaf Education*
B.A., Gallaudet University; M.A., Ph.D.,
Utah State University

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

ROSELLEN HOUSER, *Education*
B.A., Madison College; M.A., George
Washington University

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

- SHEILA JACKSON, *Education*
B.A., University of Virginia; 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
- RHONDA JENNINGS, *Deaf Education*
B.S., M.A., Gallaudet University
- ANNEMARIE JOHNSON, *Human Resources Development*
B.A., University of Texas at Austin; M.A., George Mason University
- JONATHAN B. JOSEPH, *Human Services Management in Special Education*
B.S., University of North Carolina @ Wilmington; M.S., Western Maryland College
- EUGENE KAROL, *Education*
B.S., University of Maryland; M.S., Western Maryland College; Ed. D., Nova Southeastern University
- VICTORIA KAROL, *Education*
B.A., Towson State University; M.Ed., Bowie State University; Ed.D., University of Maryland
- TIMOTHY KARR, *Special Education*
B.A., University of Maryland; M.S., Western Maryland College
- JULIAN KATZ, *Education*
B.A., University of Maryland Baltimore County; M.S., Morgan State University; M.P.S., University of Maryland Baltimore County
- 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
- LINDA KEPHART, *Exercise Science and Physical Education*
B.S., Western Maryland College; M.A., The Ohio State 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
- WILLIAM "LANCE" LANDAUER, *Educational Administration*
B.S., M.Ed., Shippensburg State College; D.Ed., University of Pennsylvania
- THEODORE LANDIS, *Special Education*
B.A., Western Maryland College; M.Ed., Coppin State College
- CARMA LATVALA, *Education*
B.S., Brigham Young University; M. Ed., Bowie State University; Ed.D., University of Maryland
- ALISON LEE, *Education*
B.A., University of Maryland – Baltimore County; M.S., Loyola College
- PATTI LOVE, *Reading*
B.A., University of Maryland; M.S., Western Maryland College
- ANTOINETTE LOVE, *Human Services Management in Special Education*
B.A., Kean University; M.S., Fordham University; M.S., McDaniel College
- JOSEPH MACDONALD, *Education*
B.A.A.S., University of Delaware; M.Ed., Wilmington College
- LILIANNA MAGGLIONI, *Education*
M.Ec., Università Cattolica del Sacro Cuore; M.A., University of Maryland
- KARLA MANTILLA, *Human Resources Development*
B.S., University of Michigan; M.A., George Mason University
- DAVID A. MARTIN, *Deaf Education*
B.A. Gallaudet University, M.S. Western Maryland College
- GAURAV MATHUR, *Deaf Education*
A.B., Princeton University; Ph.D., Massachusetts Institute of Technology
- 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
- CANDACE MCCULLOUGH, *Deaf Education*
B.A., M.A., Ph.D., Gallaudet University
- 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
- HELEN MERCER, *Education*
B.S., M.S., Towson University; M.A., Loyola College
- DEBORAH MISIAG, *Education*
B.A., California State University; M.S., Johns Hopkins University
- DEBRA L. MITCHELL, *Education*
B.S., Indiana State University; M.S., Western Maryland College
- ELIZABETH ANN MONN, *Education/Special Education*
B.A., DeSales University; M.S., Western Maryland College; Ph.D., Gallaudet University
- 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
- 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
- PAM MYETTE, *Education*
B.A., M.Ed., Smith College; Ed.M., Ed.D., Columbia University
- GLORIA NATHANSON, *Deaf Education*
B.S., University of Minnesota; M.S., Gallaudet University
- 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
- ANDREW NUSSBAUM, *Education*
B.A., Stanford University; J.D., The George Washington University
- EDMUND O'MEALLY, *Educational Administration*
B.A., M.A., Frostburg State University; J.D., University of Maryland
- FRANK PAOLOTTA, *Education*
B.A., Saint John Fisher College; M.A., The George Washington University

MARGARET PASTOR, *Education*
B.S., M.S., Easter Illinois University;
Ph.D., Texas A&M University

ROBERTO PEREZ, *Education*
B.A., Florida State University; M.Ed.,
Ph.D., University of Texas

KIM PRATESI, *Education*
B.S., Salisbury State University; M.S.,
Johns Hopkins University

DAVID F. PETRIE, *Exercise Science and
Physical Education*
B.A., Gettysburg College; M.S., University
of Delaware

MARGARET PFAFF, *Educational
Administration*
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

HEIDI PLATT, *Education*
B.A., University of Maryland; M.A.,
University of South Carolina; M.A.,
University of Maryland Baltimore County

JOHN QUASHNOC, *Educational
Administration*
B.S., Mansfield University; M.Ed.,
Bucknell 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

LINDA ROSS, *Education*
B.S., University of Maryland; M.A.,
George Washington University

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

RICHARD SALKIN, *Counselor Education*
B.A., University of Delaware; M.S.,
Western Maryland College

MELANEY SANCHEZ, *Education*
B.S., University of Michigan; M.S.,
Western Maryland College

MICHAEL SCHMOOK, *Education*
B.S., Culver Stockton College; M.Ed.,
University of Delaware

CATHERINE SCHWAAB, *Reading*
B.S., Towson State University; M.S.,
Western Maryland College

CHERYL SHAHAN, *Deaf Education*
B.S., University of Northern Colorado;
M.S., McDaniel College

BARBARA Y. SHELLEY, *Reading*
B.S., East Stroudsburg University; M.S.,
Western Maryland College

SYNTHIA SHILLING, *Education*
B.A., M.A., University of Maryland; M.S.,
Johns Hopkins University; J.D., University
of Baltimore

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

LAURENE SIMMS, *Deaf Education*
B.S., University of Nebraska; M.Ed.,
Western Maryland College; Ph.D., The
University of Arizona

AMY SIRACUSANO, *Education*
B.A., M.S., State University of New York
at Stony Brook

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

JOSE STEVENSON, *Education*
B.A., Jacksonville State University; M.A.,
Ph.D., Louisiana State University

VIRGINIA STORY, *Human Resources
Development*
B.A., M.S., Western Maryland College

CYNTHIA TEESDALE, *Reading*
B.A., MacMurray College; M.S., Western
Maryland College

BRIAN THORN, *Deaf Education*
B.A., Gallaudet University; M.A., Western
Maryland College

NICK URICK, *Education*
A.B., Grove City College; M.Ed., Western
Maryland College; Ph.D., University of
Maryland

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

BONNIE K. WILSON, *Education*
B.A., University of Maryland; M.Ed.,
Western Maryland College

TERRI WILSON, *Reading*
B.S., Indiana University of Pennsylvania;
M.S., Southern Illinois University

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

KIMBERLY YOWELL, *Human Resources
Development*
B.A., M.S., McDaniel College

THERESA ZABLONSKI, *Education*
B.A., D' Youville College; Ed.M., State
University of New York at Buffalo

PAMELA ZAPPARDINO, *Humanities*
B.A., Western Maryland College; M.A.,
Ph.D., University of Rhode Island

McDaniel College

Please print or type.

Application for Graduate Study

Telephone (Home) _____
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 Social Security Number (optional) _____
 SSN is required to receive federal financial aid

Date _____
 Name _____
 Mr./Ms. _____ full first _____ full middle _____ last _____ suffix _____
 Maiden/Previous Name _____
 Address _____
 City _____ County _____ State _____ Zip _____
 Date of Birth _____ Country of Citizenship _____ Visa Type (Non-U.S. citizen) _____

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

_____ American Indian or Alaskan Native
 _____ Asian/Pacific Islander (including Indian subcontinent)
 _____ African-American
 _____ Hispanic (including Puerto Rico)
 _____ White, Anglo, Caucasian
 _____ Other (specify) _____

When do you plan to enroll? _____ Fall/Year _____ Spring/Year _____ Summer/Year

Please check one of the following programs of study

_____ *Master of Liberal Arts*

_____ *Master of Science Degree in Teaching:*

_____ BEST (Elementary)
 _____ BEST (Secondary)
 _____ BEST (K-12)

_____ *Master of Science Degree with an emphasis in:*

_____ Educational Administration
 _____ Counseling (School)
 _____ Counseling (Community)
 _____ Curriculum & Instruction (On-Campus)
 _____ Curriculum & Instruction (Cohort)
 _____ Curriculum & Instruction (PG County)
 _____ Curriculum & Instruction (Southern MD)
 _____ Deaf Education
 _____ Elementary Education
 _____ Exercise Science and Physical Education

_____ Human Resources Development (On-Campus)
 _____ Human Resources Development (Arundel Mills)
 _____ Human Services Management in Special Education
 _____ Reading
 _____ School Library Media
 _____ Secondary Education
 _____ Special Education

_____ Non-degree Student
 _____ Certificate in Gerontology
 _____ Certification Only in _____

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.

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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

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

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Graduate Calendar

Fall Semester 2007

Classes begin Monday, August 27

No classes (Labor Day) Monday, September 3

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

Graduate Comprehensive Exams, Saturday, October 20

Thanksgiving recess begins 10 p.m., Tuesday, November 20

Spring Graduate registration begins, Saturday, December 1

Graduate semester ends Monday, December 10

Spring Semester 2008

Classes begin Monday, January 28

Spring graduate recess begins 5 p.m., March 15

Graduate Comprehensive Exams, Saturday, March 22

Summer Graduate registration begins, Tuesday, April 1

Graduate classes end Thursday, May 8

Commencement Saturday, May 24

Summer Session 2008

Summer Session 1 — Tuesday, May 27 – Friday, July 18

Summer Session 2 — Tuesday, May 27 – Saturday, June 21

Summer Session 3 — Monday, June 23 – Friday, July 18

Graduate Comprehensive Exam, Saturday, July 19

Fall Graduate registration begins, Monday, July 1

No classes Friday, July 4

Summer Session 4 — Monday, June 23 – Friday, August 1

Fall Semester 2008

Classes begin Monday, August 25

No classes (Labor Day) Monday, September 1

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

Graduate Comprehensive Exam, Saturday, October 18

Thanksgiving recess begins 10 p.m., Tuesday, November 25

Spring Graduate registration begins, Monday, December 1

Graduate semester ends Monday, December 8

Spring Semester 2009

Classes begin Monday, January 26

Spring Graduate recess begins, 5 p.m., Saturday, March 14

Graduate Comprehensive Exam, Saturday, March 21

Summer Graduate registration begins, Wednesday, April 1

Graduate classes end Thursday, May 7

Commencement Saturday, May 23



MCDANIEL
COLLEGE

2 College Hill

Westminster, Maryland

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

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