



Graduate Catalog

2004-2006

Frostburg State University
101 Braddock Road
Frostburg, Maryland 21532-1099

www.frostburg.edu

The provisions of this catalog are not to be regarded as an irrevocable contract between the University and the student. The University reserves the right to change any provisions of requirement at any time, but its practice is to not make changes in degree and admission requirements retroactive. Other regulations and procedures, tuition and fees, and course offerings may change during the period of your enrollment. Such changes will be published in official University publications such as the Undergraduate Catalog and Schedule Booklet, with prior notice of changes provided.

Frostburg State University is a constituent institution of the University System of Maryland.

Published for the Division of Academic Affairs by the FSU Office of Publications

Connections

When it seems, as the poet William Butler Yeats wrote, that “things fall apart” and “the center will not hold,” it is through connections — relationships — that we bring a sense of order and purpose to our lives.

To enter Frostburg State University as a student is to enter a community that values relationships. We want you to be fully engaged while you are here, connecting with ideas and people, both inside and outside the classroom. Our faculty are dedicated to helping you learn, but they expect you to be active learners, responsible for your own intellectual and personal development. Our small classes foster interpersonal relationships and the lively exchange of ideas among faculty and students. Our library and our laboratories permit you to access virtually limitless sources of information through modern technology and to engage in electronic dialogue with others in remote sites who share your interests.

Opportunities to build personal relationships abound in our student activities and athletic programs as well, whether it be participation in the student government association, one of the many campus special interest clubs, or intramural or intermural sports. Cultural events — drama productions, dance recitals, music concerts, performances by renowned guest artists, lectures — all provide occasions for the campus community and visitors from the surrounding area to come together as an extended, connected community.

And there are other ways in which we encourage our students to establish good relationships with the community around us. Frostburg State University values and promotes learning through active community service. Our students devote thousands of hours each semester to helping others through participation in activities like Big Brother and Big Sister programs, AmeriCorps, service to senior citizens, fund raising for organizations like the Maryland Food Bank and the American Heart Association, blood drives for the Red Cross, and cleanup and adopt-a-neighbor programs. Through service they learn to be responsible citizens and to use their talents and their knowledge to improve the communities of which they are a part.

This catalog is a sort of road map to possible connections you can make as a student at Frostburg. It tells you about our academic programs, our faculty, and some of the activities available to you. With it comes an invitation to consider joining us as a campus community that truly cares about relationships, about connections.

Sincerely,

Catherine R. Gira, President



Dr. Catherine R. Gira
President, Frostburg State University



Academic Calendar 2004-2005

Fall Semester 2004

Testing, new non-registered students only	August 26
Advising and Registration - new non-registered students only	August 27
Residence halls open 9 a.m.	August 29
Classes begin	August 30
Late registration/drop/add	Aug. 30 - Sept. 3
Last day to add classes	September 3
Labor Day - no classes	September 6
Family Weekend	October 8-10
Last day to withdraw with W - graduate students	October 11
Last day for removal of incomplete grades - undergrad. students	October 11
Mid-semester warnings distributed to undergraduate students	October 12
Homecoming	October 21-24
Last day to withdraw with W - undergraduate students	October 25
Spring 2005 & Intersession registration, without payment	Nov. 1 - Nov. 19
Intersession registration, with payment	Nov. 22 - Dec. 10
Residence Halls close - 7 p.m.	Nov. 24
Thanksgiving Recess	Nov. 25 - Nov. 28
Residence Halls open - noon	November 28
Classes resume	November 29
Last day for removal of incomplete grades - graduate students	December 10
Last day to withdraw from courses with WF	December 10
Last day of classes	December 10
Reading Days/Common Finals	Dec. 11 - 12
Intersession course cancellations	December 13
Late Intersession registration, with late fees	Dec. 13 - Jan. 3
Final Exams	Dec. 13 - 17
Residence halls close 7 p.m.	December 17
Commencement	December 18

Spring Semester 2005

Residence halls open-9 a.m.	January 23
Testing, new non-registered students only	January 24
Advising and Registration - new non-registered students only	January 25
Classes begin	January 26
Late registration/drop/add	Jan. 26 - Feb. 2
Last day to add classes	February 2
Summer school registration (without late fees)	Feb. 28 - May 6
Last day for removal of incomplete grades - undergraduate students	March 8
Last day to withdraw from courses with W - graduate students	March 8
Mid-semester warnings distributed to undergraduate students	March 9
Residence Halls close - 7 p.m.	March 18
Spring Break	March 19 - 27
Residence Halls open - 12 noon	March 27
Classes resume	March 28
Last day to withdraw from courses with W - undergraduate students	March 29
Fall 2005 registration	April 4 - 22
Late registration for Summer, with late fees	May 9 - 25
Summer sessions course cancellations	May 12
Last day for removal of incomplete grades - graduate students	May 12
Last day to withdraw from courses with WF	May 12
Last day of classes	May 12
Reading Days/Common Exams	May 13 - 15
Final Exams	May 16 - 20
Residence halls close 7 p.m.	May 20
Honors Convocation	May 20
Commencement	May 21
Hagerstown/Frederick Commencement	May 23

Intersession 2005

Residence halls open, noon	Jan. 2
Classes begin	Jan. 3
Martin Luther King Day, no classes	Jan. 17
Last day of classes	Jan. 25

Summer Sessions 2005

First Summer Session begins May 24
 See the Summer Session Schedule Booklet for complete calendar.

The University

The Mission of the University

As approved by the University System of Maryland Board of Regents October 27, 2000

Institutional Identity

Founded in 1898, Frostburg State University (FSU) is a comprehensive, largely residential, regional university. It is the only four-year institution of the University System of Maryland (USM) west of the Baltimore-Washington metropolitan area, thereby serving as the premier educational and cultural center for western Maryland. In addition to offering an excellent academic program, the University continues to be an integral component of regional economic development initiatives. It is also nationally recognized for its programs in community service and leadership, thus providing "real-life" experiences for students in virtually every discipline offered. As a result, FSU holds the distinction of being one of the USM institutions most fully woven into the fabric of the surrounding region.

Frostburg State University is distinguished by an excellent, diverse faculty, dedicated staff, and service to the communities of western Maryland. Students are afforded a supportive environment in which to expand their knowledge, understanding, communication skills, and appreciation for cultural diversity. Couched within a liberal arts tradition, undergraduate programs promote intellectual growth and equip learners with problem-solving and decision-making abilities useful in developing global understanding and effecting civic responsibility and constructive change. Graduate programs provide specialized instruction for students engaged in or preparing to enter particular professional fields.

The primary program emphasis at the University is high-quality, affordable undergraduate education. FSU offers a comprehensive array of baccalaureate degrees with an emphasis on arts and humanities, business, applied technologies, education, natural and environmental sciences, human services, and social and behavioral sciences. Collaboration with other educational institutions enables the University to offer programs in allied health, engineering, environmental research, and other fields responsive to State and area needs. Graduate studies also constitute a significant component of the educational enterprise. In response to community and regional needs, high-quality master's programs are offered in such professional fields as business, education, psychology, human performance, environmental sciences, applied technology, and recreation management. Through distance learning technologies, the University provides expanded learning and research opportunities for students throughout the State.

The faculty of FSU represent its greatest resource in providing excellent educational experiences for students. Teaching is the most important professional activity and responsibility of the faculty; research and scholarly activity, including collaborations with the Appalachian Laboratory of the Center for Environmental Sciences, and community and professional service also contribute to the vitality of the University and are encouraged and rewarded.

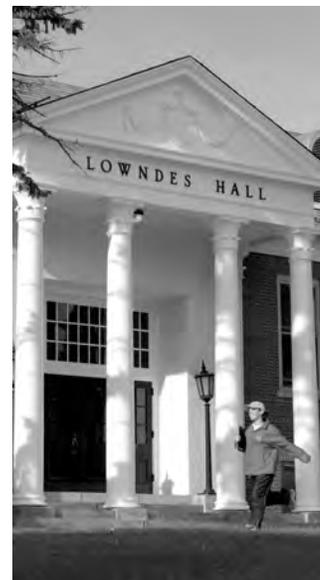
The University draws its diverse student body from all counties of Maryland, nearby states, and a growing number of foreign countries. The majority of students come from the Baltimore and Washington areas. In addition to offering affordable opportunities for undergraduate and graduate education at its main campus in Frostburg, the University, through its Hagerstown Center (soon to become part of the University System of Maryland at Hagerstown), offers upper-division courses leading to the baccalaureate degree and selected graduate degrees in education and business. Professional Development Schools established by the University serve as valuable resources for teachers throughout western Maryland and from neighboring states. The student population of the University includes students from various ethnic and racial backgrounds (16% minorities), from both traditional and non-traditional age groups (18% over age 25), and from rural, suburban, and metropolitan areas. In sum, the student body at FSU is broadly reflective of contemporary multicultural society.

The University acknowledges its responsibility to enrich the educational opportunities for students throughout the State and to provide programs and services responsive to the cultural, community service, and economic development needs of the region.

The Carnegie Classification of the University is Master's Comprehensive I.

Institutional Capabilities

Building on a foundation of excellence, Frostburg State University will continue to grow and to develop programs responsive to the diverse needs and interests of students. Recently approved programs include special education, applied computer science, a Master of Arts in Teaching in secondary education, community



health (with Allegany College of Maryland and West Virginia University), therapeutic recreation (with Catonsville Community College), health system administration and criminal justice (with Allegany College of Maryland).

New undergraduate initiatives currently under discussion include collaborative degrees or specializations in biotechnology, computer engineering and ethnobotany. New graduate programs being planned include a collaborative doctorate in education and additional collaborative programs in the environmental sciences.

To assist the State in addressing the critical shortage of teachers and information technology professionals, the University will seek to expand the number of qualified undergraduate and graduate students recruited to and graduating in those disciplines. Expanded curricular offerings in education, computer science and engineering will be accompanied by increased efforts in retention in those fields.

FSU acknowledges its responsibility to strengthen public schools through the preparation of certified teacher-education graduates and K-16 partnerships directed at improving curriculum and pedagogy. Increased opportunities for the continuing education of teachers will be accomplished through the expansion of Professional Development Schools in the westernmost counties of the State.

The University collaborates with government agencies, other educational institutions, and business and non-profit organizations to address the emerging needs of the broader community. The institution's highly acclaimed programs in volunteerism and community service (AmeriCorps, America Reads, Vista, Voice, Learn and Serve) have brought the University national eminence. Special recognition and awards have been received from the Governor's Commission on Service and Volunteerism and the national Corporation for Public Service. Approximately one-half of all undergraduate students in residence on the main campus engage in community service to elderly shut-ins, institutionalized mental patients, illiterate youth and adults, participants in community recreation centers, and countless other constituents.

The Performing Arts Center, opened in 1994, along with other campus facilities, has brought to the region outstanding national productions in opera, dance, theatre, and symphony and serves as the home for a rich array of student productions. These programs and prominent lecturers speaking on a wide range of topics draw audiences from the far reaches of Allegany and Garrett counties and adjacent counties of neighboring states. Both private and University resources have combined to make the institution the premier cultural center of the region.

The University recognizes its role as a major force for economic development in the region. FSU is a major employer in the area, providing a positive stimulus for the regional economy and opportunities for advanced learning for the employees of area businesses and professions. Each year the University attracts thousands of visitors to the region through special events such as homecoming, parents' weekend, and commencements and through its vigorous summer programming, which brings additional resources to the institution and to the area. Excellent campus facilities and the expertise of University personnel also enable FSU to serve as a center for applied research in the environmental and social sciences, teaching and learning, and other disciplines responsive to societal needs.

Increasingly, the University plays a role in attracting new businesses to the area. Various resources, including the Regional Internet Laboratory and the Small Business Development Center, are available to stimulate business activity. The Center for Regional Progress conducts research and analyses for the local Chamber of Commerce and numerous other area agencies. Currently, the University is working with the Allegany County Department of Economic Development and the Maryland Department of Business and Economic Development to establish a business park (Allegany Business Center) on campus to attract science and technology companies to the area. Substantial financial support for the project has been received from the federal Economic Development Agency, the Appalachian Regional Commission, the State of Maryland and Allegany County. A major attraction for both the University and the private sector will be the excellent location and the availability of University resources, including faculty and student interns.



Accreditation

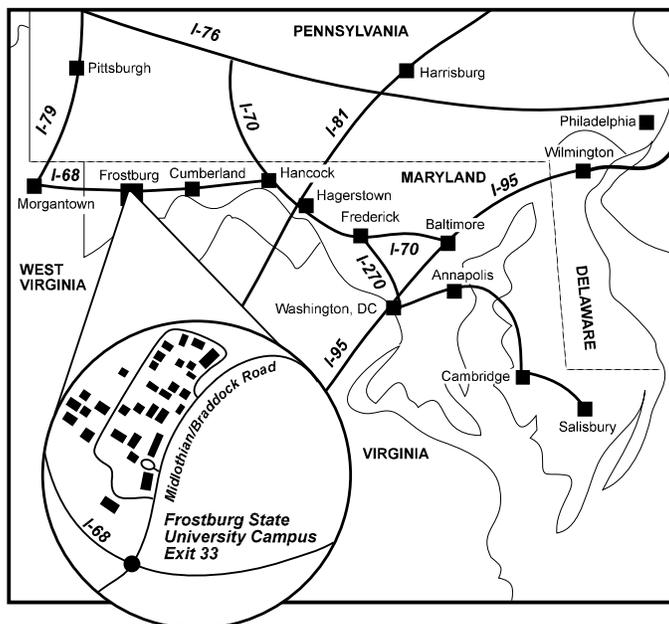
The University and its programs are accredited by the following associations and agencies:

- ▶ Frostburg State University -- Middle States Association of Colleges and Schools
- ▶ Teacher Education Programs -- Accredited by the National Council for the Accreditation of Teacher Education (NCATE) under the new performance standards, approved by the Maryland State Department of Education (MSDE) as consistent with the Maryland Redesign of Teacher Education, and recognized by 14 professional content associations for compliance with national standards.
- ▶ M.S. in Counseling Psychology -- Interorganizational Board for Accreditation of Masters in Psychology Programs
- ▶ B.A./B.S. in Social Work -- Council on Social Work Education
- ▶ Counseling Service -- International Association of Counseling Services
- ▶ Recreation Programs -- National Recreation and Park Association/American Association for Leisure and Recreation

The Campus and Its Surroundings

Frostburg State University is located in the Appalachian highlands (elevation 2,000 feet) of western Maryland. The main campus covers 260 acres within the town limits of Frostburg (population 7,500). The University also offers courses at the University System of Maryland at Hagerstown and on the Catonsville Campus of the Community College of Baltimore County.

The local region is rich in both history and outdoor activities. Students can visit nearby recreational areas—Rocky Gap, New Germany, and Deep Creek Lake State Parks—which offer camping, boating, swimming, hiking, and skiing.



Getting to FSU

From Baltimore and east: take I-70 west to I-68 west at Hancock, MD. Continue to the second exit for Frostburg, Exit 33 (Midlothian/Braddock Road). Bear right and proceed approximately one mile to the main entrance to the FSU campus.

From Morgantown, WV, and west: take I-68 east to Exit 33 (Midlothian/Braddock Road). Turn left onto Braddock Road and proceed approximately one mile to the main entrance to the campus.

To the USM at Hagerstown: take I-70 west from Baltimore and exit onto I-81 north. Take the Downtown Hagerstown exit and follow Route 40 east. Route 40 through Hagerstown is also named Washington Street. The University System of Maryland at Hagerstown is located at 32 W. Washington St.

Facilities

The University buildings and grounds, set on 260 acres, make learning, living and working on our campus a special pleasure. Nature easily enters into the daily lives of students: buildings are set around grassy quads; varieties of plants and the surrounding woods change with the seasons.

The University is also the Coordinating Institution for the University System of Maryland at Hagerstown which will open a new facility in downtown Hagerstown in January 2005.

The Main Campus

Our classroom buildings include Compton, Dunkle, Fine Arts, Framptom, Gunter, Lowndes, Old Main, Pullen, Tawes and the Guild Human Resources Center. Students also attend classes in the Performing Arts Center and the Cordts Physical Education Center.

In addition to specialized departmental labs in all departments, science facilities include a planetarium, greenhouse, live animal rooms, centrifuge, herbarium, arboretum, biotechnology center and electron microscope. Recently, science facilities have greatly expanded and improved through the renovation of Gunter Hall, and the addition of a new Compton Science Center. The state-of-the-art Appalachian Laboratory of the USM Center for Environmental Studies also provides research facilities for FSU students and faculty, as will the new research park.

Thirty-four percent of our students live on campus in eleven residence halls: Allen, Annapolis, Cambridge, Cumberland, Diehl, Frederick, Frost, Gray, Simpson, Sowers, and Westminster. Edgewood Commons, a privately owned apartment-style complex on campus opened in fall 2003.

Student meals are served in the Chesapeake Dining Hall, the Appalachian Station in the Lane Center, and at the Sub Connection in Sowers Hall.

Executive offices are located in the Hitchins Administration Building.

Pullen and Sand Spring Halls house most student services offices. In Pullen, you will find Admis-

sions and Financial Aid, the Registrar, University and Student Billing, Graduate Admissions and Services, Programs for Academic Support and Studies (P.A.S.S.), Disability Support Services, and Student Support Services. Sand Spring Hall is the temporary home to Counseling and Psychological Services, Career Services, the Career Resource Center, Veterans' Affairs, Upward Bound and the Regional Math/Science Center. The University Children's Center has its own building next door.

Specialized Facilities

The Library

The Lewis J. Ort Library provides a wealth of research and reference materials for student and community use.

- ▶ Over one-half million print titles in the collection
- ▶ Web access to library holdings and to other University System of Maryland and Affiliated Institutions (USMAI) campus libraries
- ▶ Media center of non-print materials and teacher materials collection
- ▶ U.S. and Maryland Government documents and maps
- ▶ Periodical collection with over 1,000 subscriptions and 20,022 Web access titles
- ▶ Special collections with emphasis on Western Maryland
- ▶ Extensive archival research collections on Western Maryland's two U.S. Senators (J. Glenn Beall and J. Glenn Beall, Jr.), the Communist Party USA, and railroad photography
- ▶ Interlibrary loan services with other University System of Maryland and Affiliated Institutions (USMAI) campus libraries
- ▶ Individual and group instruction for use of the library's print/electronic resources with effective research strategies
- ▶ Public Internet work stations, plus a 24-station electronic classroom
- ▶ Library's home page at <http://www.frostburg.edu/dept/library/library.htm> with access to Research Port interface which provides access to all of the library's Web databases on-campus or off-campus.

Visit the Lewis J. Ort Library Web site at www.frostburg.edu/dept/library/library.htm

Performing Arts Center

Students studying dance, music, theatre and communication can flourish in the Performing Arts Center. It contains three state-of-the-art theaters (Pealer Recital Hall, Drama Theater, Studio Theater), rehearsal spaces, music practice rooms and electronic labs, shops, offices, classrooms and facilities for the hearing-impaired. Campus and community audiences are welcome at a wealth of concerts and performances. For information, contact the Facilities Manager at 301/687-7460.



FSU's new Compton Science Center houses the departments of biology, chemistry, physics and engineering.

Harold J. Cordts Physical Education Center

Students with valid University identification can use the extensive indoor and outdoor facilities of the Harold J. Cordts Physical Education Center:

- ▶ Three gymnasiums for basketball and other sports
- ▶ Swimming pool with 12-ft diving well
- ▶ Weight rooms, free weights, and Badger Magnum machines
- ▶ Racquetball and squash courts
- ▶ Outdoor tennis courts, football stadium, track facilities
- ▶ Baseball, soccer and other athletic fields

For information, contact the Director at 301/687-4471.

Lane University Center

This student union was built and operates with student fees. It contains student organization offices, the FSU Bookstore, meeting and game rooms, The Appalachian Station restaurant, The Loft and the Cat Trax convenience store. Lane University Center programs and services are described in the Campus Life chapter.

Academic Computing

Students have access to a rich computing environment that includes specialized department labs housed in various campus buildings as well as the main University Computer Center located in Pullen Hall. The University Computer Center offers:

- ▶ Apple, Windows, and SUN workstations connected to the campus network and the Internet
- ▶ Scanning and printing facilities
- ▶ Standard software including word processing, spreadsheets, databases, Internet browsers, Email, programming languages, graphics production and library access
- ▶ Access to statistics packages, programming languages, and database programs through academic servers

Additionally, Academic Computing offers:

- ▶ Support for various labs located on campus
- ▶ Operational support for the 24 hour/7 days a week lab in Ort Library 210 (access via student ID only)
- ▶ Web development and programming for FSU offices and departments
- ▶ Training for computer lab assistants in other departments
- ▶ Support for Blackboard course management system/Web courses

Academic Computing may be reached at 301/687-7090. Visit our web site at www.frostburg.edu/admin/acacom.

Distance Learning

Interactive video, on-line courses, web-assisted courseware and multi-media applications are impacting the way students learn at Frostburg State University. FSU realizes the importance of integrating technologies into the curriculum and has a well-articulated vision of providing opportunities and resources to students and for establishing an exceptional environment of support for teaching and learning.

There is a growing availability of technologically enhanced instructional opportunities at Frostburg. Both synchronous (real-time) and asynchronous (e-mail and newsgroups) learning options abound. There are three distance learning classrooms where students have the opportunity for interaction and collaboration with students and faculty from other institutions within the State of Maryland and to share on-campus classes with students at the University System of Maryland at Hagerstown. Web-enhanced and on-line courses provide students a blend of instructional options within their fields of study sharpening individual skills for technological growth and accomplishment.

Frostburg is working toward creating an on-campus educational environment that embraces the newest of technologies. Several customized "smart classrooms" have been established which incorporate cutting-edge equipment designed to facilitate classroom instruction. There are several computing labs throughout campus where students may work including one available for access 24-7.

Driving Times to Frostburg

Baltimore	2 1/2 hrs.
Frederick	1 1/2 hrs.
Hagerstown	1 hr.
Harrisburg	2 hrs.
Johnstown	1 hr.
Morgantown	1 hr.
New York	6 1/2 hrs.
Norfolk	6 1/2 hrs.
Philadelphia	4 1/2 hrs.
Pittsburgh	2 1/2 hrs.
Richmond	4 hrs.
Salisbury (MD)	5 1/2 hrs.
Somerset (PA)	3/4 hr.
Washington, D.C.	2 1/2 hrs.



Edgewood Commons, FSU's new apartment-style residence hall.

Student involvement in distance education is encouraged and faculty are committed to providing the highest levels of academic support to our students for the distance learning opportunities on campus. For more information about distance learning, contact the Instructional Technology Support Center 301/687-4353.

University Children's Center

The University operates a licensed Pre-School/Extended Child Care Program for the children of students, employees and community residents from Monday through Friday, 7:45 a.m. to 5:00 p.m. Developmentally-appropriate experiences are provided for three, four and five-year-olds in art, math, science, cooking, music and movement, dramatic play, large muscle and fine motor activities. The Center is located on University Drive (across from Bobcat Stadium). For more information, call 301/687-4027.

Women's Studies Resource Center

The Women's Studies Resource Center provides a place for students to find resource materials on gender issues and to get information about the Women's Studies Program. The Center is located in Room 510 of the Ort Library. Hours vary, so contact a Women's Studies coordinator for more information: 301/687-4130 or 301/687-4047.

The University System of Maryland at Hagerstown

Beginning January 2005, Frostburg State University's Hagerstown and Frederick Centers will join with the new University System of Maryland at Hagerstown to offer expanded educational opportunities to the citizens of Washington and Frederick County. Frostburg State University will be the Coordinating Institution for programs offered by a number of USM institutions.

USM at Hagerstown, located in a newly renovated building in downtown Hagerstown, will continue to offer classes from 9:00 a.m. through 11:00 p.m., Monday through Friday, and on Saturday mornings. Most classes will be offered in the late afternoon or evening, though classes utilizing interactive distance learning may be offered throughout the day. On-line courses also will be available.

Undergraduate programs will build on programs available at area community colleges, offering junior/senior level courses leading to bachelor's degrees in such fields as accounting, business administration, criminal justice, liberal studies, nursing and sociology. Graduate programs initially will include the Master of Business Administration, the Master of Arts in Teaching (Elementary), the Master of Education in several specialty areas and the Master of Social Work.

For further information, contact the FSU Hagerstown Center at 301/791-4020. Programs will continue to be offered at the Center through fall 2004.

Other Instructional Sites

The B.A./B.S. in recreation and parks management, including the therapeutic recreation concentration, is offered at the Catonsville Campus of the Community College of Baltimore County. The 2005 host site for the M.S. in Park and Recreation Resource Management is Howard County Parks and Recreation. Classes will be held at the Headquarters Building.

Diversity and Equal Opportunity

Frostburg State University affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. Fostering diversity and respect for difference is a fundamental goal of higher education, ranking among the highest priorities of this institution.

In this spirit, Frostburg State University is committed to a policy of equal opportunity and to the elimination of discrimination in both education and employment on the basis of race, color, national origin, ethnic background, gender, sexual orientation, age, creed, political or religious opinion or affiliation, disability, veteran's status or marital status, in conformity with all pertinent Federal and State laws on non-discrimination and equal opportunity.

The following policies guide the University in meeting its aims of diversity and equal opportunity. Copies of these policies are available in the Office of Affirmative Action/Equal Opportunity (301/687-4101).

- Affirmative Action/Equal Employment Opportunity (PN 1.002)
- Sexual Harassment Policy (PN 1.004 Revised)
- Policy on Diversity (PN 1.006)
- Policy of Non-Discrimination/Equal Opportunity (PN 1.008)
- Policy on Compliance with Disability Discrimination Laws (PN 3.073)

Americans with Disabilities Act

Frostburg State University does not discriminate on the basis of disability in admissions or in access to any of its programs or activities.

It is committed to full compliance with the Americans with Disabilities Act (ADA). The ADA requires that all University programs, services, and activities be accessible to qualified individuals with disabilities. If a program or service is inaccessible to disabled persons, the University maintains responsibility for providing reasonable accommodations to ensure accessibility. This includes, but is not limited to, access to classes, lectures and all campus-sponsored events, on-campus housing, and all facilities used by students and visitors. You may request accommodations through the ADA Compliance Office (301/687-4102; TDD 301/687-7955).

FSU's Teacher Education Report Card

Contextual Information

Total number of students admitted into teacher preparation, all specializations, AY 2000-01	742
Number of students in supervised student teaching	130
Number of faculty members who supervised student teachers:	
Full-time faculty in professional education	12
Part-time faculty in professional education but full-time in the institution	5
Part-time faculty in professional education, not otherwise employed by the institution	6
Total faculty student teaching supervisors	23
Student teacher/faculty ratio	5.7
The average number of student teaching hours per week required*	35
The total number of weeks of supervised student teaching required	20
Average total number of hours required	700

*Student teaching varies by program with most being 20 weeks in the school.

Aggregate and Summary Institutional-level Pass-rate Data: Regular Teacher Preparation Program

Academic Year: 2002-2003

Number of Program Completers: 129¹

Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Statewide Pass Rate
Aggregate - Basic Skills	129	128	99%	99%
Aggregate - Professional Knowledge	115	107	93%	96%
Aggregate - Academic Content Areas**	151	142	94%	98%
Summary Totals and Pass Rates⁵	129	125	97%	85%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

See College of Education web site for detailed report: www.frostburg.edu/about/teachreport.htm

**Math, English, Biology, etc.



University History

1898	The Maryland General Assembly authorized State Normal School #2 and a \$20,000 appropriation for a building. The Governor selected Frostburg as a site because the residents offered the best suitable location without cost to the State.
1898	Townspeople raised the money to buy Beall's Park—a two-acre site—for the State Normal School.
1900	Old Main—the first campus building—was completed.
1902	Fifty-seven students attended the first classes of the State Normal School at Frostburg. We offered a two-year program of elementary school teacher training.
1904	Our first commencement. Students received a diploma and a life-time teaching certificate.
1913	The Model School began operating in its new building. This was our first campus training school which allowed student teachers to work directly with children in the classroom.
1919	We opened our first residence hall.
1930	A six-room training school for student teachers replaced the 1913 Model School.
1931	Our teacher training program expanded from two to three years, and then from three to four years in 1934.
1935	<ul style="list-style-type: none"> ● The institution's name changed to State Teachers College at Frostburg. ● The first four-year degree students graduated with Bachelors in Science in Elementary Education.
1946	The college first offered a liberal arts junior college program. This degree was discontinued in 1960 when four-year programs replaced it.
1947	We completed our first science building. It was followed by the Garrett Science Building in 1952, the Tawes Science Hall and Planetarium in 1968 and the Compton Science Center in 2003.
1949-50	50th Anniversary Year
1950-51	The State Legislature funded a 40-acre expansion to our campus and 5 new buildings.
1959	The new teacher-training laboratory school was completed and named after State Superintendent of Schools Thomas G. Pullen. It continued operating as an elementary school until 1976.
1960	The Board of Trustees granted Frostburg State Teachers College the right to confer the Bachelor of Arts degree and the Master of Education.
1961	Our first black student (Leon Brumback) graduated.
1963	In July, we became Frostburg State College.
1964-79	We experienced significant growth during these fifteen years. Six residence halls were completed as well as eleven campus buildings including the Chesapeake Dining Hall, Framptom Hall, Fine Arts, Dunkle Hall, Lane Center, the Lewis J. Ort Library, the Physical Education Center, Hitchins Administration Building, and the Stangle Service Building.
1971	The Master of Science in Management Degree was first offered. This degree was replaced by the MBA in 1989.
1975	The Appalachian Environmental Laboratory—part of the Center for Environmental Science of the University System of Maryland —opened on our campus.
1986	The Nelson P. Guild Center was completed to house the Social Sciences and Business programs.
1987	In July, our institution was granted University status.
1988	<ul style="list-style-type: none"> ● We joined the University System of Maryland which is comprised of 11 of the State's 4-year institutions and two research institutions. ● The Center in Hagerstown opened.
1989	The first FSU Medallion was presented to Lewis J. Ort. Our second recipient was Governor William Donald Schaefer in 1990 and Gerald Arpino in 1994.
1990	The Frederick MBA program opened.
1991	Dr. Catherine Gira became the second woman president of our institution. Lillian C. Compton served as president from 1945-55.
1994	The Performing Arts Center was completed. On April 24, The Joffrey Ballet performed in the new Center in celebration of its debut on our campus 37 years ago.
1995	Bell Atlantic distance education classrooms were installed at Frostburg and the Hagerstown Center.
1998	The University celebrated its Centennial with a year-long series of events.
1999	The Center for Environmental Science's new Appalachian Laboratory building opens.
2000	FSU was the first-ever recipient of the Corporation for National Service's Higher Education Award for Leadership in National Service.
2001	<ul style="list-style-type: none"> ● Groundbreaking for Allegany Business Center at FSU ● FSU moves from Tier 3 to Tier 2 in <i>U.S. News and World Report's</i> ranking of colleges and universities.
2002	Gunter Hall renovated and reopens.
2003	Compton Science Center and Edgewood Commons apartment complex open.

Graduate Study at FSU

Graduate study allows you to advance your education under the direction of discipline specialists. You should carefully select a field of study which provides you with the opportunity to acquire the understandings, skills, and values needed for advancement in your chosen field and for continuing self-education.

Graduate programs are designed to extend your academic, professional, and personal competence; to familiarize you with the research in your field of study; and to enable you to apply relevant research to contemporary issues in your specialty.

The master's degree confers upon its recipients recognition as leaders within the fields of study. Therefore, as a graduate student, you are expected to reflect not only superior academic achievement, but also the commitment, values, and leadership skills necessary for you to assume a leadership role in your specialty area.

Graduate Program Governance/ Administration

The Graduate Council, a committee of the Faculty Senate, functions as the major policies and procedures body for graduate programs. The full range of the Council's responsibilities can be found in its charter.

School Deans are responsible for overseeing the administration of the graduate programs under their jurisdiction. Each Graduate Program Coordinator is responsible for administering his/her own graduate program.

Students' Rights and Responsibilities and Standards of Personal and Group Conduct

As a student, you enjoy the basic rights of any citizen of our society as you pursue your graduate education, but there is often confusion between the rights of students as citizens and the assumed rights of students as students. Established at the University are clear behavioral guidelines along with the consequences for acts outside these guidelines.

A publication, *The Pathfinder*, available in the Office of Student and Educational Services, includes enumeration of students' rights and responsibilities, identifies the University's standards of personal and group conduct, and explains the University Judicial System.

Admission Requirements

Admission to graduate studies is based on the academic qualifications of the applicant and is granted without regard to race, color, religion, sex or disability.

Regardless of the purpose for which you plan to take graduate courses, you must file an application for admission to graduate studies. A formal letter indicating your admission status is issued when your application is completed. File your application with the Office of Graduate Services early during the semester immediately preceding actual enrollment in graduate classes.

You may submit the application for admission with the registration course request form for that particular semester or summer session. It should be understood, however, that if you seek a degree and have not been fully admitted, or have not developed an approved study plan (in programs where study plans are required), you have no guarantee that the courses taken prior to admission will be accepted into the Master's program. You must complete the admission process in its entirety prior to completing the first semester of courses or you will not be permitted to register for additional courses.

Your admission is valid for the entire time of graduate study provided you register for at least one course during an 18-month period. Should 18 months elapse since you registered for a course, you must submit a request to the Office of Graduate Services to be readmitted before you may register again.

Applicants for graduate study are assigned to one of the following categories: degree program admission, provisional status, or non-degree status.

Degree Program Admission

You may be granted degree program admission if you have a strong undergraduate academic record and appear to have poten-

tial for successful completion of a graduate program. Degree program admission is based on the following criteria:

1. Each graduate program has specific admission requirements, which are detailed in the sections of this catalog devoted to these programs.
2. Completion of an application for admission to graduate study as a degree program student.
3. Submission of official transcripts of all previous graduate work and a transcript certifying the completion of a baccalaureate degree. This official transcript must be sent directly to the Office of Graduate Services from the degree-granting institution.
4. If you have previously completed a graduate degree, but have not taken the GRE (Graduate Record Examination) or MAT (Miller Analogies Test), you may be eligible to have the GRE or MAT requirement waived. The GRE or MAT may be waived if you have successfully completed a graduate degree with a minimum 3.5 cumulative grade point average. The Graduate Program Coordinator of the program to which you are applying will determine the relevancy of previous graduate degrees in making the decision to waive the GRE or MAT requirements.

Provisional Status

Provisional status allows you to enroll in graduate courses in order to qualify for admission to a degree program.

You may be granted provisional status if denied unconditional admission due to (1) less than the minimum grade point average required for admission to the program to which you are applying; (2) baccalaureate degree not from a regionally accredited college or university; or (3) undergraduate course deficiencies.

If you are assigned provisional status, you must construct a special study plan of 9 to 15 credits approved by your advisor. After completing the 9-15 credits, you must apply to the Graduate Program Coordinator for a change of status. You must achieve a minimum cumulative grade point average of 3.0 in order to apply for a change of status to degree program admission.



Dr. Skott Brill, Philosophy

Non-Degree Status

You may be assigned non-degree status if you wish to apply for graduate study but do not wish to work toward a graduate degree. This category usually includes students who wish to take courses for professional development, for transfer to another institution, or for maintaining certification in the field of education. Non-degree status is based on the following requirements:

1. Completion of the baccalaureate degree at a regionally accredited institution of higher education.
2. Submission of an official transcript certifying the completion of a baccalaureate degree. This official transcript must be sent directly to the Office of Graduate Services from the degree-granting institution.

Graduate Certificate Programs

Graduate students currently enrolled in a program of study (degree-seeking) and members of the community who hold a baccalaureate degree, but who do not wish to complete a Masters degree (non-degree seeking), may earn a certificate from Frostburg State University in several specialized areas. Certificate programs are designed to provide specialized skills and knowledge useful in employment and allow academic enrichment through lifelong learning. Post-baccalaureate certificates include a minimum of 12 credit hours, the majority of which are at the master's level.

If you are a degree-seeking student currently enrolled, you may declare your intent to complete a certificate program on your Study Plan form. You must meet all prerequisites stated by the offering department for the particular certificate.

If you do not intend to complete a graduate degree program, and wish to enroll for

the purpose of completing a certificate program, apply for admission as a non-degree seeking student and indicate the certificate program you wish to complete. This simply requires the completion of the *Application for Graduate Admission* form, payment of a one-time application fee, and official transcripts from the institution granting your baccalaureate degree. Particular certificate programs may have additional admission requirements. Credits earned toward a certificate may be applied to a degree at a later date, should you choose to apply as a degree-seeking student. Credits are also transferable.

In order to earn a certificate:

1. A maximum of 9 credit hours, with a grade of B or better, may be applied for transfer from another institution if the courses are appropriate to the certificate. However, at least two-thirds of the credit hours required in the certificate program must be taken at Frostburg State University. Courses offered as *Credit by Exam* count in the two-thirds total for the certificate program.
2. You must achieve a minimum of a 3.0 grade point average in courses required in the certificate and completed at Frostburg State University.

Successful completion of a certificate program will be noted on your official Frostburg State University transcript. You will also receive a paper certificate to document your accomplishment.

The following certificate programs are currently offered. See the descriptions, and any special admission, prerequisite and academic standards in the individual descriptions in the Courses of Study section of this catalog.

- Addictions Counseling (Psychology)
- Child & Family Counseling (Psychology)
- Educational Technology (Education)

Enrollment of Undergraduates in Graduate Courses

Frostburg State University undergraduates may take no more than 7 credits in graduate courses for graduate credit prior to completion of the bachelor's degree requirements. To enroll in a graduate course, you must be a senior with at least a 2.5 grade point average and must have the recommendation of your advisor.

If you are a full-time undergraduate student taking a graduate course during the academic year, you will not be required to pay tuition for the graduate course since you will pay tuition and fees as a full-time undergraduate.

Credit earned in a graduate course may be considered only as graduate credit and may not be used as undergraduate credit for the baccalaureate degree. The credit, although technically graduate credit, may not be used for a graduate degree at Frostburg State University unless it later becomes part of your graduate requirements.

Exceptions to these policies are made only for students who are admitted to a combined baccalaureate-master's program at Frostburg State University. See the degree program listings for descriptions of current programs and selection criteria.

An exception will be granted to undergraduate students accepted into the undergraduate Generic Special Education Secondary/Adult Certificate who are required to undertake 9 credits hours (SPED 601, SPED 602, and SPED 605).

Senior Citizen Golden Identification Card

Senior citizens may qualify for admission and a Golden Identification Card. Participants in the Golden Identification Card program may register for up to three courses each semester for credit - on a space-available basis - without paying tuition. They may enroll only at late registration. Although the late registration fee is waived for senior citizens, they must pay all other fees. To qualify for the Golden Identification Card, the prospective student must meet the following criteria:

- Be a resident of Maryland
- Be a U.S. citizen or produce a Resident Alien card (formerly an Alien Registration card)
- Be 60 years of age by the beginning of the term for which you are applying
- Not be employed more than 25 hours a week

Individuals who qualify for the Golden Identification Card may obtain applications from the Office of Admissions. For further information about these qualifications call 301/687-4201.

International Student Admission

If you are a foreign national and have been awarded the baccalaureate degree (or its equivalent) from any institution other than a U.S. regionally accredited institution of higher education, you must do the following before you can be considered for admission to graduate study:

1. Submit a completed Application for Graduate Study to the Office of Graduate Services, Frostburg State University, Frostburg, MD 21532-1099, U.S.A.
2. Ask the Educational Testing Service (ETS) to send the results of the Test of English as a Foreign Language (TOEFL) to the Office of Graduate Services, Frostburg State University. Take this test if you are from a non-English speaking country. Take the test approximately six months in advance of the semester for which you are applying. You must achieve a minimum score of 550 on the TOEFL paper exam or 213 on the computer-based TOEFL to be eligible for admission.
3. Submit official copies of transcripts showing all university and college work. These transcripts must show the subjects taken, grades for the subject, and degrees awarded. Official copies must bear the seal of the issuing institution and the actual signature of the college or university registrar.
4. Have transcripts for institutions other than American institutions translated and evaluated by World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10011, U.S.A.; Education Credential Evaluators, P.O. Box 92970, Milwaukee, WI 53202-0970; or by International Consultants of Delaware, Inc., 109 Barksdale Professional Center, Newark, DE 19711, U.S.A. Your credentials will be evaluated and a report forwarded to the Office of Graduate Services. No action will be taken on your application for admission until the evaluation has been received.
5. Complete the International Student Certification of Financial Support form and submit it to the Office of Graduate Services. This form attests that your sponsor is aware of the educational and living expenses and is prepared to provide the necessary funds. Students must pay all educational costs for the semester in full at registration.
6. Complete the Health Insurance Acknowledgment Form and submit it to the Office of Graduate Services. You are required to maintain adequate health insurance to continue as an active FSU graduate student and as a valid F-1 visa holder.
7. Fulfill program admission requirements.

International Student Application Deadlines

The application and other required documents must be received by the Office of Graduate Services according to the following schedule:

Semester Planning to Enter FSU	Deadline for Submitting Complete Application*
Fall semester	June 1
Spring semester	October 15
Summer School	January 15

*Please refer to application guidelines listed in specific degree programs.

We will not grant you an I-20 until we have received all your required information.

If you are an international student residing outside the United States, you should not come to Frostburg State University before receiving a formal letter of admission and an I-20. For complete instructions, contact the Office of Graduate Services, Frostburg State University, Frostburg, MD 21532-1099, U.S.A.

International Students at FSU

Each semester Frostburg State University hosts a number of international students from all over the world. In addition to providing services in dealing with the Immigration and Naturalization Service, academic counseling and organizing a number of social events and excursions, the Center for International Education also oversees the awarding of a number of scholarships to international students attending Frostburg State University. Awards are available both to incoming and returning international students in F or J status.

For further information, call the Center for International Education at 301/687-4714 or visit the CIE on the Internet at: www.frostburg.edu/admin/cie/cie.htm.

Expenses, financial aid and scholarships

Expenses

This information applies to the academic year 2004-2005 only. Please see appropriate Registration Guidelines for 2005-2006 rates. Notwithstanding any other provision of this or any other University publication, the University reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University and the University System of Maryland Board of Regents.

Tuition

Tuition, full-time, evening, or summer is \$256 per credit hour for resident graduate students, and \$296 per credit hour for non-resident graduate students.

Students taking courses for pass/fail or courses without credit designation will receive assigned equivalency credit hours for tuition and fee purposes.

Fees

The following paragraphs explain how the University uses the fees which students pay. For information on other fees and expenses related to summer and undergraduate programs, refer to the respective catalogs and bulletins.

Activities Fee: An optional activities fee of \$65 per semester for full-time (9 or more

graduate credits) or \$9 per semester for part-time students (less than 9 graduate credits) is collected to support student publications, the campus radio station, social activities, student government and a balanced program of cultural events. To be billed for the activities fee, write to the University and Student Billing Office to indicate the number of credits for which you are registered.

Application Fee: Applicants pay a \$30 non-refundable application fee when they apply to the University. This one-time only fee is sent directly to University and Student Billing at the same time the application is mailed to the Office of Graduate Services. This fee is waived for FSU graduates.

Main Campus Fees

Please note: You are not required to pay the following fees if you are enrolled at an off-campus site, with the exception of the technology fee.

Athletic Fee: A non-refundable athletic fee of \$24 per credit hour fee for graduate students is used to support the University's program in intercollegiate and intramural athletics.

Auxiliary Facilities Fee: An auxiliary facilities fee of \$8 per credit hour for graduate students is assessed for construction expenses of the auxiliary facilities.

Student Union Operating Fee: A Student Union operating fee of \$12 per credit hour for graduate students is charged for operating expenses of the Lane Center.

Technology Fee: A technology fee of \$60 per semester for full-time students or \$8 per credit hour for part-time students is collected to fund technology initiatives for student enhancement. Students at the Hagerstown or Frederick Centers are charged \$5 per credit hour.

Transportation Fee: A Transportation fee of \$10 per semester for full-time students and \$1 per credit hour for part-time students is charged, allowing students to ride Allegheny Transit Authority buses by showing a student ID.

Other Fees and Expenses

Late Payment Fee: A late payment fee of \$30 is charged for payments received after the established payment deadline.

Late Registration Fee: A late registration fee of \$30 is charged for not registering as prescribed.

Private Music Fee: Music students desiring private study of organ, piano, other instruments, or voice are charged \$100 per credit hour.

Deferred Payment Participation Fee: A \$50 participation fee is charged each student signing a deferred payment promissory note. A

Graduate Tuition & Fees 2004-2005*

Tuition (per credit hour)

Maryland Residents**	\$256
Out-of-State Residents	\$296

Semester Fees (per credit hour)

Athletic Fee+	\$24
Auxiliary Facilities Fee+	\$8
Student Union Operating Fee+	\$12
Activities Fee (optional, less than 9 credits)	\$9
Technology Fee	\$8
Transportation Fee	\$1

Other fees & expenses

See detailed explanation at right.

Application Fee, one time only, waived for FSU graduates	\$30
Career Services Credentials	\$10
Deferment Fee	\$50 per semester
Duplicate Copy	\$3
Late Registration Fee	\$30
Late Payment Fee	\$30
Lost ID Card	\$10
Private music fee	\$100 per credit
Returned Check Fee	\$30
Vehicle Registration	day \$20 per year
	evening only \$5 per year

During the summer, you will be required to pay a University Fee for the administration of summer school.

* See Graduate Schedule Booklet for 2005-2006 rates.

**See Policy for Student Residency Classification, policies chapter of this catalog.

+You are not required to pay these if you are enrolled at an off-campus site.

Note: All charges for tuition, fees, and expenses are subject to change at any time by the Board of Regents of the University System of Maryland.



\$30 late payment charge is assessed each time students fail to make deferred payments on the due date.

Duplicate Copies: A \$3 fee is charged for each duplicate statement of fees (or other receipt) requested. A \$10 fee is charged for each duplicate ID Card. A \$2 fee is charged after the third request for each set of credential files provided by the Office of Career Services.

Returned Check Charge: A \$30 fee is charged whenever a check given in payment of any obligation is returned by the bank. Article 27, Section 142 of the Annotated Code of Maryland states that anyone who obtains money, etc., by bad check is subject to prosecution. All checks returned to the University by the bank as "unpaid" (this includes checks on which payment has been stopped) must be paid within seven days of the University's notification to the student.

Motor Vehicle Registration: A \$20 motor vehicle registration fee is charged for students registering a vehicle.

Students who register for evening classes only may purchase a permit at the reduced price of \$5.00. Evening permits are not valid from 6:00 a.m. to 4:00 p.m., Monday through Friday. Permits are issued for the academic year.

Room and Board

Graduate students may choose to live in university residence halls. Rooms are assigned on a space-available basis. The cost for room and board for each University residence hall student varies from \$5,320 per year to \$6,756 per year. Room contracts are binding for one academic year (fall and spring semesters). All students living in the residence halls are required to purchase a meal plan for the University dining hall.

Residence Hall Damage Deposit

You will be charged a \$100 damage deposit before you move on campus your first semester. Money will be deducted from this

deposit for the following:

- (1) damages to your room and room furnishings;
- (2) damages to common areas within your residence hall if these damages are unreported and/or unclaimed. These damages will be charged collectively to the residents.

If your deposit drops below \$25, you will be sent a bill to replenish your deposit to the \$100 level.

The balance of this damage deposit remains in your account until the end of the spring semester or until you leave the halls. It will be refunded annually through the State Comptroller's Office.

Payment of Fees

Make all checks or money orders payable to Frostburg State University for the exact amount on the bill you receive. All fees must be paid prior to the beginning of each semester or before the date shown on the statement of fees. Students will not be admitted to classes until all bills have been paid or they have made approved arrangements with the University & Student Billing Office and they may not register for the next semester. Failure to meet the due date will result in the cancellation of the student's schedule.

Deferred Payment Plans

Two deferred payment plans allow you to spread the cost of registration over a specified period: the Frostburg State University 60-day deferred payment plan and the Frostburg State University MPP 10-month budget plan.

You may apply for the 60-day deferred payment plan by completing the application form mailed with your bill and returning it to the University & Student Billing Office before the bill payment deadline. The following guidelines apply to the deferred payment plan.

- One-third of the semester bill must be submitted with the deferred payment plan form to University & Student Billing before the bill payment deadline.
- A service charge of \$50.00 is added to the first payment.
- Another one-third of the semester bill is due in thirty days after the first day of classes.
- The final one-third of the semester bill is due within the following thirty days.
- A late payment charge of \$30.00 will be added each time the student fails to make payment on the due date.
- If deferred payments are more than 10 days late, the student may be dismissed from classes.
- The deferment plan cannot be extended beyond the 60-day period, but pre-payment is accepted anytime within the 60-day period.
- If the account remains unpaid after 60 days, the student cannot register for the following semester.
- Deferred payments do not affect the way refunds are computed.

The Frostburg State University MPP budget payment plan allows you to pay University fees in 10 convenient monthly payments. The cost of this plan is \$60. There is a \$10.00 handling charge for any payment received after the due date.

You may request information about this plan directly from University and Student Billing, 301-687-4321/888-689-1628.

Charges for Collection of Unpaid Bills

If a student's account is not promptly paid, the University will turn it over to the Maryland State Central Collection Unit and a 17-percent collection fee will be added to the bill. If further collection action is needed, an outside agency will be retained and those charges will also be billed to the student. The state may also withhold any refund due to the student from the Maryland State Income Tax and apply it to the overdue account.

Identification Card

You should obtain an FSU identification card, which is required for access to certain facilities and equipment and will admit you to university-sponsored activities and events. You must have an I.D. card to check books out of the University library. I.D. cards are processed and obtained in the I.D. Office located in the north lobby of Chesapeake Dining Hall (enter the door nearest Frederick Hall). The hours are 9:00 a.m.-1:00 p.m. and 2:00 p.m.-4:00 p.m. daily.

Refund Schedules

Fall and Spring Semester

Before the end of each registration period	100% tuition refunded
Before the 15th calendar day after the official start of classes for that session	80% tuition refunded
From the 15th day until the end of third week after the official start of classes	60% tuition refunded
During the 4th week after the official start of classes	40% tuition refunded
During the 5th week after the official start of classes	20% tuition refunded
At the end of the 5th week after the official start of classes	0% tuition refunded

Fee Refund Schedule (including summer session)

Application fee	0% refund
Board fee	- Up to mid-semester prorated on a weekly basis plus one week - After mid-semester 0% refund

Summer Sessions

Before the end of the summer registration period	100% tuition refunded
Before the end of one-fifth of the length of the session, but in no case beyond the 7th calendar day of the session	80% tuition refunded
Before the end of two-fifths of the length of the session	40% tuition refunded
At the end of two fifths of the length of the session, but in all cases beginning with at least the 15th calendar day of the session	0% tuition refunded

*In the case of special courses of short duration (i.e., one week or less), this policy will be applied on a pro-rata basis in a manner consistent with the policy.

Non-refundable Fees

The following fees are non-refundable after the end of each registration period including the summer session and Intersession:

Room rent fee	Private Music Fee	Transportation Fee
Activities Fee	Student Union Operating Fee	University Fee
Athletic Fee	Student Teaching Fee	Vehicle Registration Fee
Auxiliary Facilities Fee		

Financial Aid

Office of Financial Aid, 114 Pullen Hall
301/687-4301, FAX 301/687-3029

The University program of financial aid helps students who have limited financial resources. Every effort is made to aid qualified students in need of financial assistance through loans, grants, scholarships and part-time employment.

The Financial Aid Office operates with an open-door policy and provides financial aid information to assist students with the application process.

Application Process

All students applying for financial aid through the University must complete the **Free Application for Federal Student Aid (FAFSA)**. The application is available in the Financial Aid Office, Room 114 Pullen Hall, public libraries and higher educational financial aid offices throughout the country, or on the Internet at www.fafsa.ed.gov. By submitting this form, graduate students will be considered for federal, state, and institutional aid.

Student Loans

Stafford Loans are a major form of self-help aid that are available through the Federal Family Education Loan Program (FFEL) to graduate students who are enrolled for at least six credits per semester. These loans are made available through banks and credit

unions that participate in the FFEL Program. Stafford loans are either subsidized or unsubsidized and to be considered for either loan, a student must complete the FAFSA form.

A **subsidized** loan is awarded on the basis of demonstrated financial need. A borrower will not be charged any interest during the in-school period on a **subsidized loan**.

An **unsubsidized** loan is not awarded on the basis of need. A borrower is charged interest from the time the loan is disbursed until it is paid in full. If a borrower allows the interest to accumulate, it will be capitalized—that is, the interest will be added to the principal amount of the loan.

Note: If your interest is capitalized, it will increase the amount you have to repay. If you choose to pay the interest as it accumulates, you will repay less in the long run.

Refund Policy

The following regulations govern refunds available upon withdrawal from the University or when other changes of status take place. To withdraw from the University, you must complete an official withdrawal card and file it in the Office of Registration and Records before you are entitled to any refund. Because refund amounts change depending upon when you file, the date used to determine refunds will be the date on which you submit the final filing or change of status to the Office of Registration and Records.

For Intersession, refunds of tuition are provided up to and including the last day of registration.

Students dismissed for disciplinary reasons are not entitled to any tuition or fee refund.

Student Refund Policy For Title IV Recipients

See page 14 of this catalog for information regarding the Student Refund Policy for Title IV Recipients.

Generally, as a graduate student, the maximum you can borrow is up to \$8,500 each academic year. Keep in mind that you may receive less if you receive other financial aid or resources (such as the benefit of tuition waivers) that are used to cover a portion of your cost of attendance. See the *Federal Student Guide* (available in the Financial Aid Office) for aggregate maximums that can be borrowed from Stafford Loan Programs—including subsidized and unsubsidized loans.

Important notes about financial aid including Stafford Loans:

- Students must reapply for financial aid each year
- Students must be enrolled for at least 6 credits and be pursuing a degree
- Changes in eligibility (such as receipt of additional resources, changes in enrollment, etc. may result in loan reduction)
- Graduate students must maintain satisfactory progress standards as listed below.

Satisfactory Academic Progress Standards For Graduate Students

Federal regulations require that institutions of higher education establish minimum standards of "Satisfactory Academic Progress" for students who receive federal financial aid including loans under the Federal Family Educational Loan Program (Stafford subsidized and unsubsidized loan programs). As a result, the Frostburg State University Financial Aid Office is required to evaluate all recipients' progress towards obtaining a degree. Students who fail to meet these requirements will not be eligible to participate in any federal Title IV programs of which federal student loans are a part. In order to meet satisfactory progress standards, students are required to complete **at least 67%** of attempted credits throughout graduate enrollment.

Example 1: You enroll for 9 credits fall and only complete 6 of those credits satisfactorily, (get an incomplete in three credits), then enroll for 12 credits in spring and complete 6 credits satisfactorily, you have attempted 21 credits (9 + 12) and completed 12 (6 + 6).

$$12/21 = 57 \text{ percent}$$

- You do not meet satisfactory progress standards.

Example 2: You enroll for 9 credits fall and complete all 9 satisfactorily, then enroll for 9 credits spring and complete 6 hours satisfactorily. You have attempted 18 credits (9 + 9) and completed 15 (9 + 6).

$$15/18 = 83 \text{ percent}$$

- You have completed over 67% of your attempted credits and have thus maintained satisfactory progress standards.

Keep in mind, the above calculation will be determined by the number of semester hours for which the student is enrolled on the last day of the drop/add period of each semester.

In addition to the above requirements, students must **maintain** a minimum cumulative grade point average of **3.0**.

Students should be aware that while academic probation may allow them to continue enrollment, they may not be eligible for financial aid.

(*academic year is inclusive of all periods of the student's enrollment including summer session/s)

NOTES:

1. The following grade symbols will be considered as credits passed:
A, B, C, D, P
2. In addition to the grades listed as credits

passed, the following grades will be calculated in credits attempted:

W, WF, CS, NC, F, FX, N, I

3. Courses that a student repeats will be included in hours attempted.
4. If a student has been ineligible for financial aid during the previous year and he/she now meets standards, it is the student's responsibility to notify the Financial Aid Office of regained eligibility.
5. Each semester (including summer sessions) is counted as a semester/session attempted, regardless of whether or not the student was a financial aid recipient.
6. Reminder: GPAs do not transfer from one institution to another.
7. Satisfactory academic progress has no bearing on graduate assistantships.

Appeal Process

All students have the right to appeal when they are notified that they are ineligible to receive financial aid because they are not making satisfactory academic progress. The University makes every effort to notify ineligible students by first-class mail at his/her home address immediately following the spring semester from which that ineligibility is determined. However, keep in mind it is the student's responsibility to recognize his/her ineligibility and actively pursue appeal procedures where mitigating circumstances exist.

Appeals should be based on mitigating circumstances, such as serious physical or emotional problems. All appeals must clearly state the student's special circumstances. In addition, the student is responsible for supplying any additional documentation that may support his/her claim. For instance, a letter from a physician is required in the case of a physical problem. The appeal should also state the specific means by which a student intends to attain satisfactory academic progress in the future.

Students wishing to appeal must submit their appeals to the Financial Aid Office. The deadline for submitting appeals is normally within two weeks of the semester's ending date. The Financial Aid Appeals Committee then reviews such appeals and students are notified of the outcome of appeals within ten days after the appeal submission deadline.

Special Note: Federal regulations require your written permission to deduct, from your financial aid on an annual basis, miscellaneous institutional charges such as library fines, etc. You must sign and complete a permission form, which will be mailed to you along with your award letter. If at all possible, you should submit this permission form



Old Main

prior to billing. If you choose not to complete the permission form, you will be responsible for paying any miscellaneous obligations from personal funds by the bill payment deadline date. Please note: The University **may not apply** your loan funds to any charges assessed to you in a prior award year.

Return of Title IV Funds for Financial Aid Recipients

FSU has adopted the mandatory Return of Title IV Funds policy established by federal regulations. All Title IV financial aid recipients who officially and/or unofficially withdraw from the University are affected by this regulation. Title IV aid included in this refund policy is as follows: Federal Perkins Loan, Subsidized Stafford Loans and Unsubsidized Stafford Loans.

When a student withdraws from the University before 60% of the semester has elapsed, his or her Title IV financial assistance will be adjusted based on the amount of aid the student has earned up to the date of withdrawal. After the calculation has been performed, the amount of unearned aid will be returned to the various Title IV programs. The funds will be returned to the various programs in the following order:

Unsubsidized Stafford Loans
Subsidized Stafford Loans
and Federal Perkins Loans

Each student will be responsible for the remainder of his/her bill after Title IV funds have been returned. Therefore, a student contemplating withdrawal from the University should contact the Financial Aid Office about how financial aid will be adjusted as a result of withdrawal.

Graduate Assistantships

Graduate assistantships are offered each year to outstanding students. Graduate assistantships represent an honor and distinction and are given only to high-quality students.

Graduate assistants receive a stipend in the amount of \$5,000 for the Academic Year 2004-2005. In addition, the graduate assistant receives tuition waiver, which amounts to as much as \$5910 annually. Graduate assistants engage in research studies, projects, teaching, or other activities that are directly related to their programs of study.

Terms of Assistantship

Graduate assistants are expected to pursue assigned activities for 20 hours each week during their assistantship. Normally, there are 15 weeks in the fall and spring semesters and 6 weeks in each of 2 summer terms (12 weeks for MBA assistantships). However orientation for assistantships may require time in the week before classes start. Any deviation must be approved by the student's supervisor and the Graduate Program Coordinator.

Sick Leave

There is no provision for sick leave. If the assistant is sick on one of the days that he or she is scheduled, the appropriate number of work hours is still required for that week. Notification and rescheduling are the responsibility of the graduate assistant who must gain the approval of the supervisor and the Graduate Program Coordinator. Inability to work for extended periods or on a regular basis because of illness may be cause for termination of the assistantship.

Summer School Assistantships

Students who are Graduate Assistants during the previous academic year or semester may receive Graduate Assistantships during the Summer. However, when a Graduate Assistantship position requires an occupant during the Summer and no continuing Graduate Assistant is available, a new student may fill that position.

Other Employment

Graduate Assistant responsibilities combined with course work represent a full-time undertaking. Graduate Assistants are full-time students who are registered for 9 or more graduate credits and work twenty hours per week. Graduate Assistants are not permitted to work for pay for more than twenty hours per week for the University. Graduate Assistants may work additional part-time jobs provided they meet all three of the following: 1.) the additional jobs do not interfere with their academic success; 2.)

the additional jobs do not interfere with the responsibilities assigned to their graduate assistantship and; 3.) the additional jobs do not take away opportunities for other students to gain financial assistance. These additional part-time jobs do not include a second assistantship. Performance both academic and job-related, will be monitored by the student's academic advisor/graduate program coordinator, and the advisor will sign each student's time sheet to indicate acceptable levels of performance. This policy does not extend to international students, who are restricted to a 20-hour workweek by the Immigrations & Naturalization Service guidelines.

Tuition Waiver

Tuition waiver is granted to graduate assistants. Normally, graduate assistants are provided tuition waiver for 9 to 12 credits per semester, but may not exceed 30 credits over any 12-month period. **Tuition remission waiver covers only courses approved by the Program Coordinator, required in the degree program, included on an approved Study Plan, and only during the semester and/or summer session for which the assistantship is granted.**

Evaluation

The Program Coordinator/Supervisor is responsible for providing feedback on performance to the graduate assistant. That feedback should identify both strengths and weaknesses of the performance and offer constructive suggestions for improving performance where it is less than expected. The evaluation should be both oral and written, with the written portion retained in the file of the graduate assistant.

Termination

Termination of the assistantship by the student prior to the end of the assistantship completion date requires 2 weeks written notice to the Program Coordinator and the School Dean or contract originator. In such cases, tuition waiver is voided, and the stu-

dent is billed for the tuition owed for the semester. If the student works until the termination date, the stipend continues until that date.

Termination of the graduate assistantship by the University is the responsibility of the Dean or contract originator. Graduate assistants can be terminated for cause only.

Termination should be considered only as a last resort and after all other alternatives have been pursued. Grounds for termination shall be unsatisfactory performance (e.g., extended absenteeism or illness, violation of the terms of the contract). To ensure fairness and to protect the rights of the graduate assistant, the following process for termination has been developed.

If the Program Coordinator/supervisor recommends to the Department Chair that a graduate assistant be terminated, there must be adequate documentation substantiating the termination. This would include accurate documentation of the problem(s), demonstration of effort to assist the graduate assistant in correcting the problem(s), and a copy of at least 1 written warning to the graduate assistant. The graduate assistant has the right to appeal a termination decision of the Department Chair to the Dean or contract originator.

If cause is established and termination of the graduate assistant results, payment of the stipend and voiding of the tuition waiver is the same as when the student terminates the assistantship.

Eligibility and Enrollment

Eligibility for a graduate assistantship requires full admission to a master's degree program.

Students who have begun study and have been admitted to a degree program must be in good academic standing and maintain a minimum grade point average of 3.0 in all courses taken for graduate credit. In addition, graduate assistants must register for a minimum of 9 credits leading to the degree during every semester of the assistantship. If awarded an assistantship for a summer session, the student must be registered for 3 credits for that session—9 credits if MBA.

Responsibilities

The performance of graduate assistants in their assigned responsibilities is expected to be of the highest quality throughout the term of the appointment. Specific responsibilities are assigned by the designated supervisor. Ordinarily, assignments will include research studies, projects, teaching, and other activities directly related to the graduate assistant's program of study.



under such official agreements. Recipients must be foreign nationals.

Application Components and Deadline

The application for a Graduate Assistantship (GA) or International Fellowship (IF) consists of three components: (1) the completed GA application form, (2) three completed Graduate Assistantship Reference Forms, and (3) the submission of an updated resume.

Only International Students are eligible to apply for the International Fellowships.

To be considered in the initial review, applications must be received in the Office of Graduate Services on or before March 15 for

positions beginning in the fall of the academic year. Applicants must take the initiative to follow up on references.

You will be notified of a completed GA file only after all required materials have been received. Applicants will be notified of selection results no earlier than April 15. Since the application process is on going and vacancies may occur at various times, the selection process will continue until positions are filled.

For more information

Contact the Office of Graduate Services for detailed information about graduate assistantships.

Reapplication

Current graduate assistants applying for an assistantship for the subsequent academic year need only complete the first page of the application; references are optional.

Submission of the first page must occur by the deadline for applying for an assistantship.

Processing Requirements and Procedures

In order for the contract to be executed (i.e. for you to work), all documentation must be completed. Additional documentation to be completed includes the Employee Withholding Exemption Certificate, the University of Maryland System Graduate Assistant Tuition Remission Form, Statement of Polygraph Law Form, Immunization Certification, Payroll Direct Deposit Authorization, and an INS I-9 Form. The first four forms are returned along with the contract, the I-9 form which is returned in person to the Office of Payroll & Employee Services (318 Hitchens Administration Building) **no later than the date of hire**. When submitting the I-9 you will need to bring with you original government issued identification documents such as driver's license and social security card or birth certificate.

International Fellowships

A limited number of International Fellowships, with stipends of \$6,650 for the academic year, and at least partial funding of a limited benefits medical insurance plan, also are available, with other terms and conditions equivalent to those for graduate assistantships. The International Fellowships are designed to implement provisions of official exchange agreements between Frostburg State University and other educational institutions abroad, and selection preference is given to students attending the University

Scholarships and Awards

Because Frostburg State University is firmly committed to academic excellence, a number of scholarship programs are available to graduate students. Several have been established through the Frostburg State University Foundation; others are made available by the State of Maryland, individual donors, businesses and corporations, and civic organizations.

The Maryland Hope Teacher Scholarship

The Maryland Hope Teacher Scholarship program is for undergraduates and graduates who would like to become classroom teachers in the Maryland Public School system.

In order to qualify, a student must have a cumulative 3.0 GPA and be a Maryland resident who is enrolled full time in an eligible teacher education program. If you accept this scholarship, you must sign a promissory note that states you will work as a full-time certified teacher in Maryland one year for each year of assistance received. *Note: Failure to meet the service obligation will result in a responsibility to repay the scholarship.*

The annual award for this scholarship is \$5,000. In order to apply, an applicant must complete a Maryland Hope Scholarship Program application and submit it to the State Scholarship Administration by March 1. This application is available from the State Scholarship Administration (410/260-4565) or at the FSU Financial Aid Office (301/687-4301).

Lalitta Nash McKaig Foundation

The McKaig Foundation offers scholarship funding to qualified students seeking an undergraduate or graduate degree at any accredited college or university in the United States.

To be eligible, you must demonstrate financial need and reside in Bedford or Somerset County, Pennsylvania; Mineral or

Hampshire County, West Virginia; or Allegheny or Garrett County, Maryland.

To apply for this scholarship, complete the McKaig Scholarship application and send it directly to the McKaig Foundation. In addition, the student must supply a copy of the report results of the Free Application for Federal Student Aid (FAFSA) to the McKaig Foundation. Students should review the McKaig application for other required documentation.

The deadline for applying is May 31 prior to the academic year for which application is made. If you are selected initially, you will be required to have a personal interview with the Foundation Administrator in Cumberland, Maryland.

For further information and application forms, contact the Financial Aid Office, Frostburg State University, 101 Braddock Road, Frostburg, MD 21532-1099; phone 301/687-4301.

FSU Graduate Scholarships

Note: qualified graduate students should also see the Hedrick Teacher Excellence Award, Malchenson Scholarship, Chessie Federal Credit Union Scholarship, Farmers and Mechanics National Bank Scholarship, Associated Italian Americans Scholarship and the Jack Kent Cooke Scholarship. Criteria for these scholarship is available in the Financial Aid and Scholarships booklet available in the FSU Financial Aid Office.

F. Perry Smith Jr. Graduate Scholarship

Unit Award Amount: \$1,500

Contact: Office of Graduate Services

Criteria: The recipient must have completed a high school education or equivalency in either Allegany or Garrett counties of Maryland and be enrolled at FSU with an overall grade point average of 3.0 or better, or be accepted with a transferable overall grade point average of 3.0 or better. The recipient must demonstrate financial need. The scholarship may be received for two consecutive years if an overall grade point average of 3.0 or better is maintained.

Deadline: March 15

Lewis J. Ort Physical Education & Recreation Scholarship

Unit Award Amount: \$1,500

Contact: Athletic Director/Ralph Brewer

Criteria: The recipient must be accepted in graduate studies with an emphasis on physical education/athletic management/administration. Examples include recreation, intramurals or sports publicity assistantships.

Deadline: March 1

Eleanor Porter Tennant Scholarship

Unit Award Amount: \$500

Contact: Dept. of Educational Professions/
Joyce Wheaton

Criteria: The recipient must be enrolled for six hours or more, or in other programs as developed by the University for similar undergraduate or graduate studies in the future. Applicants must have an overall grade point average of 3.0 or better with demonstrated interest in elementary education as shown by previous scholarship, research, membership or avocation. Preference is given to renewal applicants. The award may be received for two consecutive years. In the event of equally qualified applicants, preference will be given to applicants with demonstrated academic ability.

Deadline: March 1

Richard A. Johnson, M.D. Biology Memorial Scholarship

Unit Award Amount: \$500

Contact: Appalachian Laboratory/Louis Pitelka

Criteria: The recipient must be a full-time student in the Master of Science in Biological Sciences program as administered through the Appalachian Laboratory. Preference will be given to applicants from Third World countries. The award may be used for sponsored research if the research is

approved by the Appalachian Lab director. The award may be renewed for a second year if satisfactory academic progress is maintained.

Deadline: March 1

Hilda Holt Gellner Graduate in Education Scholarship

Unit Award Amount: \$500

Contact: Dept. of Educational Professions/
Joyce Wheaton

Criteria: The recipient must be a graduate student pursuing a master's degree in education with an undergraduate degree in elementary education or a junior or senior elementary education major or in other programs as developed by the University for similar studies in the future. The recipient(s) must have an FSU overall grade point average of 3.0 or better. The award may be received for two consecutive years.

Deadline: March 1

Francis A. Kenney Jr., and Lena Georg Kenney Graduate Education Scholarship

Unit Award Amount: \$3,000

Contact: Dept. of Educational Professions/
Joyce Wheaton

Criteria: The recipient must be a graduate student in education with an overall undergraduate grade point average of 3.0 or better and have demonstrated interest in education as shown by academic record, employment history or participation in education-related groups or associations. The award may be received for two consecutive years.

Deadline: March 1

Mary T. Lascaris Slider Memorial Graduate Reading Scholarship

Unit Award Amount: \$500

Contact: Dept. of Educational Professions/
Joyce Wheaton

Criteria: The recipient must be a full or part-time graduate student in education with a demonstrated interest in the field of reading as shown by previous research or avocation. Preference will be given first to applicants who are members of the Western Maryland Reading Council, then to graduates of Southern and Northern High Schools and finally, to any resident of Garrett County, MD.

Deadline: March 1

**David Sanford Graduate Student Scholarship**

Unit Award Amount: \$500

Contact: Office of Graduate Services

Criteria: The recipient must be enrolled full-time or part-time as a graduate student, have previously been an undergraduate at FSU and have received a varsity sport participation letter. An FSU overall grade point average of 3.0 or better is required.

Deadline: March 1

Special Awards**The Dr. R. Bowen Hardesty and R. Bowen Hardesty, Jr. Award for Innovation in Quality Education**

This award, established by Dr. Hardesty (president of the University from 1953-64) in honor of his late son who was a teacher in Maryland, is made annually to the Master of Education degree recipient identified as "the most innovative master's candidate in the field of education." Contact: Dr. Susan Arisman, College of Education, 301/687-4759.

The Wilda B. Petenbrink Graduate Research Assistantship in Psychology

The Wilda B. Petenbrink Graduate Research Assistantship in Psychology is available only to graduate students admitted to the Master of Science in Counseling Psychology degree program. The assistantship is for an academic year of two semesters and provides a stipend and tuition waiver for up to 12 credits per semester. This stipend may be augmented by the Academic Affairs budget dependent upon availability of funds.

The research assistantship is designed to assist in the research and development of community mental health programs in this region. Primary emphasis may be given to the evaluation of results of programs or services already in place. Application should be made to the Chair of the Psychology Department at 301/687-4193.

Student Services

The University has a number of services available to you. Among these are counseling and testing, career services, computing services, health services, housing, cultural activities, as well as a day care center.

Regulations pertaining to matters on student life are found in the *Pathfinder*, the Residence Hall Handbooks, and other bulletins issued by university officials.

Health Services

- **Required Forms:** When you are accepted at the University, you will receive a **Medical History Form and an Immunization Form. These must be completed, signed and returned to the University by all undergraduates and international students (undergraduate and graduate).**
- **Physical:** If you are planning to participate in the intercollegiate athletic program or if you anticipate applying to the Athletic Training Education Program, you **must have** the physical examination portion, located on the back of the medical history form, completed and signed by a physician or health care provider.
- **Immunizations:** The University requires all students to have the following immunizations: Two doses of MMR (Measles, Mumps, Rubella), Diphtheria/Tetanus within the past ten years, and tuberculosis screening within the past twelve months. These dates must be recorded on the immunization form and this **form must be signed by a physician or health care provider.** *You must have a completed immunization record on file at the Brady Health Center.*
- **Fees:** There is a \$10 user fee for each visit, also there are some miscellaneous charges for diagnostic tests, immunizations, treatments and prescription medications. Payment is due at time of service and may be made at the center by cash, check or Bobcat Express Card.
- **Services:** The Brady Health Center is available for all students and emphasizes prevention of health problems through health education. They offer limited direct care services combined with referrals to community health agencies, hospitals and specialists. A list of services is available at the health center.
- **Health Insurance:** Although the Brady Health Center does not bill your insur-

ance carrier, it is strongly recommended that you carry health insurance in case you are referred to a local laboratory, clinic, hospital or physician for continued care. If you do not have health insurance, an affordable plan is available through the Sentry Insurance Company. For information, contact the Brady Health Center 301/687-4310.

Counseling & Psychological Services

Counseling and Psychological Services, located in Sand Spring Hall near Chesapeake Dining Hall, provides services throughout the academic year and during the summer months. Individual and group counseling—personal, vocational and educational—is provided by experienced counselors and psychologists. The service is accredited by the International Association of Counseling Services.

In addition, counseling and skill-building groups, psychiatric consultation, psychological testing, and referral services are available. All counseling sessions are private and confidential and in no way related to your university standing or records.

Appointments may be made in person or by telephone Monday through Friday 8:00 a.m. - 5:00 p.m. at 301/687-4234. Services are provided without charge.

University Testing Program

The Counseling Service provides both information and applications for the Graduate Record Exam, Praxis I, Test of English as a Foreign Language (TOEFL), Allied Health Professions Admission Test, Law School Admission Test, Medical College Admissions Test, Graduate Management Admissions Test, Dental College Admissions Test, Pharmacy College Admissions Test, Optometry College Admissions Test, and the National Teacher Exam.

Career Services

The Office of Career Services offers a variety of programs and services for graduate and undergraduate students enrolled at Frostburg State University. Career Services assists students with entry into professional careers and encourages the development of job search skills that will facilitate mobility in these careers. Individual assistance is available in the form of career counseling, self awareness and assessment, career exploration, career research, resume critiques, mock interviews and job search assistance.

Graduate students are eligible to enroll in our programs designed to promote the career development and job preparedness of our students.

The Career Resource Center offers DISCOVER, a computerized career guidance system; written career information; and Internet access to web career exploration resources. It is open for your use weekdays 8:00 a.m. until 4:30 p.m.

Additional programs offered include campus workshops, credential file services, on-campus recruitment, and resume referrals. Alumni Expo is sponsored annually where alumni return to campus during the fall to speak to students regarding their career development and their current job responsibilities.

In addition, FSU participates in job fairs with the Cumberland Valley Consortium. One is held in Frederick, Maryland, in February each year, and there is a virtual job fair in June and July. An internship/career fair is held in October, and a Teacher Education Job Fair is held in late spring each year. Job listings and career development information can be accessed at www.collegecentral.com/frostburg

The Office of Career Services is open Monday through Friday, 8:00-4:30 p.m. and is located in Sand Spring Hall, 301/687-4403.

Disability Support Services

Through the Office of Disability Support Services (DSS), the University provides accommodations so that students with disabilities may participate in academic programs as well as other campus activities. Some of the services available to students through DSS include the following:

- extended time for testing and other test modifications



- books on tape and reader services
- notetaker services
- sign language translators

The DSS Office is located in 150 Pullen Hall, phone 301/687-4483 (voice) or 301/687-7955.

Policy on Compliance with Disability Discrimination Laws

Frostburg State University is committed to compliance with Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), and the Americans with Disabilities Act of 1990. It is a priority of the University to ensure full participation in programs, employment and activities for all individuals.

Reasonable accommodations shall be provided, upon request, to employees, students and visitors to the University. All University publications and events announcements shall contain a statement informing persons with disabilities of the procedure for requesting accommodations. New construction projects and renovations shall comply fully with all federal, state and local codes, including the Americans with Disabilities Act Accessibility Guidelines and the Uniform Federal Accessibility Standards.

The University is committed to ensuring nondiscrimination and to resolving any complaints related to disability in a prompt and equitable manner. The ADA/504 Compliance Officer shall attempt to resolve complaints following the University's internal grievance procedure.

Writing Center Services

Writing Center services are available to all students with writing concerns. Students can receive individual help with coherence and unity; development of ideas; overcoming wordiness, redundancy and vagueness; grammar and punctuation; MLA, APA, and other documentation styles; and ESL concerns.

The Writing Center is open Sunday, 6:00-8:00 p.m., Monday through Wednesday, 10:00 a.m. - 8:00 p.m., Thursday, 10:00 a.m. - 6:00 p.m., Friday, 10:00 a.m.- 4:00 p.m.. It is located in 151 Pullen Hall, 301/687-3077.

Alcohol/Drug Programs

Frostburg State University believes that members of the university community who use illegal drugs or misuse/abuse alcohol severely limit their educational and human potential and their ability to achieve educational, career and other personal goals. The Alcohol/Drug Education Coordinator provides educational programs and activities for all members of the university community to increase their knowledge, awareness and understanding of drugs and alcohol.

The University assists its members who seek rehabilitation by offering counseling and other support services. In addition, the University works closely with local agencies coordinating services with those of the University.

FSU provides alcohol/drug counseling information and services through the University Counseling and Psychological Services and the Substance Abuse Facts and Education (SAFE) Office. Both offices are located in Sand Spring Hall.

Veterans Affairs

If you are a veteran and have specific questions concerning your rights and entitlement under various programs administered by the Veterans Administration, contact the Veteran's Coordinator, phone 301/687-4409. The Veteran's Affairs office is located in Sand Spring Hall near Chesapeake Dining Hall.

When taking courses, you need to notify the Veterans Office of the semester and number of credits for which you are enrolled in addition to any withdrawals or additions of courses.

If you have not previously received V.A. benefits and are planning to attend Frostburg State University, you need to apply for these benefits through the V.A. If you are a transfer student, you must send the V.A. in Baltimore a "change of place of training" form. Obtain all forms for application and transfer at the Office of Veterans Affairs.

Housing

Students interested in on-campus housing must complete a housing application, available at the Graduate Services Office. It is important that you apply well in advance of the term in which you plan to begin graduate study. Graduate students will be assigned to on-campus housing as space remains available. The Residence Life Office makes an effort to assign roommates of comparable age, and graduate students generally are assigned to either Ferderick or Westminster Hall; single rooms are typically not available.

It is important to note that all students choosing to live on campus sign a one school year (fall and spring semester) housing contract that cannot be broken mid-year. Students interested in applying to live in Edgewood Commons apartments (a privately managed facility) must complete a separate application.

Meal Plans

All students living on campus in a residence hall must purchase a meal plan. Meal plan selection deadlines will be announced each semester for the following semester. Students living off-campus may also purchase one of the available meal plans.

Campus Activities

Student Government Association

The Executive Council and the Student Senate make up the Student Government Association (SGA), organized to represent all students. The Executive Council includes the President, Vice President, Secretary, and Treasurer, and performs the executive functions of student government. The Senate develops policy and reviews and approves budgets based upon allocations of student activity fees. The Executive Council and the Senate coordinate the participation of students on the chief governing bodies of the University.

Lane University Center

The Lane University Center houses the Alice R. Manicur Assembly Hall, numerous meeting rooms and a game room complete with billiards, pinball, video games and TV viewing area. Additionally, it is home to the Campus Information Desk, Student Activities Office, Cultural Event Series ticket office, Office of Greek Life and Leadership Programs, the UPC, Student Government Association, Black Student Alliance and *the Bottom Line* student newspaper. The Lane University Center Loft is a multi-functional space that features a TV lounge, stage, study area and Starbucks Café.

Off-Campus Student Mailboxes

There are mailboxes and lockers for off-campus students located in the Lane University Center free of charge on a first come, first serve basis. Interested students should inquire at the Reservations Office, room 231, located on the second level of the LUC behind the Campus Information Desk.

Cat Trax

Close to home and open when you need it, Cat Trax is the place to find what you need. From potato chips to note paper to calculator batteries, the campus convenience store stocks supplies to help you survive the semester.

Appalachian Station

Your stop for hot food with express service, Appalachian Station offers breakfast, lunch and dinner. Menu items include Chick-fil-A, Pizza Hut Express, made-fresh deli sandwiches and salad coolers.

The Loft

If you want simply the best in hot beverages, visit The Loft for a sample for one of Starbucks' selections: cappuccinos, latte, mochas, all made to the exacting specifications of the world's most famous purveyor

of fine coffees and teas. Great sweet treats and cold drinks round out the offerings in the best spot on campus to either grab a cup on the go or to kick back and relax with a frothy hot one.

University Programming Council

The University Programming Council (UPC) is dedicated to providing not only a well-balanced program of activities to foster and encourage education in the extracurricular and co-curricular life of the students and Frostburg State University, but to extend assistance and program expertise to student organizations in an effort to coordinate the activity programs of the University campus. UPC offers a wide variety of programs including music, comedy, dances, concerts, and special events.

Cultural Events

Each year the Cultural Events Series presents programs by distinguished performing artists. Ed Bradley, the Alvin Ailey Repertory Ensemble, the musical *Into the Woods* and the Koslov Youth Dance Ensemble of Moscow are representative of the programs offered to the University community. The cultural program of the University is also enriched by four major theatre productions, numerous music programs, poetry readings, and lectures sponsored by departments and discussion groups.

Sports

Sports for both men and women, both intercollegiate and intramural, are presented through the Department of Athletics. There

are 20 intercollegiate sports, 11 for women and nine for men. There are 19 intramural sports consisting of male, female and co-ed competition as well as club sports.

Intercollegiate sports include baseball, men's and women's basketball, men's and women's cross country, women's field hockey, football, women's lacrosse, men's and women's soccer, women's softball, men's and women's swimming, men's and women's tennis, men's and women's indoor and outdoor track, and women's volleyball.

Intramural sports include flag football, singles tennis, doubles tennis, basketball, volleyball, doubles racquetball, indoor soccer and wrestling. Club sports include men's lacrosse, men's and women's rugby, men's volleyball, and men's and women's karate.

Media & Student Publications

Students who want invaluable experience in media can take part in several extracurricular activities. Writers, editors, and artists/designers can join the staffs of two official student publications: *The Bottom Line*, a student newspaper and *Bittersweet*, a literary magazine. Students interested in broadcasting can work at WFWM, the campus radio station. FSU-TV transmits important campus information over channel 3.

University Children's Center

FSU provides a fully licensed day-care center on campus for the children of faculty, staff, students and community residents. Children must be toilet-trained. For further information, contact the Children's Center at 301/687-4027.



The Lane University Center, FSU's student union

Academic Regulations & Procedures

As a graduate student, you must assume the responsibility for obtaining the Graduate Catalog, becoming familiar with degree requirements and academic regulations as stated in the catalog, and filing the necessary forms at the appropriate times.

Basic Master's Degree Requirements

In order to graduate from the University with a master's degree, you must meet all of the following requirements:

1. You must have been admitted into a degree program.
2. You must have been admitted to degree candidacy where required by the degree program.
3. Your program of study must include at least 30 credits.
4. You must have a minimum grade point average of 3.0. The grade point average is determined by all courses taken excluding repeated ones where the most recent grade is used in the computation, passed courses where no grade is given, and transferred courses.
5. All of your course work for the degree must have been completed within six years.
6. You must have submitted your Application for Graduation to the Office of Graduate Services.
7. All tuition, fees and other financial obligations to the University must have been satisfied prior to graduation.

Grading System

The course work of graduate students is evaluated according to the chart below.

The grade of F is the only grade lower than C and does not count toward the Master's Degree.

The grade of I (incomplete) is assigned in exceptional cases if you are unable to complete the requirements of a course. An I grade may be removed and another grade substituted if you complete the course requirements to the instructor's satisfaction before the end of the following semester. If you fail to remove the incomplete within the prescribed period, the I will be replaced by an F on your permanent record.

Continuous Registration Grading Policy

For thesis, field experience, or internship culminating courses (BIOL 710, EDUC 710/700, PHEC 710/700, HIST 700, PHIL 700, ENGL 700, MGMT 693, PSYC 695/696) the

grade of CS (continuing study) may be given to students who are required to register for additional credits in order to complete their program requirements. Upon completion of all program requirements, including the culminating experience, the faculty member will submit a grade change form with the appropriate grade (as designated in the course description) for the minimum number of credits required for the culminating experience. The continuous registration credits in excess of the minimum required will have the CS grade replaced with the grade of NC (No Credit) or P (Pass).

Credit and Course Load

Your normal course load as a full-time graduate student is 9 to 12 credits per semester or summer. Requests for a course load above 15 credit hours during any one semester or summer must be approved by your advisor. Graduate assistants will be expected

to carry 9-12 hours of course credits per semester/summer.

Course Numbering

Courses approved for graduate credit are numbered at the 500, 600, and 700 levels. Courses at the 700 level are capstone experiences or thesis and research/projects.

Course Repetition

You are permitted to repeat a graduate course with the approval of your graduate program coordinator only once and up to a maximum of 9 graduate credit hours in which a grade of C, F, FX or WF was earned. Only the most recent grade for the repeated course will be used in the calculation of your cumulative average. The credit earned from the course will be counted only once toward the degree. All grades earned in the course will be recorded on the transcript.

Course Changes/Withdrawal

Changes in your course schedule are permitted only during the first week of the semester. You may officially withdraw from a course without penalty during the first six weeks of classes (or the equivalent period during a summer session). A grade of W shall be assigned in such cases. After the first six weeks of classes (or the equivalent period during a summer session), if you withdraw from a course but not from the University, you will be assigned a grade of W (withdraw) or WF (withdraw failing), except that a grade FX shall be assigned if you withdraw from the course without completing the proper drop procedure. To withdraw from a course, complete a drop/add form available in Office of Graduate Services or send written notification to the Office of Graduate Services. Your signature is required in either situation.

Master's Thesis and Research Paper/Project Registration Procedures

To register for Master's thesis credit (710) or for Master's research paper/project (700), complete the following process:

1. Prior to registration for thesis or paper/project credit, submit to your Graduate Program Coordinator a proposal of the study to be undertaken.
2. The proposal must contain your signature and the signatures of your major professor, Graduate Program Coordina-

Grading System

A	Superior (4.0)	I	Incomplete
B	Satisfactory (3.0)	P	Pass
C	Marginal (2.0)	NC	No Credit
F	Failure (0.0)	FX	Unofficial withdrawal (0.0)
W	Withdraw	N	Non Pass
WF	Withdraw Failing (0.0)	PT	Pass by Examination
NR	Grades not supplied by instructor	CS	Continuing Study

tor, and, where applicable, the members of your Master's Committee.

While the nature and adequacy of the content of the proposal of the thesis or Master's research paper/project are matters for you and your committee to determine, it is suggested that the proposal include, as a minimum, the following elements: (1) date; (2) names of student and all committee members; (3) proposed title of study; (4) subject area and primary research questions; (5) expected contribution of the study; (6) methods, techniques, materials, etc.; (7) expected completion date; and (8) literature cited.

See the Graduate Program Coordinator, Department Chair, or major professor for registration procedures for such capstone courses as MGMT 690, PSYC 695/696, ENGL/HIST/PHIL 700, and EDUC 693.

Master's Thesis, Research Paper/Project, Practica, Internships Continuous Enrollment Requirement

Ordinarily, when you complete the prerequisites, you should enroll in thesis (710), research paper/project (700), practicum/field experience (690), or internship (695/696). Your initial enrollment in the capstone course is for the minimum number of credits

as established by the program/course requirements. Should you be unable to complete this capstone experience during the semester in which you initially enroll, you must register for a minimum of one continuous credit, as described in the program/course requirements, during each subsequent semester until the experience is completed. The instructor of the course along with your major professor (or advisor) and/or the Graduate Program Coordinator will determine the number of credits based on your progress and the number of credits required by your degree program. [Under exceptional circumstances, a grade of "I" Incomplete may be awarded.]

Independent Study

Independent study course are designed to allow you to earn credit for extensive readings, research, practicum, or other individualized learning projects in a specific area of study. These projects are carried out under the direct supervision of a faculty member, after a written proposal is developed and approved prior to registration. The independent study course is not to be used as a substitute for other courses offered by the aca-

demical departments.

The following procedures apply to independent study courses:

1. Complete in triplicate the "Proposal for Independent Study" form, available in departmental offices, and secure the approval of the faculty supervisor and department chair prior to registration.
2. Follow independent study regulations in the catalog with respect to credits per registration and total credits allowed.
3. If your proposal for independent study reflects an intent to gain credit for another course offered by a department, it will not be approved.
4. The department chair is responsible for final approval of your independent study proposal and for course rosters for independent study courses.
5. Faculty supervisors are responsible for assisting you in developing the proposal, granting initial approval of the proposal, assisting you in the independent study as necessary, evaluating the results of the study, and submitting the final grade to the Office of Registration and Records.
6. Individual departments may establish additional procedures for independent study courses.
7. Submit the independent study form to the Office of Registration and Records for all registrations. Approved proposals are kept by the Office of Registration and Records for filing. The two copies of the proposal are for you and the faculty supervisor.

Academic Probation

When your cumulative grade point average (GPA) falls below 3.0, you are placed on academic probation. You will be notified that your academic progress is unsatisfactory. Your continuation as a graduate student is in jeopardy. Your subsequent achievement of, at least, a GPA of 3.00 removes you from academic probation.

Dismissal

If you have completed 6 to 17 graded credit hours and have less than a 2.00 GPA, or if you have more than 17 graded credit hours and have less than a 2.50 GPA, you will be dismissed from your program of study. Appeals will be considered by the Graduate Council if extraordinary circumstances exist. In such appeals, faculty recommendations will be considered as well as mitigating circumstances.

You are eligible to apply for readmission after 12 months from the time of dismissal



from your program of study, only if you can show that the causes of your inadequate performance have been resolved. Readmission is subject to the current catalog's admission standards.

Note: Individual degree programs may have additional academic probation and dismissal standards. See the appropriate degree program section of this catalog.

Transfer Credit

A maximum of 9 credit hours from regionally accredited and certain non-regionally accredited institutions, with a grade of B or better, may be accepted for transfer if the courses are appropriate to your plan of study. Grades from courses transferred are not computed into your FSU grade point average.

Credit earned at degree-granting higher education institutions that are not regionally accredited but that hold national or specialized accreditation recognized by the U.S. Department of Education; and at non-degree granting institutions that are approved by the Maryland State Department of Education, the Maryland Higher Education Commission, or a state or local government agency authorized to approve curricula, will be considered for transfer only if an articulation agreement exists between Frostburg State University and the other institution or, at student request, on a case-by-case basis. If an individual review is requested, the graduate student must provide the FSU Office of Graduate Services with a copy of the institutional graduate catalog and a copy of the course syllabi for the course(s) for which transfer credit is desired.

Transfer credit may not be given for graduate level courses completed in fulfilling baccalaureate degree requirements.

Graduate students who have completed a degree program at Frostburg State University may request a maximum of 9 credit hours to be transferred toward the completion of a second graduate degree at Frostburg State University. The decision to accept previous course work lies with the Graduate Program Coordinator of the most recent program of study. Usually the six-year time limit will be applied (*see Time Limitations below*). A grade of B or better is also required for courses transferred between programs at Frostburg State University.

Schedule of Application for Graduation

Diploma to be received in	Apply for graduation by	Where required, approved thesis submitted to Graduate Program Coordinator by:
May	January 31	March 30
August	May 15	July 20
December	September 1	November 1

Inter-Institutional Enrollment

Graduate students with full program admission may be approved to enroll in course work at other institutions of the University System of Maryland. If you intend to enroll inter-institutionally and have the graduate course work applied to your degree requirements, you must secure the approval of your Graduate Program Coordinator, Department Chair and School Dean at FSU. Your Program of Study must include this graduate course work in order for it to be applied to degree requirements. The title of the course, number of credit hours and the grade earned become part of your academic record. The grade earned in such course registration will be calculated in your cumulative GPA. Graduate credits earned through inter-institutional enrollment are not considered transfer credits.

Frostburg State University graduate students will pay tuition and fees to Frostburg. Graduate students from other institutions of the University System of Maryland will pay tuition and fees at their home institution.

A complete description of applicable regulations governing this type of enrollment and the form may be obtained in the Office of Graduate Services.

Time Limitations

You must complete all degree requirements within six years from the time of completion of the first graduate course counted toward the degree and after you have been admitted as a degree-seeking student. You may request an extension of this time limit if there was an unforeseen break in your studies. Apply to your Graduate Program Coordinator for extensions. Your program may stipulate that additional or repeat course work must be completed in order to be current with advances in your field of study. Additional required course work will be noted on the extension of time limit request, which must be approved by your Graduate Program Coordinator and the Director of the Office of Graduate Services. You should also be aware that if a student has not enrolled for a period of 18 months, they must

reapply for acceptance into the program, and if accepted, enter under the catalog in place at the time of reapplication.

Appeals

Appeals regarding the enforcement and interpretation of, or exceptions to, graduate studies administrative processes, regulations, and procedures are directed to the appropriate Graduate Program Coordinator and then to the appropriate School Dean.

Appeals regarding interpretation of, or exceptions to, degree requirements are directed to the Graduate Council.

Grade grievance procedures can be found in the Policies chapter of this catalog.

Retention of Student Records

When you complete your master's degree program, your file folders will be kept for five years. If you have been admitted but do not register, or if you do not complete a program, your file folder will be kept for six years after the last course completed. If you do not complete the application process, your file folders will be kept for one year. Transcripts of courses taken at Frostburg State University are a part of your permanent record and will be maintained indefinitely by FSU.

Graduation

Degrees are conferred three times in a calendar year: in May, August, and December. To apply for graduation, complete and return the application form available from the Office of Registration and Records. You must apply for graduation in order to receive your diploma and/or participate in Commencement ceremonies.

Transcripts

To obtain a transcript of your academic record, put your request in writing to the Office of Registration and Records.

Master of Arts in Teaching

- Elementary Education
- Secondary/K-12 Education

Program Purpose

These programs are designed to provide qualified individuals with a master's degree and initial certification in the area of Elementary Education or a K-12 or Secondary Education content specialization by providing study of the knowledge, skills, and dispositions necessary for effective teachers. These programs contain extensive field work in Professional Development School settings and anticipate the full-time enrollment of the candidate. These programs presume a particular sequence of certain research-based courses.

Certification

These programs are intended to lead to an initial full Maryland certification in Elementary, Secondary, or K-12 Education content specialization.

Program Objectives

- To provide candidates with an integrated, quality, and intensive research-driven experience for teacher preparation.
- To provide candidates with the knowledge, skills, and dispositions of highly effective teachers.
- To develop candidates who will demonstrate satisfactory performance on all relevant NCATE, state, and constituent professional association program standards for the specialization area and the expectations of the College of Education's Conceptual Framework.
- To engage candidates in a collaborative experience of staff development and preservice teacher training in Professional Development Schools.
- To make a positive impact on participant schools and on the students attending those schools.
- To involve candidates in deep reflection, research, and problem solving about teaching and learning.
- To continually demand evidence of proficient candidate performance through displays of teaching skills and through documentation of student learning.
- To provide candidates with a broad understanding of acquisition of learning and literacy and the skills to promote effective learning across curricular areas.
- To provide an alternative avenue of initial certification and induction into teaching for individuals with a bachelor's degree in a field other than education.

Program Entry And Exit Requirements

Program entry is a three-step process as described below.

Step I: Screening Process

Minimum academic requirements for admission.

The application deadline for Secondary/K-12 is April 1, and May 1 for Elementary. Applicants may be accepted upon completion of the admissions requirements.

Elementary

Academic Requirements:
Bachelor's Degree from a regionally accredited institution. Minimum grade of C in all undergraduate requirements.

Documented by:

Transcripts from all undergraduate institutions on file with the Office of Graduate Services.

Advanced Writing

An advanced writing course or documentation of advanced writing skills.

Successful completion of college-level mathematics excluding developmental mathematics.

Three courses and a minimum of nine credit hours.

Successful completion of laboratory science courses.

Minimum of 12 hours of laboratory science with one course emphasizing life science, one course emphasizing physical science, and preferably one course emphasizing earth science.

Successful completion of a literature course.

Minimum of 3 hours in course.

Successful completion of a basic psychology or educational psychology course.

Minimum of 3 hours in basic psychology or educational psychology.

Successful completion of history courses.*Minimum of 6 hours; 3 hours in each course.*

Minimum cumulative GPA of 3.0 for the entire undergraduate record. Students with GPAs between 2.75 and 2.99 may be given provisional admission. Applicants possessing a 2.5 to 2.74 may be granted special permission to begin the program if they pass each section of the Praxis I examination and the Praxis II: Content Knowledge examination. Provisional admission candidates must achieve a minimum 3.0 GPA in the first semester's work to achieve full admission status.

*Transcripts from undergraduate institutions submitted to the Office of Graduate Services.***Passing grade on PRAXIS I:**

Before applicants can be provisionally or fully accepted into the program, a passing score on PRAXIS I must be on file in the graduate office.

*Submission of test results to the Office of Graduate Services.***Additional Requirements:**

TB test (current to one year). Must be completed by the application deadline.

Documented By*Submission of test results to the Program Coordinator.***Secondary/K-12**

- Applicants must possess a bachelor's degree from a regionally accredited institution in the content area to be pursued for teaching certification which will satisfy the standards for NCATE and NCATE-constituent professional association programs for the content area. In lieu of the content degree, applicant must have passing scores as established by the state of Maryland on the Praxis II content specialty test in the area of the content specialization as well as meeting NCATE standards and outcomes and Maryland certification requirements.
- Successful completion of the equivalent university core course requirements, and any specific state requirements for Maryland teacher certification not contained within the MAT program, as determined by transcript audit by the MAT Secondary/K-12 Screening Committee.
- Minimum cumulative GPA (grade point average) of 3.0 or higher or possess a prior graduate degree. Students with GPAs between 2.75 and 2.99 may be granted provisional admission. Applicants with a cumulative undergraduate GPA of less than 2.75 may be considered on an individual basis for provisional admission. Provisional admission candidates must achieve a minimum of 3.0 GPA in the first semester in the program to achieve full admission status.
- Passing scores as established by the state of Maryland for the Praxis I components prior to admission.
- Documentation of meeting health screening requirements as required by the state of Maryland. Candidates may be required to pass a criminal background check at any time, and must pass such a background check prior to employment as a teacher.

STEP II: Submission of Entry Portfolio (*Elementary and Secondary/K-12 Education*)

The MAT Screening Committees will review applicants for intellectual, personal, and professional qualities. The portfolio is the candidate's opportunity to demonstrate, in the best possible way, how he/she possesses these qualities.

The Entry Portfolio shall include evidence of qualifications organized in the following six categories. Possible examples of indicators are noted.

Dedicated Professional**Attributes:**

- Is a life-long learner
- Exhibits professional dispositions
- Communicates effectively
- Committed to professional obligations
- Exhibits Self-knowledge (strengths, weaknesses, interests, learning style)

May Be Documented By:

- a. Resume
- b. Recommendations from individuals that state your professional dispositions
- c. Work projects
- d. Evidence of reading and professional development
- e. Self-statements

Leader (Instructional Leader)**Attributes:**

- Demonstrates ability to work with others
- Promotes active leader
- Shows an ability to analyze, synthesize and apply knowledge
- Is an effective communicator (verbal and non-verbal interpersonal skills)

May Be Documented By:

- a. Demonstration of long and short term planning
- b. Evidence of problem solving and critical thinking
- c. Recommendations
- d. Evidence of leadership roles and commitment to hard work
- e. Self-statements

Continuous Assessor**Attributes:**

- Creates and uses multiple assessment measures
- Uses assessment data for improvement

May Be Documented By:

- a. Work experiences that indicate evaluation of others
- b. Life choices based on assessment of goals
- c. Self-statement of your long-term goals and areas of improvement
- d. Examples of continuous self-improvement

Collaborative Bridge Builder**Attributes:**

- Promotes cooperative activities
- Demonstrates building effective partnerships
- Communicates effectively in groups
- Is non-biased and appreciative of diverse perspectives

May Be Documented By:

- a. Commitment to service in the community
- b. Work related collaborative activities
- c. Collaborative life experiences
- d. Volunteer experiences
- e. Work projects
- f. Self-statements

Educational Advocate**Attributes:**

- Believes that all students have the right and the ability to learn
- Exhibits enthusiasm for teaching
- Is committed to equal access to quality public education for all students
- Encourages programs that work to ensure safe school, home, and community environments for learning
- Is willing to work with children with special needs and culturally diverse populations

May Be Documented By:

- a. Hobbies, reading, interest in promoting education
- b. Examples of activities that promote life-long learning
- c. Involvement in organizations that promote learning
- d. Time spent with children
- e. Self-statements

Reflective Decision-maker**Attributes:**

- Views learning as a continuous set of decision-making opportunities
- Exhibits the ability to identify and analyze problems
- Demonstrates effectiveness in self practices/decisions
- Strives for continuous self-improvement
- Encourages thoughtful, productive self-criticism

May Be Documented By:

- a. Autobiography
- b. Educational philosophy statements
- c. Evidence of work/volunteers
- d. Experiences as a decision maker
- e. Self-statements

STEP III: In-Person Assessment (Elementary and Secondary/K-12 Education)

Selected applicants will be invited to participate in the In-Person Assessments.

- Successful presentation and performance in an Entrance Interview which shall be conducted by at least two representatives of the Educational Professions Department, at least one member of the Arts and Sciences Department for Secondary concentration applicants, and representatives from a Professional Development School associated with FSU. Interviews with selected applicants will be with the appropriate MAT Assessment Review Committee. Components of the In-Person Assessment will include a writing task, a problem solving task, and a group interview. Written notice regarding acceptance into the program will then be sent to the applicant. Applications for the In-Person Assessment and the schedule of dates for the assessment are available in the Office of Graduate Services.
- Secondary/K-12 Education applicants who have completed the bachelor's degree within the past two years are **strongly encouraged** to pass the Praxis II content specialty prior to admission into the program.

Exit (Elementary and Secondary/K-12 Education)

Program exit and recommendation for certification are contingent upon the following:

- Successful completion of all course work.
- Successful completion of all practicum experiences.
- Successful completion of the research requirement.
- Successful completion of the Exit Portfolio presentation.
- Successful attainment and documentation of the Maryland Teacher Technology Standards.
- Passing scores as established by the state of Maryland on the appropriate Praxis II content and pedagogy tests.
- A cumulative GPA of 3.0 or higher in the graduate program.
- Approval of the MAT Assessment Committee.

Master of Arts in Teaching — Elementary

Program Description

Professional Education Core	6 credits
Program Course Requirements	31 credits
Practicum Requirement	9 credits
Total	46 credits

Professional Education Core: 6 credits

EDUC 603 Principles and Practices of Research
EDUC 606 Developmental Theory & Experiential Growth

Program Course Requirements: 31 credits

EDUC 564 Induction into the Classroom
EDUC 661 Mathematics: Curriculum, Instruction & Assessment
EDUC 662 Science and Health: Curriculum, Instruction & Assessment
EDUC 663 Management and the Learning Environment
EDUC 664 Diversity in the Classroom
EDUC 665 The Arts: Contrast and Connections
EDUC 666 Social Studies: Curriculum, Instruction & Assessment
PHEC 604 Human Movement and Physical Activity for the Elementary Classroom
REED 530 Process and Acquisition of Language and Reading
REED 531 Literacy Instruction
REED 532 Reading Materials
REED 533 Reading Assessment
SPED 510 Introduction to Special Education

Coordinator:

Dr. Kim Rotruck
Department of Educational
Professions
301/791-4026 (MAT Coordinator)
or 301/791-4687 (Secretary)
krotruck@frostburg.edu

Practicum Requirement: 9 credits

EDUC 695 Pre-Practicum
EDUC 696 Practicum I
EDUC 697 Practicum II

Total credit hours: 46

Master of Arts in Teaching — Secondary/K-12

- Certification subject areas:
 - art
 - biology
 - chemistry
 - earth science
 - English
 - French
 - math
 - physics
 - social science
 - Spanish

Program Description

Professional Education Core	9 Credits
Program Course Requirements	24-25 Credits
Practicum Requirements	9 Credits
Total	42-43 Credits

Professional Education Core (9 credits)

- EDUC 603 Principles and Practices of Research
- EDUC 606 Developmental Theory and Experiential Growth
- EDUC 554 Microcomputer Application in Education

Program Course Requirements (24-25 credits)

- REED 617 Teaching Reading in the Content Areas
- REED 518 Reading and Writing Connections
- SCED 51*x* or 520 Content Area Methods
- SCED 510 Secondary Methods and Curriculum
- EDUC 564 Induction into the Classroom
- EDUC 663 Management and the Learning Environment
- SPED 551 Adapting Instruction in Diverse Classrooms
- EDUC 613 Classroom Assessment
- EDUC 700 Master's Research Paper or Project

Practicum Requirements (9 credits)

- SCED 696 Practicum I
- SCED 697 Practicum II with Secondary Seminar

Additional Co-curricular Recommendation

A candidate wishing to teach in the middle school may choose to add EDUC 545 Middle School Curriculum and Methods.

Sample 15-Month Course Sequence with Summer Onset

It is significant to note that this program presumes a particular sequence of certain courses. For example, the capstone research project concluding with EDUC 700 as the final program course anticipates two needs: (1) EDUC 603 at the beginning of the program and (2) integration throughout the program of the research topic theme. Therefore, any configuration of course sequence must meet the program needs. Candidates must work with their MAT advisor to maintain the academic integrity of the program design.

Summer – taken as offered during summer sessions (15 credits)

- EDUC 606 Developmental Theory and Experiential Growth (3)
- SCED 510 Secondary Methods and Curriculum (3)
- EDUC 564 Induction into the Classroom (1)
- EDUC 663 Management and the Learning Environment (2)
- EDUC 603 Principles and Practices of Research (3)
- REED 617 Teaching Reading in the Content Area (3)

Fall (12-13 credits)

- SCED 51*x* or 520 Content Area Methods (3 or 4)
(capstone research topic identified)
- SPED 551 Adapting Instruction in Diverse Classrooms (3)
- EDUC 554 Microcomputer Application in Education (3)
- SCED 696 Practicum I (3)

Note: Although there are no January session courses, it is anticipated that reading and other assignments for EDUC 613 and REED 518 will begin during January in order to assist the candidate with the rigor and time demands of Practicum II.

Spring (12 credits)

- EDUC 613 Classroom Assessment (3)
- REED 518 Reading and Writing Connections (3)
- EDUC 697 Practicum II with Secondary Seminar (6)

Summer (3 credits)

- EDUC 700 Master's Research Paper or Project (3)

Coordinator:

Dr. William Childs
 Department of Educational Professions
 301/687-3087
 wchilds@frostburg.edu

Master of Business Administration

The FSU MBA Program offers an opportunity to develop and enhance the managerial skills necessary to succeed in organizations – today and tomorrow—whether in the corporate, small business, public or not-for-profit sectors.

In addition to providing a broad foundation across the functional areas (e.g., accounting, finance, marketing, human resources, management), we strive to assist in the development of:

- a systems perspective
- the ability to analyze, synthesize, integrate
- an awareness of self and environment
- commitment to on-going personal development
- communication effectiveness
- creativity/vision/the inclination to initiate
- collaboration, effectiveness as a team member
- technological sophistication
- an appreciation of ambiguity, uncertainty, equifinality
- a willingness to embrace and promote change/risk-taking
- an attitude of professionalism

Current MBA students:

In order to receive an MBA degree from Frostburg State University, you must ordinarily meet the graduation requirements of the catalog in effect when you first enrolled. As a result of major revisions to the MBA program, it may be beneficial to substitute the requirements listed in the 2004-2006 Graduate Catalog for those which appear in the catalog of your entry year. In order to substitute a new set of graduation requirements, you must apply in writing to the Director of Graduate Services. Once this election is made, it is irrevocable.

Coordinator:

Mr. Ron Ross
MBA Graduate Program Coordinator
240/675-4990
rross@frostburg.edu

Who Should Apply?

This program focuses on the needs and requirements of the working adult. It is designed to serve all adults, acknowledging the reality that no matter what type of organization you work for, you must be able to effectively manage resources. The program is structured to support students with no prior academic training in business fields; however, students with prior relevant graduate course work and/or experience can receive credit via transfer or proficiency examination.

Admission Requirements

To be eligible for full program admission, you must have a baccalaureate degree from a regionally-accredited college or university and must have taken the GMAT with a minimum score of 400. You may be accepted based on the following formula using your undergraduate grade point average (on a 4.0 scale) and your GMAT score:

$$(\text{GPA} \times 200) + \text{GMAT score} \geq 950$$

or

$$(\text{GPA on last 60 semester credits} \times 200) + \text{GMAT score} \geq 1050$$

If you do not meet either of the above requirements, you may be provisionally accepted to the MBA program based on the recommendation of the Graduate Coordinator and the Graduate Policy Committee. Students admitted on a conditional basis will be reviewed after taking 12 credits and must attain a grade of “B” or better in all courses.

International students must be able to meet the above standards, as well as scoring 550 or better on the TOEFL.

Program Philosophy

This program embraces the assumption that managers must function within a dynamic environment in which uncertainty and change are givens. Success will be influenced by your capacity to sensitively scan the environment; to assess facets for their relevance; to formulate appropriate, informed and innovative decisions; and to implement actions for maximum effectiveness. The ability to persuasively communicate, founded on self-awareness and relating to others, is integral to this process. We consider cases and class discussion to be excellent vehicles for development of these capabilities. The College of Business faculty, which brings a combination of “real-world” and academic experience to the classroom, will assist you in developing and enhancing the requisite skills and abilities to manage successfully.

Curricular Focus

You will be exposed to a broad-based, generalist perspective of the organizational environment. This entails development of an understanding of the functional components of organizational activity, but within an integrated context. The course work will provide analytical tools and developmental frameworks, as well as the capacity to think in terms of processes. The course structure will foster development of communications capabilities, a commitment to participation and the ability to perform as an effective team member.

Program Structure

The MBA Required Core consists of 36 credits (12 required courses of three credit hours each). You are eligible to enroll directly in the 36-credit program if you have successfully completed 12 credits in foundational courses (the MBA Essentials) as an undergraduate or graduate student. If you do not have the necessary prior course work in business, you will be required to complete up to a total of 48 credits to earn the MBA.

Program of Study - 36-48 credits

MBA Essentials - 12 credit hours

(If you have credit for equivalent courses as an undergraduate or graduate student, these courses are not required. At the time of admission, your previous course work will be evaluated and you will receive a letter of acceptance indicating which of these courses you must complete.)

- MGMT 501 Process and Production Management
- MGMT 502 Strategic Planning & Analysis
- MGMT 505 Business Ethics and Social Responsibility
- BLAW 504 The Political, Regulatory, and Legal Dimensions of Managing

Required MBA Core - 36 credit hours

- MGMT 510 The Leadership Process
- MGMT 512 Management Decision Analysis
- MGMT 542 Organizational Behavior
- MGMT 620 Strategic Human Resource Management
- MGMT 680 Strategic Integration*
- MGMT 690 Strategic Change Management*
- MKGT 640 Marketing Management
- ACCT 540 Financial Accounting
- ACCT 546 Managerial Accounting (*Prerequisite: ACCT 540*)
- BMIS 607 Information Management in Organizations
- ECON 511 Economics for Managers
- FINA 610 Financial Management (*Prerequisite: ACCT 540*)

**MGMT 690 and/or MGMT 680 must be taken in last semester of study*

Course Load

You may take 1 to 4 courses per semester (the majority take 1 or 2), and though it is possible to complete the program in 1.5 years, most students complete the program in about 3.5 years. This program is designed with the recognition that students will progress at different paces, depending upon the personal and professional demands upon their time. Courses are offered both at the Frostburg and Hagerstown locations, so you will be able to complete all of your course work at either one of the sites.

The program has a small number of prerequisites in the required core. Students who take ACCT 546 and FINA 610 must have taken ACCT 540. The two “capstone” courses, MGMT 680 and MGMT 690, must be taken at the end of your program of study.

Program Progression

Because all courses will not be offered at each site each semester, you will have to take the courses that are available. However, except for ACCT 546 and FINA 610, along with MGMT 680 and MGMT 690 (which are the “capstone” courses), none of the other courses have prerequisites. This means that there is not a set order for the courses.

However, we recommend that if possible, you take the 500-level courses first, with the exception of MGMT 510 for those who are taking four courses a semester. (Those taking a four-course sequence will be required to take MGMT 510 and MGMT 607 in the last semester along with MGMT 680 and MGMT 690). All students accepted into the FSU MBA program will receive a handbook. This book will explain procedures, as well as give suggested sequences of study.

The Classes

All classes are taught by faculty who possess both managerial and academic experience and training. Both locations make equal use of core faculty. The average class size of 15 students facilitates interaction and a personalized experience. The maximum class size will vary from 15 to 25, depending on the nature of the course.

Class Conduct

All classes emphasize interaction between faculty and students and among students. Learning requires involvement; participation is expected. Communication, both verbal and written, will be a central part of your experience. Many of the courses will invoke the use of cases as a vehicle to explore how the concepts we discuss might be applied in actual managerial situations. Internet communications and research will also be utilized.

Transfer/Proficiency Credit

If you have successfully completed (grade of B or better) graduate courses at another institution, you may apply for credit for up to three courses in this program. If, upon faculty assessment, they are deemed essentially comparable to courses in this program, you will be awarded credit toward completion of your degree.

You also have the option to request a proficiency exam in certain courses, based on your prior training and experience. You may earn credit for a maximum of four courses in this manner. Proficiency examinations may be taken only once per course. In the event 'proficiency by examination' is not granted, you are expected to enroll in the course as soon as possible.

Administrative Features

Acknowledging that most of our students are busy professionals, we have sought to simplify all administrative features of the program:

- Other than the requirement for an undergraduate degree, there are no requirements that cannot be satisfied within the program offerings at the location closest to you.
- All registration activities can be conducted through FSU's PAWS online registration system, by mail, or by phone.
- Contact with the graduate program coordinator, instructors and administrative support may be accomplished via phone or e-mail.
- Book ordering can also be conducted by mail or by phone.
- Computer labs are available at both the Frostburg and Hagerstown locations.
- All students are provided access (from personal PCs or program computer labs) to the university's on-line research resources (including access to 16,000 journals, as well as the ability to download and print out full-text copy of articles).

Combined B.S. in Accounting/ MBA

- MBA courses for the combined BS/MBA option may be completed in Frostburg or in Hagerstown.

A 150-hour combined BS/MBA program enables eligible students to complete FSU's B.S. in Accounting and MBA degree programs with 150 hours of academic credit. Separate pursuit of these degrees would require 156 hours of course work. All CPA exam candidates in Maryland are required to complete 150 hours of academic credit. Completion of this combined BS/MBA program will meet all educational requirements for CPA exam candidacy in Maryland. Application for the Combined B.S. in Accounting/MBA Program is available from the Accounting Department. Students must apply in the second semester of their junior year by February 15/September 15.

Eligibility requirements for the combined BS/MBA

- declared accounting major at FSU, or FSU accounting graduate,
- a minimum score of 400 on the GMAT taken prior to the time of application,
- cumulative and major GPA of 2.5 or better at the time of application,
- approved application for admission to the 150-hour program to be submitted prior to the start of MBA classes.

Summary of Requirements for Combined BS/MBA Option

Undergraduate Requirements for BS in Accounting

1. Complete all requirements for baccalaureate degree in accounting. *See the FSU Undergraduate Catalog.*

2. Complete the following additional MBA courses:

(30 hours)

MGMT 510 Leadership Process
 MGMT 512 Management Decision Analysis
 MGMT 542 Organizational Behavior
 MGMT 620 Strategic Human Resource Management
 MGMT 640 Marketing Management
 MGMT 680 Strategic Integration
 MGMT 690 Strategic Change Management
 BMIS 607 Information Management in Organizations
 ECON 511 Economics for Managers
 FINA 610 Financial Management

Coordinator:

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 Chair, Department of Accounting
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Master of Business Administration/ M.S. in Nursing Administration

Program Overview

This program is run jointly with the University of Maryland-Baltimore, in which qualifying students can earn an M.S. in Nursing Administration from UMB and an MBA from FSU. Applicants must meet the current admissions criteria both for the FSU MBA and the UMB M.S. programs. Those awarded the degree must complete the M.S. Nursing Administration program in accordance to the UMB catalog, and complete 30 hours in the FSU MBA program, with no GMAT requirement. Nursing administration courses will be offered by UMB at its sites for distance education in western Maryland, while MBA courses will be taught at the Frostburg and Hagerstown sites.

Entrance Requirements for M.S. in Nursing Administration

Students wishing to enter the UMB program for an M.S. in Nursing Administration must take the Graduate Record Exam (GRE). Other entrance requirements include:

- Baccalaureate degree with an upper division nursing major from a National League of Nurses-accredited program
- RN licensure
- Undergraduate grade point average of at least 3.0
- Completion of course in elementary statistics or nursing research
- Two professional references
- Official scores on aptitude portion of Graduate Record Examination
- Professional resumé

Program Requirements

(30 credit hours)

Students who are eligible enroll in this joint program already will have been accepted into the UM-Baltimore program for an M.S. in Nursing Administration. Individuals who meet the entrance requirements for the UMB program are automatically accepted into the FSU MBA program, and, therefore, do not have to take the GMAT. To gain the FSU MBA, they must finish the following 30 credit hours:

MGMT 510 The Leadership Process
 MGMT 512 Management Decision Analysis
 MGMT 620 Strategic Human Resource Management
 MKGT 640 Marketing Management
 MGMT 680 Strategic Integration
 MGMT 690 Strategic Change Management
 ACCT 540 Financial Accounting
 ACCT 546 Managerial Accounting
 BMIS 607 Information Management in Organizations
 FINA 610 Financial Management

Coordinator:

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 MBA Graduate Program Coordinator
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Master of Education

Concentrations in:

- **Administration & Supervision**
- **Curriculum & Instruction**
Elementary/Secondary
Educational Technology
- **Interdisciplinary Program**
- **Reading**
- **School Counseling**
- **Special Education**

Certificates in:

- **Educational Technology**

- FSU's programs are accredited by the state of Maryland under its Redesign for Teacher Education, recognized nationally by and in compliance with 14 professional content associations and by the National Council for Accreditation of Teacher Education under the new 2000 performance standards.
- New admissions criteria apply to students accepted for Spring 2005.

Program Outcomes

Students who have successfully completed an M.Ed. program will have demonstrated:

- an understanding of the mission and function of education in a diverse, complex, society
- attainment of skills needed for professional analysis, problem-solving, and reflection
- attainment of advanced knowledge of physical, cognitive, cultural, and emotional development as related to the learning process
- ability to conduct rigorous self-evaluation of professional and ethical behavior, practice, and progress
- attainment of extensive skills and knowledge in an area of specialization
- ability to incorporate current research and technology within a specialization and related areas.

Requirements and Regulations for All M.Ed. Students

Special Admission Criteria

Graduate admission is based on an undergraduate cumulative GPA from a regionally accredited institution, teacher certification or eligibility, and submission of scores from the Praxis II, the NTE, or equivalent state certification testing in your field(s) of initial teacher certification, with the exception of School Counseling (*see below*).

To warrant full graduate admission to the M.Ed. degree programs, but not to specific concentrations that possess additional requirements, all applicants must have earned a cumulative GPA of at least 3.0 and completed a bachelor's degree from a regionally accredited institution. Applicants to all M.Ed. graduate programs with a cumulative undergraduate GPA of less than 2.75 may be considered on an individual basis for provisional admission. (*See other additional requirements and standards for admission in the appropriate sections for each program*).

In addition, all applicants, except for School Counseling and Interdisciplinary Studies, must be eligible for, or hold, a teaching certificate.

Applicants holding an advanced professional certificate prior to 1987 will not be required to take additional external measures for admission to graduate programs in the Educational Professions Department with the exception of those not meeting the GPA requirements for School Counseling.

Credentials of international students applying for admission to graduate programs in the Educational Professions department will be evaluated on a case-by-case basis.

Study Plan

The Study Plan is a document required by specific areas of concentration within the Master of Education program. You must interview with the Graduate Program Coordinator to devise a study plan whereby your educational goals and degree requirements can be achieved. This interview must occur before your initial registration for classes. The Study Plan is a list of courses which you must satisfactorily complete in order to meet degree requirements. Once the study plan is approved by your advisor and Program Coordinator, any subsequent changes must be approved by the aforementioned.

The following concentrations require the use of approved Study Plans:

- | | |
|--------------------------------|---------------------|
| ● Administration & Supervision | ● Reading |
| ● Curriculum and Instruction | ● School Counseling |
| ● Interdisciplinary | ● Special Education |

Basic Degree Requirements

In addition to the basic requirements for a master's degree found in the general regulations section of this catalog, you must meet the following requirements for the M.Ed. degree:

1. Your entire degree program of study must not be less than 33 credit hours with a minimum of 18 credit hours of the entire program of study taken in 600 level courses, 9 credits of which must be in the area of concentration.
2. You must successfully complete a research paper, project, or thesis or you may substitute six credits of graduate course work approved by your advisor. The Master's Committee Decision Form must be submitted to the Graduate Program Coordinator by the committee chair no later than the last day of the final examination period for the semester in which you expect to receive the degree.

Degree Candidacy

Frostburg State University regards degree candidacy as an important element of the Master of Education degree program. The purpose of degree candidacy is to provide a formal mechanism as part of your program of study whereby your academic performance and progress toward completion of degree requirements are evaluated. This evaluation

normally occurs at the midpoint of your degree program.

Conditions

You must apply for degree candidacy. Failure to apply for degree candidacy may jeopardize your registration for further courses. In order to apply for degree candidacy, you must:

1. Have completed no less than 15 credit hours nor more than 18 credit hours taken as approved graduate credit from Frostburg State University.
2. Have a cumulative grade point average of at least 3.0 in the graduate courses taken at Frostburg State University.
3. Have completed the Professional Education Core (9 credits) as part of your first 18 credit hours of graduate credit taken as approved graduate credit from Frostburg State University or transferred.
4. Have completed at least 6 of the 15-18 credits taken at Frostburg State University in your area of concentration.
5. Have completed all course deficiencies if any are listed on your Study Plan.
6. Demonstrate academic and professional qualities to the satisfaction of the members of your Master's Committee.
7. Meet any additional requirements as specified by the area of concentration.

Application Process for Degree Candidacy

1. At the appropriate point in time in your degree program (see Degree Candidacy conditions) you should secure an Application for Degree Candidacy from your Graduate Program Coordinator.
2. The Application for Degree Candidacy is to be completed and returned to the Graduate Program Coordinator.
3. The program faculty and the program coordinator will evaluate your performance through your first 15-18 credit hours of study and make a recommendation regarding your candidacy for the degree.
4. You will receive formal notification of the decision from the Director of Graduate Services. You may appeal the decision to the Graduate Leadership Team in the Educational Professions Department.
5. Have completed all course deficiencies if any are indicated in your letter of admission.
6. Demonstrate academic and professional qualities to the satisfaction of the program faculty.
7. Meet any additional requirements as specified by the area of concentration.

Second Master's Degree

You may earn a second M.Ed. degree in another area of concentration. A maximum of 9 credit hours in professional education from the first degree may be applied toward the second degree.

Phi Delta Kappa

Phi Delta Kappa is an international professional fraternity for men and women in education. The membership is composed of recognized leaders in the profession and graduate students with leadership potential. Members are from a wide range of educational endeavors. They include classroom teachers, administrators, college and university professors, and other educational specialists. The Chapter of Phi Delta Kappa serves Frostburg State University and the tri-state surrounding the Cumberland-Frostburg area. The chapter actively promotes the interests and education of professional educators. For more information about Phi Delta Kappa, see the Chair of the Department of Educational Professions.

Administration & Supervision

Levels of Specialization

- Elementary
- Secondary
- K-12

Program Purposes

This program is designed for certified teachers to prepare for entry level positions in administration and supervision by providing knowledge, theories, techniques, skills, and concepts appropriate to the field through lecture, simulation, case study, role playing, inbasket activities, and other appropriate methods.

Certification

This program is intended to lead to advanced certification. Students may have additional requirements to meet such as teaching experience, testing, or specific courses depending on their individual states.

Program Objectives

- To provide background in major content areas of administration including: general administration, curriculum instruction, finance and business operations, school-community relations, personnel services, staff development, pupil services, facilities operation, organization and structure, and human relations.
- To provide background in theories appropriate to the field and to require student application.
- To provide opportunities for students to practice the administrative/supervisory skills through simulation, role playing, inbasket, and group activities as well as field experiences.
- To provide knowledge, application, analysis, and reflection of current through and research in the field.
- To provide knowledge, recognition, and ability to work with individual differences and capabilities of children and adults.
- To provide a capstone experience which integrates the program's content and skills with on-site activities and assessment.

Special Admission Criteria

Applicants to this program must submit evidence of professional experience in schools. Appeals to this policy may be made in writing to the Coordinator of the Administration/Supervision Program, but in no case may a person who is not a certified teacher or eligible for certification be admitted.

K-12 (Art, Music, Physical Education) majors are eligible for admission to the Secondary Administration and Supervision program.

K-12 (Art, Music, Physical Education) majors applying to the Elementary Administration and Supervision Program must complete a minimum of nine credit hours of elementary education methods courses prior to acceptance, including a course in the methods of teaching reading and methods courses in two of the following areas: mathematics, science, language arts, and social studies.

Students applying for the K-12 option must have the appropriate certification and teaching experience which will permit them to have K-12 administrative/supervisory certification in the state in which they work.

Program Description: 39-42 credits

Note: All are three credit courses.

Professional Education Core	9 credits
Area of Concentration	18 credits
Focus Area	6 credits minimum
Capstone	6 credits
Total	39-42 credits

Professional Education Core: 9 credits

- EDUC 603 Principles and Practices of Research
- EDUC 606 Developmental Theory and Experiential Growth
- EDUC 640 Curriculum Development

Area of Concentration: 18 credits

- EDAD 628 School Law
- EDAD 642 Organization and Administration of Public Schools
- EDAD 644 Public School Finance
- EDSU 643 Foundations of Supervision
- EDUC 590 Seminar in Accountability in Educational Administration
- EDUC 627 Human Relations in Education

Elementary Focus: 6 credits minimum*

- CUIN 609 Elementary School Curriculum
- EDAD 611 Administration of the Elementary School

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Secondary Focus: *6 credits minimum**
CUIN 660 Secondary School Curriculum
EDAD 612 Administration in the Secondary School

Capstone: *6 credits required*
EDAD 693 Practicum I (Fall)
EDAD 693 Practicum II (Spring)

Total credit hours: 39-42

Special Degree Requirements

1. Study Plan

A study plan is required for all students in Administration and Supervision. It is required to be completed, with the Coordinator, prior to registering for the first course. Once approved, changes require the permission of advisor and Program Coordinator.

2. The Individual Development Plan (IDP)

Each student will be required to complete an Individual Development Plan based on NCATE/ISLLC standards and the outcomes of the College of Education. The candidate first fills out the IDP as part of the candidacy process. The candidate and the University advisor jointly reflect on the knowledge, skills, and dispositions of the candidate based on prior experience. The progress the candidate is making in relation to the IDP is again evaluated at the time the Practicum is designed. Finally, at the end of the program, as part of the exit requirements, candidates will demonstrate how they have achieved their initial IDP goals and how they will continue to develop in the first three to five years of their professional practice as administrators and supervisors.

3. Admission to Candidacy

Admission to Candidacy occurs when the student has completed a minimum of 15 credits and a maximum of 18 credits. Students must have completed the three Professional Core courses (EDUC 603, 606, and 640) as part of this admission process. Six credits within the program concentration must have also been completed. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty who have taught the student. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the G.P.A. The advisor and the Program Coordinator have the right to require that a student remediate deficiencies even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. If disenrolled, the student has the right of appeal to the Educational Professions Graduate Leadership Team. If the appeal is denied, the student may reapply to the program after one year.

Curriculum & Instruction

Levels of Specialization

- Elementary Education
- Secondary Education
- Educational Technology

Certificate

- Educational Technology

Program Purposes:

This program is designed for the classroom teacher who may also have some curricular and/or instructional leadership responsibilities. Examples of such teacher positions would include: department heads, pod leaders, and grade-level heads. Further, the program is intended to prepare classroom teachers for additional teaching responsibilities by increasing their curricular and instructional skills, while adding to their content background.

Certification:

This program does not lead to advanced certification. The Curriculum and Instruction program provides education professionals from varying backgrounds the opportunity for advanced study. As such, the program is organized around the National Board for Professional Teaching Standards Core Propositions. Those completing a C&I degree with the intent of applying for National Board certification will take CUIIN 515 and the EDUC 700 capstone course in order to prepare their certification application and produce their NTBTS portfolio.

Coordinator:

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Program Objectives

1. Read and use research in your specialty and related fields.
2. Develop valid curricular objectives and performance criteria.
3. Design learning experiences to achieve curriculum objectives.
4. Design a logical, functional system of curriculum evaluation.
5. Develop and implement techniques of experimentation.
6. Assume the role of change agent.
7. Analyze contemporary educational criticism and relate such criticism to curriculum development practices.
8. Make assessments of the outcomes of learning and make instructional decisions based on these outcomes.
9. Select appropriate materials and instructional approaches and utilize effective planning for instruction based upon acquired data.
10. Provide instructional leadership for other teachers for whom you are professionally responsible.
11. Serve as a resource person and/or conduct inservice programs in the areas of curriculum and instruction.

Special Admission Criteria

Applicants to this program must be certified teachers or eligible for certification.

Program Description

You must complete the professional education core and the curriculum and instruction core. Depending upon the emphasis selected, the next 18-21 credits are selected from the courses listed under the appropriate level of specialization, including the capstone course.

Professional Education	9 credits
Curriculum and Instruction Core	9 credits
Level of Specialization	12-15 credits
Capstone	6 credits
Total	36-39 credits

Note: All are 3 credit courses.

Professional Education Core: 9 credits

- EDUC 603 Principles and Practices of Research
- EDUC 606 Developmental Theory and Experiential Growth
- EDUC 640 Curriculum Development

Curriculum and Instruction Core: 9 credits

- CUIN 639 Instructional Systems Design
- CUIN 649 Curriculum Evaluation
- and one of the following curriculum courses:*
- CUIN 608 Middle School Curriculum
- CUIN 609 Elementary School Curriculum
- CUIN 623 Foundations of Early Childhood Education
- CUIN 660 Secondary School Curriculum

Level of Specialization and Capstone: 18-21 credits

1. **Elementary Education:** minimum 15 credits
Three courses selected from the following:
 - REED 610 Foundations of Teaching Reading
 - CUIN 614 Elementary School Math Programs
 - CUIN 615 Elementary School Science Programs
 - CUIN 618 Elementary School Language Arts Programs
 - CUIN 621 Elementary School Social Studies Programs*Electives:* at least 6 credits selected with advisor's approval
Capstone:
 At least 6 credit hours. A minimum of 3 credit hours must be taken in EDUC 700 Research Paper or Project, or EDUC 710 Thesis (3-6). 3 hours of additional course work may be selected with advisor's approval.

2. **Secondary Education:** 15 credits
You must take 15 graduate credit hours in a discipline consistent with your area of teaching responsibility plus the capstone.

Capstone:

At least 6 credit hours. A minimum of 3 credit hours must be taken in EDUC 700 Research Paper or Project, or EDUC 710 Thesis (3-6). 3 hours of additional course work may be selected with advisor's approval.

3. **Educational Technology:** 12 credits

Prerequisite for this specialization: Successful completion of EDUC 454/554 Microcomputer Applications in Education **or** submission of a portfolio demonstrating competency in equivalent skills.

Prerequisite for initial course work: applicant must have a valid Frostburg e-mail account and a Frostburg student web page account.

Required courses:

EDUC 632 Use of Telecurricular Instruction (3)
EDUC 633 Multimedia Design and Publication for Instruction (3)
EDUC 635 Evaluation and Integration of Technology in Instruction (3)
EDUC 645 Advanced Instructional Design (3)

Capstone:

At least 6 credit hours. A minimum of 3 credit hours must be taken in EDUC 700 Research Paper or Project, or EDUC 710 Thesis (3-6). 3 hours of additional course work may be selected from the following*:

EDUC 530 Technology Specialist in Education
EDUC 546 Using Databases for Critical Thinking
EDUC 548 Using Spreadsheets in Mathematics Education
EDUC 626 Technology Applications in Early Childhood Education
COSC 530 Computer Education
COSC 591 Seminar in Computer Science
COSC 600 Computer Programming Concepts
Special topics courses (590) or individual problems courses (599) [with advisor's approval]

***Note:** Candidates for the Graduate Certificate in Educational Technology should select EDUC 530 Technology Specialist in Education as the 3 credit hours of additional course work.

4. **Other Areas of Specialization**

Other specializations may be implemented upon the request of at least ten potential students, the subsequent approval of the Curriculum and Instruction Committee and the reporting of the area of specialization to the Department of Educational Professions.

Special Degree Requirements

- 1. Study Plan:** A study plan is required for all students. It is required to be completed at the beginning of the program at the interview with the Coordinator. This is expected to occur prior to registering for the first course. Once approved, changes require the permission of advisor and Program Coordinator.
- 2. Admission to Candidacy:** Admission to Candidacy occurs when the student has completed a minimum of 15 credits and a maximum of 18 credits. Students must have completed the three Professional Core courses (EDUC 603, 606, and 640) or part of this admission process. Six credits within the program concentration must have also been completed. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty who have taught the student. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses and then the grades are not calculated in the G.P.A. The advisor and the Program Coordinator have the right to require that a student remediate deficiencies even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. If disenrolled, the student has the right of appeal to the Educational Professions Graduate Leadership Team. If the appeal is denied, the student may reapply to the program after one year.

- 3. Electronic Portfolio:** All students must successfully complete and present a programmatic electronic portfolio by the end of their program. This project partially fulfills the capstone requirement.
- 4. Research Project:** All students must successfully design a research project related to their area of specialization in a K-16 classroom by the end of their program. [Note: students are encouraged to design and conduct an action research project (that includes impact on student learning) in fulfillment of this requirement]. This project partially fulfills the capstone requirement.

Graduate Certificate Program in Educational Technology

The Graduate Certificate Program in Educational Technology is a professional certificate designed for K-12 school personnel seeking advanced study in the link between learning and technology who may or may not be interested in pursuing a full master's program. The curriculum includes theoretical and practical experiences for using technology to facilitate teaching and improve student learning. The certificate program promotes continuing professional development for teachers and educational leaders. Note: The certificate does not lead to teacher certification in technology.

Program Objectives

Students successfully completing this program will:

- demonstrate an understanding of the role of the technology specialist
- demonstrate an understanding of the social, ethical, legal, human, and practical issues surrounding the use of technology in PreK-12 schools and a disposition to apply that understanding in practice
- demonstrate the ability to apply advanced instructional systems design principles to the planning and design of effective learning environments and experiences supported by technology that maximize student learning
- demonstrate an understanding of the impact of telecurricular instruction on teaching and learning and the ability to apply that understanding in practice
- demonstrate the ability to apply technology to facilitate a variety of effective assessment and evaluation strategies
- demonstrate the ability to use technology to enhance professional practice
- demonstrate a disposition for continual learning and professional growth in the use of technology to promote learning

Candidates seeking the Graduate Certificate in Educational Technology at Frostburg State University complete an approved program of study of 15 semester hours of graduate credit with a cumulative average of 3.0 or higher with no grade lower than C and no more than six credit hours of C in their program.

Program Description - 15 credits

Note: All are three credit courses. Students are expected to take certificate courses in the sequence prescribed by prerequisites.

Required Courses: 15 credits

EDUC 530 Technology Specialist in Education
 EDUC 632 Use of Telecurricular Instruction
 EDUC 633 Multimedia Design and Publication for Instruction
 EDUC 635 Evaluation and Integration of Technology in Instruction
 EDUC 645 Advanced Instructional Design

Total credit hours: 15

Admission Criteria

Applicants for the Graduate Certificate Program in Educational Technology must complete the admission requirements for graduate studies at Frostburg State University. *Prerequisite for initial course work: applicant must have a valid Frostburg e-mail account and a Frostburg student web page account.*

Special Admission Criteria

Applicants must have a bachelor's or higher degree in education or a related field, hold a teaching certificate or be eligible for certification, and successfully complete EDUC 454/554 Microcomputer Applications in Education or submit a portfolio demonstrating competency in equivalent skills. Applicants must complete an application and study plan for the certificate program.

Exit Requirement

All students must successfully complete and present an electronic portfolio of work addressing the ISTE Technology Standards for Teachers.

Coordinator:

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NOTE: Candidates enrolled in the C&I Master's Degree program can take all of these courses and EDUC 700 or EDUC 710 to fulfill the Educational Technology track requirements for the C&I program.

Interdisciplinary Program

Program Purposes:

The individualized Interdisciplinary Master of Education Degree Program is designed for those students who have specific needs not addressed in existing areas of concentration. The interdisciplinary approach allows students to tailor a program specific to their personal and professional goals.

Certification:

This program is not intended to lead to initial certification or specialized advanced certification.

Program Objectives

1. Read and use research in areas of speciality and related fields.
2. Develop knowledge in two separate fields which can be linked for personal and professional reasons.
3. Relate human growth and development to areas of speciality.
4. Analyze and practice contemporary curriculum development.

Coordinator:

Dr. Thomas Palardy
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 tpalardy@frostburg.edu

Program Description

The student may develop an individualized, interdisciplinary program of study through the cooperation of a least two departments with courses approved for graduate credit. Approval of the study plan is required by the chairs of the departments involved and the Chair of the Department of Educational Professions. The study plan (available in the Office of Graduate Services) is the means by which your interdisciplinary degree program is documented and routed for required approvals. Upon completion of the study plan form with the necessary signatures, it must be submitted to the Office of Graduate Services.

Teacher certification is not an admission requirement for this program nor is initial teacher certification a goal of this program.

Special Admissions Criteria

Applicants to this program must meet initially with the Interdisciplinary program coordinator and then the coordinators of the two departments that are to be part of the individualized Interdisciplinary program. A study plan with signatures from coordinators from both areas and the coordinator's signature are required.

Program Description

Note: All are three credit courses

Professional Education Core	9 credits
Area of Specialization #1	12 credit minimum
Area of Specialization #2	9 credit minimum
Capstone	3-6 credits
Total	33-36 credits

Professional Education Core: 9 credits

- EDUC 603 Principles and Practices of Research
- EDUC 606 Developmental Theory and Experiential Growth
- EDUC 640 Curriculum Development

Interdisciplinary Content Areas: 21 credits

Courses selected with Department Chair/program coordinator's approval.

Capstone: 3-6 credits

- EDUC 700 Research Paper or Project, or 6 credit option with coordinator's approval

Total credit hours: 33-36

Special Degree Requirements

1. Study Plan

A study plan is required for all students in interdisciplinary studies. It is required to be completed at the beginning of the program at the interview with the coordinator. This is expected to occur prior to registering for the first course. Once approved, changes require the permission of the advisor and program coordinator.

2. Admission to Candidacy

Admission to Candidacy occurs when the student has completed a minimum of 15 credits and a maximum of 18 credits. Students have completed the three Professional Education Core courses (EDUC 603, 606, 640) or part of their admission process. Six credits within the program concentration must have been completed. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty who have taught the student. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses and then the grades are not calculated in the grade point average. The advisor and the Program Coordinator have the right to require that a student remediate deficiencies even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. The student has the right to appeal to the Educational Professions Graduate Leadership Team and may, if disenrolled, reapply to the program after one year.

Reading

Levels of Specialization

- Reading Teacher
- Reading Specialist

Program Purposes

This program is designed for certified teachers to prepare for entry level positions in reading by providing knowledge, theories, techniques, skills, and strategies appropriate to reading instruction and assessment in a variety of academic settings where graduates exemplify leadership, scholarship, and a commitment to professional development.

Certification

This program is intended to lead to advanced certification.

Program Objectives

1. To promote learning by providing many different paths for the student to construct knowledge about reading.
2. To integrate learning so that topics are connected across the program components assuring competence as a reading professional.
3. To provide learning through engagement with peers and others in learning communities such as Mentoring Groups in which students in the Reading Program are sustained and challenged.
4. To require students to engage in action, analysis and reflection of program areas of knowledge and skills and dispositions through core program components and individual classes.
5. To integrate the International Reading Association Standards for professionals throughout all program components.
6. To promote scholarship, leadership and service through development of a portfolio, membership in a Mentoring Group and development of an inservice.

Special Admission Criteria

Applicants to this program must submit evidence of professional experience in schools. Appeals to this policy may be made in writing to the Coordinator of the Reading Program, but in no case may a person who is not a certified teacher or eligible for certification be admitted.

Program Description - 39 credits

Professional Education Core	9 credits
Reading Core	21 credits
Capstone Inservice	3 credits
Electives or thesis	6 credits
Total	39 credits

Professional Education Core: 9 credits

- EDUC 603 Principles and Practices of Research
- EDUC 606 Development Theory and Experiential Growth
- EDUC 640 Curriculum Development

Reading Core: 21 credits

- REED 540 Children's Literature
- REED 610 Foundations of Teaching Reading
- REED 617 Teaching Reading in the Content Areas
- REED 620 Diagnosis and Correction of Reading Difficulties
- REED 637 Organizing and Administering the Reading Program
- REED 695 Reading Clinic (6 credits)

Capstone Inservice: 3 credits

- EDUC 700 Masters Research Paper or Project

Electives or thesis: 6 credits

- EDUC 710 Thesis or 6 credit option with advisor approval
(List of suggested electives available from program coordinator)

Total: 39 credit hours

Special Degree Requirements

1. Study Plan

All students must complete a plan of study prior to taking their first course or during their first semester of graduate study. This plan must be with advisement from the Graduate Reading Coordinator or their assigned advisor.

2. Admission to Candidacy

All students must apply for admission to candidacy through their graduate advisor. A

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candidacy form will be completed and filed with the advisor and a form will be filed with the Graduate Office. Admission to Candidacy occurs when the student has completed a minimum of 15 credits. Students must have completed the three Professional Education Core courses (EDUC 603, 606, 640) as part of this admission process and six credits within the program concentration. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty who have taught the student. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses and then the grades are not calculated in the grade point average. The advisor and the Program Coordinator have the right to require that a student remediate deficiencies even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. The student has the right to appeal to the Educational Professions Graduate Leadership Team and, if disenrolled, may reapply to the program after one year.

3. Mentoring Group

All students will be assigned to a Mentoring Group. At the completion of their program, they must provide documentation of participation.

4. Portfolio

All students must complete a portfolio presentation by the end of their program.

5. Inservice

All students must develop and deliver an inservice to successfully complete the program. Credit for the development of this inservice is through EDUC 700.

School Counseling

Level of Specialization

- K-12

Program Purposes

The Masters of Education in School Counseling degree program is intended for individuals who plan a professional career in school counseling. In this program, the school counselor is viewed as a professional who provides services to all students in a K-12 school setting. In serving this population, the school counselor seeks to facilitate the learning and positive development of all students, and provides preventative, remedial and, at times, crisis intervention services. Thus, at the conclusion of this graduate program, candidates possess the requisite knowledge, skills and dispositions which will allow them to function effectively in the holistic development of students in the K-12 setting. These competencies are based upon the six unit outcomes which form the foundation for the conceptual framework of the College of Education. These outcomes include becoming a dedicated professional, instructional leader, continuous assessor, educational advocate, collaborative bridge-builder, and reflective decision-maker.

A background in teacher education is NOT a requirement for admission to the School Counseling Program. Students who successfully complete the program will be eligible for certification as a K-12 school counselor in Maryland.

Certification

The School Counseling Program is accredited by the Maryland State Department of Education.

Coordinator:

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Program Objectives

1. To provide academic preparation in major content areas of school counseling, grades K-12 including: foundations of guidance, principles and practices of school counseling, counseling theories, counseling techniques, career counseling, appraisal, ethics, diversity and current counseling topics.
2. To provide supervised opportunities for practical application of school counseling which underscore academic learning.
3. To train students in ethical practices of school counseling as prescribed by the American Counseling Association
4. To require knowledge, application, analysis, and reflection of current thought and research in the field.
5. To require knowledge, recognition, and ability to work with children in a school setting in developmental, preventative, remedial and crisis counseling.
6. To develop knowledge and skills in consulting with faculty, parents, and referral sources in the community.
7. To develop technological skills necessary to function as a school counselor.
8. To require an internship experience which integrates the program's content and skills with on-site activities and assessment.
9. To develop knowledge of and ability to work with a wide array of diversity issues which are present in a K-12 environment.
10. To foster personal growth in conjunction with professional knowledge and skill development.

Special Admission Criteria

PLEASE NOTE: Students will be admitted for graduate study in School Counseling once a year in the summer. Application deadline is **March 1**.

Applicants to the M.Ed. in School Counseling Program must comply with the following:

1. All applicants must submit scores from either the Miller's Analogies Test, the General Test of the Graduate Record Exam or the Praxis II.
2. If applicants have not earned at least a 3.0 grade point average on a 4.0 scale in their undergraduate programs, they must submit a minimum score of 45-46 on the Miller Analogies Test or a minimum of 1,000 (V+Q) on the General Test of the Graduate Record Examination. Scores below the above criteria may be considered on an individual basis.
3. Applicants must provide the names, occupational titles, addresses, and phone numbers of at least three references, two of whom must be previous work supervisors or someone who will be able to respond to questions concerning the candidate's suitability for graduate study in School Counseling.
4. Applicants will provide a typewritten statement which will answer questions about themselves. These questions will be supplied by the Office of Graduate Services as part of the application for graduate study.
5. Applicants are required to have a pre-admission interview with the Graduate Program Coordinator.
6. Applicant's undergraduate preparation must include the following courses (or their equivalent as determined by the Program Coordinator) for a total of 6 hours:
 - a. Introduction/General Psychology
 - b. Educational Psychology or Developmental Psychology (Child or Adolescent)

Program Description - 45 credits

Professional Education Core: 9 credits

EDUC 603 Principles and Practices of Research
EDUC 606 Developmental Theory and Experiential Growth
EDUC 640 Curriculum Development

Area of Concentration: 30 credits

SCCO 600 Core Counseling Skills
SCCO 601 Program Planning & Service Delivery
SCCO 606 Social & Cultural Diversity: Issues for School Counselors
SCCO 608 Career Counseling Issues for School Counselors

SCCO 609 Theories & Techniques in School Counseling
 SCCO 610 Ethics for School Counselors
 SCCO 613 Group Techniques for School Counselors
 SCCO 619 Appraisal Techniques for School Counselors
 SCCO 692 School Counseling Seminar
 EDUC 700 Research Paper or Project **or** 3 credit elective. *Electives may be selected from psychology, special education or other disciplines with approval from the Program Coordinator.*
Capstone: 6 credits
 SCCO 693 Internship in School Counseling

Total credit hours: 45

Special Degree Requirements

Study Plan

Students seeking a master's degree in School Counseling are required to file a study plan with the Program Coordinator prior to the first course. Once approved, any changes in course work require permission of the Program Coordinator.

Admission to Candidacy

Application for Admission to Candidacy is made after completion of 15-18 credit hours of graduate course work. This must include the three Professional Education Core courses (EDUC 603, EDUC 606, and EDUC 640) as well as a minimum of six hours in the School Counseling Concentration (including SCCO 600 and SCCO 603). A cumulative GPA of 3.0 is also required, as well as the completion of any provisional admissions requirements. Transfer credits are not counted toward the 15-18 credits unless they are accepted as equivalent courses and then the grades are not calculated in the GPA.

The Program Coordinator together with the program faculty will review the application and make a decision regarding degree candidacy based on evidence of satisfactory academic performance and professional growth and development of the student. If a student's performance is found to be not acceptable, or the student's behavior indicates concern for optimal functioning as a school counselor, the Program Coordinator and program faculty have the right to require that the student be removed from the program based on the student's aptitude, professional growth, or potential. If a student is removed from the program, s/he has the right to appeal to the Graduate Leadership Team of the Education Professions Department. If the appeal is denied, the student may reapply to the program after one year.

Comprehensive Examinations

All students seeking a degree in School Counseling are required to successfully complete the comprehensive examination. The exam will be given once in the fall and once in the spring. Students typically take the exam during or just prior to their final semester in the program. If there is a question regarding the quality of responses on the comprehensive examination, it will be read by another faculty member. If necessary, the student will have the opportunity to rewrite a question one time, or to complete an oral examination with the School Counseling faculty.

Personal Growth Experience

All students are required to participate in a counseling experience designed to enhance self-growth and self-awareness. This may be individual or group counseling, or a structured workshop, and must be a **minimum of 12** contact hours in length. Students are to establish appropriate documentation of this experience with the Program Coordinator.

Special Education

Level of Specialization

- Elementary
- Secondary

Program Purposes

This program is designed for certified teachers or candidates who are eligible for certification to prepare for special education positions.

The area of concentration is Special Education Teachers of Students with Disabilities in Individualized General Education Programs.

Certification

This program is intended to lead to certification as a generic special educator of students with mild/moderate disabilities at the Elementary/Middle (K-8) or Secondary/Adult (6-12) levels.

Program Objectives

Graduates of the program will be able to:

- diagnose educational problems
- prescribe educational programs to meet the needs of individual students
- teach students with special needs
- serve as an inclusion resource teacher with general education classroom teachers
- evaluate current research in the field of special education, apply new approaches to the classroom, and contribute new information and ideas to the field

Special Admission Criteria

Applicants to this program must hold or be eligible for certification as a public school teacher.

Program Description *39-42 credits*

Professional Education Core	9 credits
Special Education Core	24 credits
Electives	3-6 credits
Capstone	3 credits
Total	39-42 credits

Note: All are three credit courses

Professional Education Core: 9 credits

- EDUC 603 Principles and Practices of Research
- EDUC 606 Developmental Theory and Experiential Growth
- EDUC 640 Curriculum Development

Special Education Core: 24 credits

- SPED 561 Characteristics of Exceptional Children
- SPED 562 Introduction to the Education of Exceptional Children
- SPED 601 Assessment, Diagnosis, and Evaluation of Exceptional Children
- SPED 602 Instructional Content and Practices for Exceptional Children
- SPED 603 Planning and Managing the Teaching and Learning Environment
- SPED 604 Managing Student Behavior and Social Interaction Skills
- SPED 605 Communication & Collaborative Partnerships in Special Education Programs
- SPED 691 Seminar in Special Education

Electives: 3-6 credits

Capstone: 3 credits

- EDUC 700 Masters Research Paper or Project

Total credit hours: 39-42

Special Degree Requirements

Study Plan

A study plan, which must be completed at the beginning of the program at the interview with the Program Coordinator, is required for all students in special education. This is expected to occur prior to registering for the first course. Once approved, changes in the study plan require the permission of your advisor and the Program Coordinator.

Admission to Candidacy

Admission to Candidacy occurs when you have completed a minimum of 15 credits and a maximum of 18 credits. You must have completed the three Professional Core courses (EDUC 603, EDUC 606 and EDUC 640) as part of this admission process. Six credits within the Special Education Core must have also been completed. A cumulative grade point average of 3.0 is required as well as the approval of the advisor and two other faculty members who have

Coordinator:

Dr. Oma Gail Simmons
Department of Educational Professions
301/687-4432
osimmons@frostburg.edu

taught you. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses and then the grades are not calculated in the G.P.A. Your advisor and the Program Coordinator have the right to require that you remediate deficiencies even if that requires extra courses, or to require that you be disenrolled from the program based on your aptitude and professional growth potential. If disenrolled, you have the right to appeal to the Educational Professions Graduate Leadership Team. If the appeal is denied, you may reapply to the program after one year.

Demonstration of Competencies

In addition to the degree candidacy conditions set forth in the Master of Education section on page 35 of this catalog, candidates for a Master of Education Degree in Special Education must pass the Special Education portion of the Praxis II and demonstrate research-based technological competencies appropriate to the instruction of exceptional individuals.

Master of Science in Applied Computer Science

- Many graduate classes are offered in the late afternoons, evenings, and Saturdays to accommodate the professionally employed students.
- This degree is offered as a full or part-time degree.

Program Description

The Master of Science degree in Applied Computer Science provides an advanced computer science education. This program offers the opportunity to specialize in one of two concentrations.

The Database Concentration provides a comprehensive approach for detailed study in database, data mining, and data warehousing. Students successfully completing this program will have a practical knowledge of the principles and foundations for analysis, design, implementation and administration of large databases.

Students completing the General Concentration will possess a broad applied knowledge in computer networking and communications, software engineering and artificial intelligence. They will have skills and practical experience in information technology. These skills will qualify them for professional, technical and managerial positions in education, industry and government.

Admission Criteria

In addition to Frostburg State University's general admission requirements, applicants must have:

1. a bachelor's degree in Computer Science/Information Science
or:
a bachelor's degree and specified background courses determined by the department Graduate Committee.
2. an undergraduate GPA of at least 3.0 on a 4.0 scale for full admission or documented proficiency.

Admission to the program is determined by the Graduate Committee of the Department of Computer Science.

Program Requirements

Completion of a total of 30 credits: 12 credits in the basic required courses, 12 credits in one of the two concentrations and, 6 credits from elective list. *(18 credits must be at 600 or 700 level.)*

Basic Required Courses: 12 credits

COSC 610 Advanced Object-Oriented Data Structures and File Organization
COSC 625 Advanced Software Engineering
COSC 630 Web Development and Programming
COSC 700 Master Research Paper or Project

Database Concentration

Core Courses : 12 credits

COSC 640 Database Management Systems I
COSC 641 Database Management Systems II
COSC 645 Data Mining
COSC 646 Data Warehousing

Elective courses : 6 credits

COSC 647 Database Security
COSC 649 Database Administration
COSC 690 Special Topics in Database Management Systems

Coordinator:

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COSC 691 Special Topics in Data Mining and Data Warehousing
COSC 591 Seminar in Computer Science
COSC 599 Individual Problems in Computer Science

General Concentration

Core courses: 12 credits

Select two sequences from:

COSC 585 Theory of Computation
COSC 570 Compiler Designs and Construction
or
COSC 635 Network and Data Communications I
COSC 636 Network and Data Communications II
or
COSC 640 Database Management Systems I
COSC 641 Database Management Systems II
or
COSC 555 Artificial Intelligence
COSC 580 Knowledge Based Information Systems

Elective courses: 6 credits

COSC 520 Robotics and Computer Control
COSC 550 Programming Language Structures
COSC 560 Operating Systems Concepts
COSC 565 Computer Systems Architecture
COSC 575 Interactive Computer Graphics
COSC 591 Seminar in Computer Science
COSC 599 Individual Problems in Computer Science

Academic Advising:

Upon admission to the program, each student will be assigned an academic advisor. The student must meet with the advisor to devise a plan of work.

Biological Sciences

- **Master of Science in Applied Ecology & Conservation Biology**
- **Master of Science in Wildlife/Fisheries Biology**

The two programs offered in the biological sciences represent a joint effort between two constituent institutions of the University of System of Maryland — Frostburg State University and the Appalachian Laboratory (AL), Center for Environmental Science. Each program is distinct, yet they have similar structure and basic degree requirements and involve many of the same faculty and resources. Accordingly, the two degree programs adhere to a common set of regulations and requirements, which are listed below.

Procedure for Regular Admission

Basic admission procedures and requirements are set forth in the *Graduate Study at FSU* section of this catalog. The following are additional requirements and procedures for the two programs in the biological sciences:

1. You must have completed a baccalaureate degree from an accredited college or university with an undergraduate grade point average of at least 3.0 on a 4.0 scale. Official scores on the Graduate Record Examination (General Test) must be submitted by the Educational Testing Service directly to the Office of Graduate Services. If you have not earned at least a 3.0 grade point average, you must submit a minimum score of 1,000 (V+Q) on the General Test of the Graduate Record Examination. Scores below the above criteria will be considered on an individual basis.
2. You must submit a resume, summary of educational goals and research interests, and the names of three professional references who will complete reference forms in support of your admissions application. Reference forms will be supplied by the Office of Graduate Services as part of your application for graduate study.
3. All application materials must be received by March 1 for the fall semester and November 1 for the spring semester. When all application materials are received, a screening committee composed of Biology and Appalachian Laboratory faculty will determine if your undergraduate background satisfies the requirements outlined in the section on Special Admission Requirements for the individual degree programs (see following pages). Some students may be required to take undergraduate courses to meet deficiencies. These courses cannot be counted toward the 36 credit hours for degree requirements.
4. Before you can be admitted as either special status or regular status to either of the M.S. programs in the biological sciences, you must have secured a major professor from the graduate faculty of AL or Biology. This individual will provide you with guidance and serve to direct your thesis research. Faculty may obtain grants and contracts that are important sources of funds for graduate assistantships and projects. Faculty play a major role in choosing students they wish to support. You are advised to initiate correspondence with faculty members in Biology or AL prior to the formal process of completing an application. Early contact with the faculty is very important. A list of current faculty and their research interests and areas of expertise is available from the Graduate Program Coordinator. Alternatively, contact either the Director of AL or the Chair of Biology for suggestions on an appropriate major professor.

Once you have secured a major professor, you must be sure that your major professor transmits a letter to the Office of Graduate Services and Graduate Program Coordinator stating that he/she is willing to serve as major professor.

A change in major professors is permissible. Students should recognize that changes in major professors after the first semester may mean additional course work and/or the loss of an assistantship.

Procedural Sequence and Requirements for Degree Candidates

You must complete steps 1-5 (below) during your first year. Step 7 represents the final major requirement of the degree. There is a deadline of April 15 for students entering in Fall, and November 15 for students entering in Spring for the Master's Committee Selection, for Oral Examinations, Plan of Study and submission of the Thesis Proposal. Notifications and submissions are to be made to the Graduate Program Coordinator and Office of Graduate Services.

Coordinator:

Dr. R. Scott Fritz
Department of Biology
301/687-4306
rfritz@frostburg.edu

1. Select Master's Committee.

With assistance of your major professor, you must select a Master's Committee during your first semester. The Master's Committee must consist of your major professor plus at least two other members, one of whom must be faculty of FSU. Individuals from other institutions or agencies may serve on the committee, but they must be acceptable as adjunct faculty at AL or the Biology Department.

2. Take Oral Qualifying Examination.

By April 15 (for the Fall semester) or November 15 (for the Spring semester), your Master's Committee will give you an Oral Qualifying Exam. This tests your general knowledge of the biological sciences and your proposed area of specialization. This exam is primarily a diagnostic test to help your committee develop a program of study that will strengthen your understanding of the concepts in areas where you have shown weakness. In the event of substandard performance in all areas, a retest must be taken within six months of the first exam. Failure of the second examination or failure to retake the exam within six months will result in your termination from the M.S. program.

3. Develop Plan of Study.

After successful completion of the Oral Qualifying Exam, you and your committee will develop a Plan of Study which is a list of the courses you will take. The Plan of Study must be approved unanimously and signed by the members of your Master's Committee.

Your Plan of Study will address four areas:

- a. undergraduate deficiencies, as determined by the Screening Committee (see Special Admission Criteria in the appropriate field);
- b. core courses (see program description in the appropriate field) and any substitutions of core courses;
- c. elective courses; and
- d. any additional requirements that your Master's Committee identifies.

Subsequent changes to the Plan of Study must be submitted to the Graduate Program Coordinator with the appropriate authorization. A single course change in an elective course requires only the approval of your major professor, but any subsequent changes require approval by a majority of your Master's Committee.

The following special requirements apply to the selection of courses:

- a. at least 15 credit hours must be 600 level or above;
- b. during your first fall semester, you should register for BIOL 600 (Methods of Research in Biological Sciences) and, for Wildlife/Fisheries Biology, MATH 680 (Research Statistics) or a suitable statistics course; and
- c. no more than six credits of Special Topics (BIOL 650) and three credits of Individual Research (BIOL 699) may be counted as elective courses. Thesis (BIOL 710) credits may not be counted as elective course credits.
- d. no more than twelve credits of Thesis (BIOL 710) may be counted toward the degree.

4. Submit Plan of Study.

The approved Plan of Study form will be forwarded by your major professor to the Graduate Program Coordinator.

5. Submit an approved Thesis Proposal.

A copy of your written Thesis Proposal (*see Graduate Student Handbook for details*) must be signed by all members of your Master's Committee and forwarded to the Graduate Program Coordinator. The Thesis Proposal must be distributed to your Master's Committee at least one week prior to the meeting where that committee will consider approval of your proposal.

6. Apply for Degree Candidacy.

See below for details.

7. Write and Defend Thesis.

Complete an original thesis, give an oral presentation of the thesis, and then defend the thesis in a final Oral Thesis Defense. See below for details.

8. Continuous Registration.

Register for at least one credit hour of BIOL 710 during the intended semester of graduation. If degree requirements are not completed during the semester of initial application for graduation, the student must continue to register each semester until graduation occurs. A student seeking August graduation must register in the first summer session. A student failing to register for a

semester will automatically be dropped from the program, and to graduate must reapply for admission. Students who are readmitted will register for an appropriate number of semester credits as determined by departmental policy and implemented by the Graduate Program Coordinator.

Degree Candidacy

Frostburg State University regards degree candidacy as an important element of the master's degree programs in the biological sciences. The purpose of degree candidacy is to provide a formal mechanism whereby your academic performance and progress are evaluated. Forms for application to degree candidacy are available through your Graduate Program Coordinator.

To be admitted to degree candidacy, you must have:

1. completed steps 1-5 above;
2. completed any deficiency courses identified by the Screening Committee; and
3. completed 12 hours of graduate course work (maintaining at least a 3.0 GPA).

Thesis

A major part of the degree programs in the biological sciences is the research associated with your project. The thesis is reflected in six credit hours minimum of Thesis (BIOL 710), although the effort expended on the thesis research may substantially exceed that typically expended on six credit hours of standard course work. Specific information regarding the proposal, thesis preparation, binding, and distribution can be found in the Graduate Student Handbook available through your Graduate Program Coordinator.

You must present a public seminar on your thesis research, once you have written the thesis. After the presentation, you must defend the thesis orally, which entails responding to questions from your Master's Committee concerning your thesis research. It is the responsibility of you and your major professor to notify the Graduate Program Coordinator as to the time and place of your public seminar at least 10 working days before this event.

Course Offering Schedule

For your information and planning, the list below provides the frequency and sequence of graduate Biology courses. The schedule is subject to change.

Additional courses are taught by AL faculty in the following areas: ecosystem ecology, biogeochemistry, landscape ecology, forest hydrology, watershed ecology, wetlands hydrology, and ecosystem energetics.

Fish/WLDLF/AECB

Every Semester

601 Laboratory Teaching Experience
650 Special Topics in AECB/Fish/Wldlf
699 Individual Research in AECB/Fish/Wldlf
710 Thesis

Every Fall Semester

517 Ichthyology
521 Sample Design and Anal. of Plant Commun.
523 Mammalogy
530 Limnology
550 Ecology and Management of Wildlife Pop.
600 Methods of Research in Biological Sciences

Every Spring Semester

506 Ornithology
511 Invertebrate Zoology
514 Quant. Analysis of Vertebrate Pop.
520 Fish Management and Culture
522 Herpetology
640 Population and Conservation Genetics

Fall of Odd-Numbered Years

502 Evolution
625 Wildlife Habitat Ecology and Analysis
626 Wildlife Habitat Ecology and Analysis Laboratory
632 Land Margin Interactions
641 Conservation Biology and Reserve Design
643 Ethics, Economics, and Politics in Conserv.

Spring of Odd-Numbered Years

507 Biological Systematics
510 Plant Diseases
536 Electron Microscopy for Biologists
609 Plant Ecology

Fall of Even-Numbered Years

512 General Parasitology
610 Animal Physiology
631 Stream Ecology
622 Ecosystem Ecology
623 Landscape Ecology

Spring of Even-Numbered Years

504 Histology
612 Animal Ecology
613 Plant Physiology
621 Terrestrial Biogeochemistry

Irregular Offerings

535 Molecular Biology
537 Molecular Biology Seminar
538 Biotechnology Laboratory
539 Environmental Toxicology
540 Developmental Biology
694 Graduate Seminar in Fish/Wldlf/AECB

Master of Science in Applied Ecology & Conservation Biology

The Master of Science in Applied Ecology and Conservation Biology Program enables students to gain scientific training in addressing conservation issues, especially those pertaining to the persistence of native populations and communities in a changing environment, landscape fragmentation, conservation/development conflicts, watershed assessment and integrated resource management. The program addresses both domestic and international issues, since the need of professionals is broad-based and global. Frostburg State University has inter-institutional agreements with universities and national agencies in African and Central American countries that facilitate the international dimensions of this program.

The **Conservation Biology Track** addresses both local and global problems associated with conflicts between human development and conservation of biodiversity. It is designed to prepare students for professions that require specialized training directed at maintaining biodiversity. The **Landscape and Watershed Ecology Track** addresses the effects of human activities and natural processes on terrestrial and aquatic ecosystems at multiple scales. Students completing this track will be prepared for professional careers in resource and watershed management and restoration. Both tracks prepare students for work with environmental consulting firms, national and international conservation organizations, and state and federal agencies. Graduates of our program also are well prepared to pursue further graduate education.

Coordinator:
 Dr. R. Scott Fritz
 Department of Biology
 301/687-4306
 rfritz@frostburg.edu

Special Admission Criteria

A screening committee composed of AL and FSU Biology faculty will examine your transcripts and determine if your course work meets the requirements listed below. Areas of deficiency will necessitate your taking undergraduate courses that will not be counted toward the 36 credit hours required for the degree program. You must have completed a baccalaureate degree from an accredited college or university. Your undergraduate training must have included one year of courses in general biology and general chemistry, and at least one semester of organic chemistry and statistics. One semester of genetics is required for the Conservation Biology Track and one semester of physical science is required for the Landscape & Watershed Ecology Track. Additionally, your transcripts must show that you have passed one course in at least three of these eight fields:

- Anatomy or Morphology
- Ecology
- Physiology
- Cellular or Molecular Biology
- Evolution or Systematics
- Natural Resource Management
- Developmental Biology
- Environmental or Earth Science

Program Description -at least 36 credits

Core Courses - 16-22 credit hours

BIOL 641	Conservation Biology and Reserve Design	(3 cr.)
BIOL 643	Ethics, Economics, and Politics in Conservation	(2 cr.)
BIOL 600	Methods of Research in Biological Sciences	(2 cr.)
BIOL 601	Laboratory Teaching Experience	(2 cr.)
BIOL 694	Integrative Ecology/Wildlife Graduate Seminar	(1 cr.)
BIOL 710*	Thesis	(6-12 cr.)

**Enroll in the final credit hours of thesis in the semester in which you expect completed thesis to be approved.*

Required for Conservation Biology Track (3 credit hours):

BIOL 640	Population and Conservation Genetics	(3 cr.)
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Required for Landscape and Watershed Ecology Track (4 credit hours):

BIOL 632	Land Margin Interactions	(4 cr.)
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Electives - 12-18 credit hours

At least six credit hours must be from departments other than Biology. Course names followed by (AL) indicate which courses are taught by faculty at the University of Maryland Center for Environmental Science's Appalachian Laboratory. All other courses are taught by FSU faculty.

Total credit hours: at least 36

Biology

- 502 Evolution
- 506 Ornithology
- 507 Biological Systematics
- 510 Plant Diseases
- 511 Invertebrate Zoology
- 512 General Parasitology
- 514 Quantitative Analysis of Vertebrate Populations
- 517 Ichthyology
- 520 Fish Management and Culture
- 521 Sample Design & Analysis of Plant Communities
- 522 Herpetology
- 523 Mammalogy
- 530 Limnology
- 535 Molecular Biology
- 538 Biotechnology Laboratory
- 539 Environmental Toxicology
- 550 Ecology & Management of Wildlife Populations

- 609 Plant Ecology
- 610 Animal Physiology
- 612 Animal Ecology
- 613 Plant Physiology
- 621 Terrestrial Biogeochemistry (AL)
- 622 Ecosystem Ecology & Analysis (AL)
- 623 Landscape Ecology (AL)
- 625 Wildlife Habitat Ecology & Analysis (AL)
- 631 Stream Ecology (AL)
- 650 Special Topics

Geography

- 506 Conservation of Natural Resources
- 513 Remote Sensing-Aerial Photo Interpretation
- 514 Digital Image Processing & Analysis
- 530 Surface Water Hydrology
- 545 Biogeography
- 572 Environmental Planning
- 573 Environmental Law

Master of Science in Wildlife/Fisheries Biology

The Wildlife/Fisheries Biology Program is designed to prepare you for research and management positions within the public and private sectors. The program allows flexibility, yet offers courses necessary for certification as a biologist with professional organizations such as The Wildlife Society and the American Fisheries Society.

Upon completion of the Wildlife/Fisheries Biology Program, you will have achieved a general knowledge and competence in one or more of the following disciplines: aquaculture, aquatic ecology, terrestrial ecology, conservation biology, management techniques, population biology, evolutionary ecology, aquatic toxicology, habitat analysis, systematics, and systems modeling.

Coordinator:

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Economics

510 Resource & Environmental Economics

Management

502 Strategic Planning & Analysis
509 Managerial Communications
542 Organizational Behavior

Mathematics

570 Mathematical Models & Applications
581 Applied Regression Analysis
582 Applied Nonparametric Statistics
680 Research Statistics

English

540 Literature of the Environment

In addition, the following courses taught at the Appalachian Laboratory through the Marine, Estuarine, and Environmental Sciences (MEES) Program of the University of Maryland are available for students to take for credit:

498A Biometry (AL)
698M Landscape Analysis/Quantitative Ecology (AL)
698O Watershed Hydrology (AL)
698S Community Ecology (AL)

Special Admission Criteria

A screening committee composed of AL and FSU Biology faculty will examine your transcripts and determine if your course work meets the requirements listed below. Areas of deficiency will necessitate your taking undergraduate courses that will not be counted toward the 36 credit hours required for the degree program.

You must have completed a baccalaureate degree from an accredited college or university. Your undergraduate training must have included one year of courses in general biology and general chemistry, one semester of calculus, and at least one semester of organic chemistry and statistics. Additionally, your transcripts must show that you have passed one course in at least four of these eight fields of biology:

- Anatomy or Morphology
- Cellular or Molecular Biology
- Developmental Biology
- Ecology
- Evolution or Systematics
- Genetics
- Physiology
- Natural Resource Management

Program Description - at least 36 credits

Core Courses -- 17-23 credit hours

BIOL	514	Quantitative Analysis of Vertebrate Populations	(3 cr.)
BIOL	600	Methods of Research in Biological Sciences	(2 cr.)
BIOL	601	Laboratory Teaching Experience	(2 cr.)
BIOL	694	Graduate Seminar	(1 cr.)
MATH	680	Research Statistics	(3 cr.)
BIOL	710*	Thesis	(6-12 cr.)

* Enroll in the final credits of thesis in the semester in which you expect the completed thesis to be approved.

Elective Courses--13-19 credit hours

At least 13 credit hours of graduate courses are to be selected with the approval of your advisor and committee members.

Total credit hours: at least 36

Master of Science in Counseling Psychology

Certificates

- Addictions Counseling Psychology
- Child and Family Counseling Psychology

Providing training in professional psychology at the graduate level, the Master of Science in Counseling Psychology is designed for those pursuing further study in science-based counseling psychology. Our theoretical perspective is integrative, including cognitive-behavioral, family systems, developmental, feminist, multicultural, humanistic, and brief therapies. We emphasize training in empirically-supported treatments for children, adolescents, families and adults.

The Master of Science in Counseling Psychology program is accredited by the Masters in Psychology Accreditation Council.

Coordinator:

Dr. Ann Bristow
Department of Psychology
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abristow@frostburg.edu

A small faculty-student ratio creates opportunities for frequent, individual interaction throughout the program. Students develop counseling skills through learning about self, client, counselor-client relationships, and the importance of cultural contexts. Considerable attention is given not only to development of professional skills but also to personal development and multicultural awareness. These emphases reflect our belief that an effective counselor is one who is self-aware and receptive to consultation.

The evaluation of students is an integral feature of the program aimed at identifying the student's strengths, needs, and characteristics that may need attention in promoting the development of counseling skills. Evaluation takes place several times during the program, including at the end of the first and second semesters of course work and at the time of degree candidacy.

For continuing study at the doctoral level, experience and knowledge gained in this program provide a firm foundation. Optional research opportunities prepare students for advanced graduate study in psychology. The Center for Children and Families offers unique research and service experiences. Two certificate programs provide specialized training in Addictions Counseling Psychology and Child and Family Counseling Psychology. These can be completed within the three-year program of study, as well as courses required for licensure. All National Counselor Exam course areas are offered, and FSU offers this exam.

The normal length of the program is two years of full-time course work followed by a one year internship. Full-time and part-time study are available.

Special Admission Criteria

In addition to the general admission requirements for all graduate programs, you are required to meet the following criteria:

1. You must have completed the baccalaureate degree at a regionally accredited institution of higher education (verified by an official transcript) with an undergraduate grade point average of at least 3.0 on a 4.0 scale. If you have NOT earned at least a 3.0 grade point average, you must submit a minimum score of 50 on the MAT or a minimum score of 1,000 (V+Q) on the General Test of the GRE. Scores below the above criteria will be considered on an individual basis.
2. You must ask three professionals to complete reference forms concerning your suitability for graduate study in Counseling Psychology. At least two of these references must be from professors who have taught or supervised you.
3. You are to provide a resumé with your application for admission.
4. You are to provide a typewritten statement which will answer questions about yourself. These questions will be supplied by the Office of Graduate Services as part of your application for graduate study.
5. You must interview with the Graduate Program Coordinator. If additional interviews are required, then the Coordinator will arrange them. If you cannot arrange to come to the campus for an interview, the Coordinator will arrange for a telephone interview. The purpose of the interview is to provide another source of information regarding the applicant's appropriateness for training as a counselor.
6. Undergraduate preparation must include the following courses for a total of 15 credit hours (or their equivalent as determined by the Psychology Admissions Committee):
 - a. Introduction/General Psychology
 - b. Psychological Statistics or Research Methods
 - c. Developmental Psychology (Child, Adolescent or Adult)
 - d. Abnormal Psychology
 - e. Elective in Psychology
7. Application Deadline: February 1 for the Fall semester. Degree program admissions are made only for the Fall semester.

Program Description

Basic Preparation Courses

Although not required for admission, the following courses represent needed background for the more advanced courses in the program. If the student has not taken these courses at an advanced level as an undergraduate, these courses must be taken at Frostburg State University at the beginning of the student's program of study. If the student has taken some or all of these basic preparation courses at another institution but the courses are not comparable to FSU's, the student will be asked to either take the course(s) at FSU or take an equivalency exam to test out of the course(s):

- PSYC 508 Tests and Measurements
- Plus *one, three credit hour course* addressing the physiological basis of behavior: Physiological Psychology (PSYC 520), Health Psychology (PSYC 530), or Addictions Issues and Treatment (PSYC 686) or their equivalent at another university.

Program Requirements: (Total = 49 credits)

39 credits of graduate level course work as follows, plus a minimum of 10 credits of Internship

Program Courses : (27 credits)

PSYC 600 Introduction to Counseling and Assessment
 PSYC 602¹ Advanced Research Evaluation and Interpretation (or PSYC 570)
 PSYC 610 Small Group Dynamics/Group Counseling
 PSYC 614 Advanced Developmental Psychology
 PSYC 617 Advanced Abnormal Psychology
 PSYC 618 Advanced Child and Adolescent Disorders
 PSYC 619² Professional, Ethical & Legal Issues in Counseling
 PSYC 670 Multicultural Counseling Techniques
 PSYC ___ elective³

Experiential Lab Courses: (12 credits)

PSYC 630 Theories and Techniques of Counseling I
 PSYC 640 Theories and Techniques of Counseling II
 PSYC 650 Family Therapy
 PSYC 660 Individual Assessment

Internship: (minimum of 10 credits)

PSYC 695 Internship in Counseling (5-12 credits)
 PSYC 696 Advanced Internship in Counseling (5-12 Credits)

³Approved Electives:

PSYC 504 Psychology of Exceptional Child
 PSYC 520 Physiological Psychology
 PSYC 530 Health Psychology
 PSYC 544 The Male Experience
 PSYC 570 Adv. Experimental Psychology
 PSYC 581 History and Systems
 PSYC 585 Behavioral App. to Human Problems
 PSYC 590 Special Topics in Psychology
 PSYC 591 Seminar in Psychology
 Any 500-level PSYC course
 PSYC 602* Advanced Research Evaluation & Interpretation
 PSYC 616 Psychological Issues in Career Counseling
 PSYC 625 Counselor as a Person
 PSYC 680 Advanced Treatment Strategies w/Children & Adolescents

PSYC 686 Addictions Issues & Treatment
 PSYC 692 Adv. Seminar in Psychology
 PSYC 698 Readings in Psychology
 PSYC 699 Ind. Research in Psychology

Approved Education Electives:

SCCO 608 Career Guidance & Counseling
 EDUC 523 AIDS: Information, Instruction and Counseling
 EDUC 606 Developmental Theory & Experiential Growth
 EDUC 590 Special Topics: AIDS: Peer Counseling and Education

¹Students who have a strong Research Methods background are encouraged to substitute PSYC 602 with PSYC 570-Advanced Experimental Psychology. This course is ideal for those who wish to engage in research and prepare to go on for doctoral studies. You may wish to consult with your advisor in order to determine your eligibility to enroll in PSYC 570.

²In order to complete the program, students will have to take PSYC 619 during an intersession or summer session.

* You may take both PSYC 570 and PSYC 602; one can count as the program requirement and one as an elective

** Other SCCO and EDUC courses with prior approval of M.S. Committee

Certification or Licensure Option

A 60 credit hour certification/licensure option can be taken by students who want to fulfill minimum graduate course requirements for certification or licensure in most states, including licensure in the state of Maryland. The minimum M.S. Counseling Psychology program

requirements are 49 credit hours to be taken in no fewer than three years. The 60 credit hour option can also be completed in three years if the student takes 9 credit hours each semester for three years plus 6 additional credit hours in Intersession or summer session terms. In addition to required M.S. Counseling Psychology courses, students would need to take the following to meet Maryland licensure requirements: PSYC 616 Psychological Issues in Career Counseling or SCCO 608 Career Guidance and Counseling and PSYC 686 Addictions Issues and Treatment. These two additional Maryland requirements are often required by other states. We advise students to check the state laws where they anticipate seeking employment.

Internship

An important aspect of the program, not often found in master's level studies, is the two semester internship. The opportunity to intern at one of a variety of sites, for up to thirty-six hours per week during a nine-month period, provides the student with unusually thorough preparation for eventual employment.

Areas for internship are generally restricted to the Maryland, Pennsylvania, West Virginia region, within commuting distance of Frostburg.

On-going supervision is provided by an on-site supervisor. A criminal background check must be completed prior to interning with children and adolescents.

Special Degree Requirements

Personal Growth Experience

All students are required to participate in a counseling experience designed to enhance their self-growth and self-awareness. This may be individual or group counseling, or a structured workshop, and must be 12 hours in length.

Degree Candidacy

Frostburg State University regards degree candidacy as an important element of the Master of Science in Counseling Psychology degree program. The purpose of degree candidacy is to provide a formal mechanism as part of your program of study whereby your academic performance and progress toward completion of degree requirements are evaluated. Criteria for this evaluation are found in the M.S. in Counseling Psychology Graduate Student Handbook.

Conditions of Degree Candidacy and Internship

It is your responsibility to apply for degree candidacy. Application for degree candidacy must occur during the semester in which you will complete 12 or more credit hours of 600-level program requirements. In order to apply for degree candidacy you must:

1. Have completed all graduate credit taken as approved from Frostburg State University with a cumulative grade point average of 3.0 or better.
2. Have completed all undergraduate preparation courses and any other course deficiencies as they are listed on your Study Plan.
3. Have completed all required basic preparation courses.

Acceptance to degree candidacy must be approved before you apply for the internship. All course work except for electives must be completed prior to interning, and you must have achieved a cumulative grade point average of 3.00 or better in order to intern.

Internship is normally graded on a PASS/NON-PASS basis. In order to continue in the program and register for Advanced Internship (696), you must receive a PASS in Internship (695). Should you be unable to complete either PSYC 695 or 696 during the semester you initially enrolled, two other grading options may be used. An incomplete (I) may be assigned, or you may receive a grade of CS (Continuing Student) and be required to register for a minimum of one additional credit of 695 or 696 each fall and spring semester thereafter until all 695 or 696 internship requirements are completed.

Graduation

In addition to satisfactorily completing the basic master's degree requirements described in this catalog, an exit interview and recommendation for graduation from your Master's Committee (your advisor and one other faculty member) are required. You must apply for graduation according to the schedule listed in the academic regulations section of this catalog.

Psi Chi

Psi Chi is the national honor society in psychology. The major goals of Psi Chi are to honor outstanding psychology students by membership in this society and to foster a climate conducive to the creative development of the society. For complete information contact the chair of the Department of Psychology.

Graduate Certificate Programs

- Addictions Counseling Psychology
- Child and Family Counseling Psychology

Certificate Programs

The Master of Science in Counseling Psychology Program offers two, post-baccalaureate certificates: (1) Addictions Counseling Psychology, and (2) Child and Family Counseling Psychology. In addition to FSU policies governing all post-baccalaureate programs (*see page 10 of this catalog*), these certificates have the following prerequisites and entrance requirements.

1. Certificates will be awarded only to those who have completed graduate degrees in the mental health counseling field. Appropriate master's degrees would include counseling or clinical psychology, school counseling, mental health counseling, clinical social work or equivalent degrees. Two master's degree programs at FSU meet this requirement: Master of Science in Counseling Psychology and Master of Education in School Counseling.
2. If you are not currently an FSU graduate student and you plan to enroll in courses in the certificate program as a non-degree-seeking student, OR if you are an FSU graduate student in the M.Ed. School Counseling program, you must apply to the certificate program and then meet with the faculty contact person PRIOR to enrolling in your first course in the certificate program. Application requirements are listed below. Program faculty will determine if you have the necessary qualifications and prerequisites to begin certificate courses.
 - a. FSU M.Ed. School Counseling students (SCCO). All entrance requirements for the SCCO program meet certificate admission requirements EXCEPT that students submitting MAT scores to qualify for admission to the SCCO program must achieve an MAT score of 50 for admission to the psychology graduate certificate programs. Verification of satisfying these admission standards must be submitted prior to meeting with the faculty contact person.
 - b. Non-degree-seeking students' requirements: Completion of a mental health counseling graduate degree from a regionally accredited institution of higher education (verified by an official transcript) with a graduate grade point average of at least 3.0 on a 4.0 scale. One letter of reference from a mental health professional who has taught or supervised the applicant. Transcript and reference must be submitted prior to meeting with the faculty contact person.
3. Some courses in the certificate programs have as prerequisites other certificate courses. Students are expected to take certificate courses in the sequence prescribed by prerequisites. Students will be asked to withdraw from any courses where they have not met the prerequisite(s) or obtained permission of the course instructor.
4. Professionals or students seeking this certification who are not enrolled in FSU's M.S. Counseling Psychology Program will be required to complete one semester of internship through the M.S. Counseling Psychology Program, and in this semester, 100% of internship direct services hours (i.e., 150 hours) must be in the service area related to the certificate. Students enrolled in FSU's M.S. Counseling Psychology Program may complete their 150 hours over two semesters of internship.

Addictions Counseling Psychology Graduate Certificate

- In addition to the listed courses, completion of a graduate degree in mental health counseling is required. Appropriate master's degrees would include counseling or clinical psychology, school counseling, mental health counseling, clinical social work, or equivalent degrees. [This requirement is consistent with State of Maryland law; a master's degree is required in Health or Human Services.]

Contact Person:

Ann R. Bristow
Department of Psychology
301/687-4446
abristow@frostburg.edu

Program Description

Required Courses: 29 credits

Note: some courses are prerequisites for others

PSYC 386** Drugs & Behavior or equivalent
(*candidates may elect to complete this area by credit-by-examination*)
PSYC 570 or 602 Adv. Experimental or Adv. Research Evaluation & Interpretation
PSYC 600 Introduction to Counseling & Assessment
PSYC 610 Group Counseling
PSYC 614 Advanced Developmental Psychology
PSYC 617 or 618 Adv. Abnormal or Adv. Child & Adolescent Disorders
PSYC 670 Multicultural Counseling Techniques
PSYC 686** Addictions Issues and Treatment
PSYC 695 and/or 696 Internship: 150 hours of supervised direct services in addictions counseling (5 credits minimum)*

Total: 29 credits minimum

Professionals seeking this certification who are **not graduates of FSU's M.S. Counseling Psychology Program will be required to complete one semester of internship at FSU, and in this semester, 100% of internship direct services hours (i.e., 150 hours) must be with clients receiving addiction services. Students enrolled in FSU's M.S. Counseling Psychology Program may complete their 150 hours over two semesters of internship.*

***not an M. S. Counseling Psychology Program requirement*

Child and Family Counseling Psychology Graduate Certificate

- In addition to the above courses, completion of a graduate degree in mental health counseling is required. Appropriate Master's degrees would include counseling or clinical psychology, school counseling, mental health counseling, clinical social work, or equivalent degrees.

Program Description

Required Courses: 26 credits

Note: some courses are prerequisites for others

PSYC 600 Introduction to Counseling & Assessment
PSYC 570 or 602 Adv. Experimental or Adv. Research Evaluation & Interpretation
PSYC 614 Advanced Developmental Psychology
PSYC 618 Advanced Child and Adolescent Disorders
PSYC 630 Theories & Techniques of Counseling I
PSYC 650 Family Therapy
PSYC 680** Advanced Treatment Strategies with Children & Adolescents
PSYC 695 and/or 696 Internship: 150 hours of supervised direct services with children/adolescents & families

Total: 26 credits minimum

**Professionals seeking this certification who are not graduates of FSU's M.S. Counseling Psychology Program will be required to complete one semester of internship at FSU, and in this semester, 100% of internship direct services hours (i.e., 150 hours) must be with children/adolescents and families. Students enrolled in FSU's M.S. Counseling Psychology Program may complete their 150 hours over two semesters of internship. A criminal background check must be completed prior to interning.*

***not an M. S. Counseling Psychology Program requirement*

Contact Person:

Jason H. Edwards
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Master of Science in Human Performance

The Master of Science degree in Human Performance is designed to prepare students who are interested in pursuing careers in corporate fitness, community health and wellness, and applied exercise science. Effort is made to combine current physiological research with practical applications in exercise physiology. Emphasis is placed on research design, assessment of human performance, and technical writing skills which will also prepare students for continued graduate study toward a doctoral degree.

Special Admission Criteria

In addition to the General Admission Requirements for graduate students, applicants must:

1. Complete the baccalaureate degree at a regionally accredited institution of higher education majoring in the allied health fields, physical education, exercise physiology or biological sciences with a grade point average of at least 3.0 on a 4.0 scale.
2. Submit three letters of recommendation from academicians or professionals in the field concerning your qualifications for graduate study.
3. Submit a current resume or professional vita that includes a statement of career goals.
4. Interview with the Program Coordinator. If additional interviews are required, the Program Coordinator will arrange them. If you cannot travel to the campus for an interview, the Program Coordinator will arrange a telephone interview.

Program Description

Basic Preparation Courses

Although not required for admission, the following two courses represent needed background for the more advanced courses in the program. If you have not completed these courses at a junior or senior undergraduate level, you must take these courses at FSU at the beginning of your program of study. These courses do not count toward the fulfillment of degree requirements.

- PHEC 501 Physiology of Exercise
- PHEC 507 Motor Learning and Performance

Program Requirements

33 credits of graduate level course work as outlined below and a minimum of 3 thesis credits or research paper/project credits for a total of 36 credit hours.

Research Core - 10 credits

- * PHEC 602 Current Literature & Research in HPER (4 credits)
 - * PHEC 603 Evaluation and Measurement in HPER
or MATH 680 Research Statistics
 - PHEC 700 Master's Research Paper/Project or PHEC 710 Thesis (min. 3 cr.)
- *It is recommended that these courses be taken during the first semester in the program of study.*

Concentration - 18 credits

- PHEC 609 The Psychology of Human Performance
- PHEC 630 Advanced Physiology of Exercise
- PHEC 634 Graded Exercise Testing and Electrocardiogram Assessment
- PHEC 636 Using Technology in the Study of Human Performance
- PHEC 638 Nutrition and Weight Control in Adults
- PHEC 639 Practicum in Human Performance Programs

Electives: 8 credits selected with advisement

Total: 36 credit hours

Coordinator:

Dr. Robert Lewis
Department of Health, Physical
Education and Recreation
301/687-4469
rlewis@frostburg.edu

Master of Science in Park & Recreation Resource Management

The Master of Science in Park and Recreation Resource Management is a program designed to provide professionals who have some administrative and supervisory experience with the skills and techniques necessary to become upper level managers in public, non-profit and commercial agencies in the parks and recreation field. Students with degrees in allied fields who are currently working in the park and recreation field are encouraged to apply and will find the program helpful to their career development.

The curriculum has several innovative features which are designed to provide students with a quality education. The program is designed to train the next generation of leaders in the park and recreation field and it caters to those working in the field who are interested in advancing themselves professionally. Next, the program utilizes practitioner educators who bring current issues and practices into the classroom. It emphasizes the use of case studies to bring real world situations into the classroom and to facilitate an interactive discourse between students and faculty. Last, the program utilizes a weekend campus approach that enables students to complete the program part-time while remaining employed. In addition, the weekend campus approach enables students to interact with faculty and moreover, to interact with other students who are preparing to assume key leadership roles within the field. Together, these features create a quality learning environment which helps students develop their career path in the field.

Weekend Campus Approach

A "weekend campus" approach is utilized throughout the curriculum and provides a "retreat" type of atmosphere to the curriculum. A typical three credit course is completed in three weekends. Normally, courses are staggered over several weekends which enables students to take multiple courses, if desired. Courses are taught in cohort groups at off campus locations. The program is designed to service students from the major metropolitan areas of Baltimore, Washington, Philadelphia, Lancaster and Northern Virginia, as well as Western Maryland. It is designed to accommodate professionals working in the field who desire to remain employed while completing their program. The 2005 host site for this program is Howard County Parks and Recreation. Classes will be held in the Headquarters Building. A new cohort is forming to begin classes in January 2005.

Case Study Approach

The program utilizes a case study approach where possible. This discussion-based approach is very often associated with professional programs. The case study approach enables students to build upon and integrate their experiences into the curriculum. Also, this approach focuses on decision making, which is characteristic of management positions for which the program is preparing students.

Mentorship Program

This program offers students the opportunity to choose a leader in the field as a mentor. The focus of the mentorship program is person-oriented rather than position-oriented, which differentiates it from an internship. Although graduate credit is awarded, completion of the mentorship program is in addition to the normal requirements for a master's degree.

Entrance Requirements

Completion of the baccalaureate degree at a regionally accredited institution of higher education with an undergraduate cumulative grade point average of at least 2.5 on a 4.0 scale and proper undergraduate preparation for study.

In addition to the general admission requirements, students are required to meet the criteria listed below. If any deficiency courses are required, they will be assigned by the coordinator upon entry into the program.

A. Professional Experience

The program is designed for professionals with experience in the parks and recreation field. Generally, there are three avenues of entry into the program.

1. Students should have the equivalent of three years experience in the parks and recreation field.

Coordinator:

Dr. Diane Blankenship
 Department of Health, Physical Education
 and Recreation
 301/687-3192
 fax 301/687-7959
 dblankenship@frostburg.edu

2. Students with a minimum of three years professional experience in allied fields who are interested in making a career shift may also apply. A field experience and/or deficiency courses may be required of these students.
3. Although the program is designed for professionals working in the field, a limited number of recent graduates from baccalaureate programs may be admitted based on the professional experiences of the applicant and on the composition of the students currently in the program.

B. Recommendations

Three letters of recommendation are required reflecting the student's professional and academic background.

C. Career Goals

The applicant needs to include a statement of career goals and how the master's degree program relates to these goals. Normally, this statement is no longer than one page, single spaced.

D. Resume

The applicant is required to submit a current resume or professional vita as part of the application package.

Program Description

The program consists of twelve courses requiring 39 credit hours. The program is divided into four blocks: foundations, resource management, administration and research. A fifth block, supplemental courses, includes deficiency courses (e.g. Field Experience) and courses that are not required toward the completion of the degree but enhance the student's program (e.g. Mentorship Program).

Foundations (3 credits)

RECR 611 Concepts and Foundations of Leisure

Planning & Management of Natural Resources (6 credits)

RECR 641 Managing Open Space Resources

RECR 642 Land Use Strategies for Conservation and Protection

Administration (15 credits)

RECR 651 Organizational Behavior and Leadership in PRRM

RECR 652 Fiscal Management in PRRM

RECR 653 Communications and Organizational Decision Making in PRRM

RECR 654 Developing Promotional Information Systems in PRRM

RECR 655 Current Management Issues in PRRM

Research (15 credits)

RECR 681 Research Methods in PRRM

RECR 682 Evaluation and Statistics in PRRM

RECR 683 Thesis Preparation

RECR 700 Research Project or Thesis (6 credits)

Supplemental Courses

RECR 593 Field Experience in PRRM (6 credits)

RECR 694 Mentorship Program in PRRM (3-6 credits)

RECR 699 Individual Research in PRRM (3-6 credits)

Minimum credit hours: 39

Course Descriptions

Art

- ART 500 Introduction to Art Criticism** 3 cr.
Problems of describing, analyzing, interpreting, and evaluating art. Attention given to the history, purposes, conceptual bases and methods of art criticism as well as to critical performances.
- ART 508 20th Century Art History** 3 cr.
Survey of major developments from post-impressionism to post-modernism and the contemporary: Europe and the United States. Every spring.
- ART 580 Computer Graphics** 3 cr.
Introduction to terminology, methods, processes, craft, and technology of the computer graphics designer; emphasis on theory and application of the Macintosh computer system. May be taken only 1 time for credit. Two hrs. lecture and 2 hrs. lab.
- ART 590 Special Topics in Art** 1-6 cr.
Concepts or media not regularly presented, using special resources. Lecture and studio or lecture only. Offered irregularly. Prerequisite: permission of the instructor.
- ART 602 Philosophy of Art Education** 3 cr.
Analysis and evaluation of major competing philosophic systems. Attention to their value structures in relation to alternative theories and conceptions of art education.
- ART 605 Curriculum in Art Education** 3 cr.
Concepts, problems, and issues in curriculum theory in educational programs. Development of curricula for public school art instruction.
- ART 607 Advanced Graphic Design Workshop** 3 cr.
Fundamentals of applied design. Graphics problems in advertising and commercial art; class problems in communication arts; commercial processes and techniques; use of professional materials. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.
- ART 612 Advanced Drawing Workshop** 3 cr.
Studio investigation of drawing. Critical, conceptual, and technical skills with content chosen by student and instructor. Two hrs. lecture, 2 hrs. lab.
- ART 621 Advanced Painting Workshop** 3 cr.
Studio problems in painting. Emphasis on independent creative work. Seminar, discussion, and criticism. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.
- ART 622 Advanced Ceramics Workshop** 3 cr.
Study of ceramic form as it relates to utilitarian and environmental situations. The interaction of human scale with functional ceramic design. Seminar, discussion, and criticism. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.
- ART 632 Advanced Printmaking Workshop** 3 cr.
Studio investigation of printmaking. Critical, conceptual, and technical skills as applied to the aesthetics of printmaking. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.
- ART 640 Advanced Sculpture Workshop** 3 cr.
Studio problems in sculpture. Use of traditional and contemporary forming techniques in independent creative work. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.
- ART 690 Current Concepts in Art Education** 3 cr.
Concepts, problems, and issues in art education theory and practice. The nature of learning art, creative behavior, philosophic theories, and the aesthetic experience.

ART 698 Readings in Art Education 3 cr.
Advanced individualized study in art education scholarship. Seminars, readings, research. Prerequisite: completion of Professional Core.

ART 699 Individual Research in Art Education 3 cr.
Advanced development of an investigative or creative potential. Repeatable 1 time. Prerequisite: graduate art student and recommendation of graduate faculty member.

ART 700 Master's Research Paper or Project 3 cr.
Individual investigation or project related to the area of concentration and professional education. Independent Study form to be submitted with registration.

Biology

Note: equivalent courses taken at other institutions will be considered as prerequisites.

BIOL 502 Evolution 3 cr.
Theories, evidences, and mechanisms of evolution. Three hrs. lecture. Fall of odd-numbered years. Prerequisite: BIOL 150 or permission of instructor.

BIOL 504 Histology 4 cr.
Microscopic structure and function of tissues and selected organs of vertebrates. Basic laboratory preparative techniques and tissue recognition. Two hrs. lecture, two 2-hr. labs. Spring of even-numbered years.

BIOL 506 Ornithology 4 cr.
Anatomy, physiology, behavior, ecology and evolution of birds. Laboratory emphasis on identification of regional birds at the species and family level. Two hrs. lecture, one 4-hr. lab. Binoculars required. Every Spring. Prerequisite: vertebrate zoology or permission of instructor.

BIOL 507 Biological Systematics 3 cr.
Principles, concepts, and methodologies used in systematic biology. Methods for reconstructing the evolutionary relationships of plant and animal taxa (including phenetic and cladistic analyses). Procedures for description, classification, and analysis of earth's biodiversity. Three hrs. lecture. Spring of odd-numbered years. Prerequisite: BIOL 402 or permission of instructor.

BIOL 510 Plant Diseases 3 cr.
Nature, cause, and control of disease in plants. Plant pathogens: nematodes, viruses, bacteria, and fungi in greenhouse, field, and forest plants. Laboratory on preparing specimens according to phytopathological principles. Two hrs. lecture, one 2-hr. lab. Spring of odd-numbered years.

BIOL 511 Invertebrate Zoology 4 cr.
Structure, physiology, life history, and natural history of invertebrate groups. Emphasis on local fauna. Two hrs. lecture, two 2-hr. labs. Every Spring.

BIOL 512 General Parasitology 4 cr.
Principles of parasite structure, function, and host-parasite relations. Two hrs. lecture, two 2-hr. labs. Fall of even-numbered years.

BIOL 514 Quantitative Analysis of Vertebrate Populations 3 cr.
A survey of quantitative techniques used to describe, analyze, and model vertebrate population phenomena and interactions among populations. Every Spring. Prerequisites: MATH 120 and graduate standing.

- BIOL 517 Ichthyology** 3 cr.
The study of fishes with emphasis on structure and function, development, behavior, ecology, and systematics. Two hrs. lecture, one 2 hr. lab. Every Fall.
- BIOL 520 Fish Management and Culture** 3 cr.
Contemporary problems encountered with Fisheries Management. Study of fish culture; alternatives of commercial harvest and culture. Three 1-hr. lectures and one 3-hr. lab. Field trips to be arranged. Every Spring. *Prerequisite: MATH 209 Introduction to Probability and Statistics or permission of instructor.*
- BIOL 521 Sample Design and Analysis of Plant Communities** 3 cr.
The ecology of plant communities in the mid-Atlantic; plant community concepts and attributes; environmental factors influencing the distribution and abundance of plants: light, temperature, fire, soil, water, methods of sampling vegetation; quantitative analysis of vegetation data; multivariate methods of data interpretation including classification and ordination; collection and interpretation of field data; emphasis on modern computer methods. Lecture/lab. Every Fall. *Prerequisites: BIOL 314 and BIOL 340.*
- BIOL 522 Herpetology** 3 cr.
The structure, behavior, ecology, evolution, and taxonomy of amphibians and reptiles. Laboratory emphasis on identification, anatomy, and ecology of local species; techniques of collecting; estimating population sizes, and home ranges. Two hrs. lecture, one 3-hr. lab. Every Spring. *Prerequisite: BIOL 150.*
- BIOL 523 Mammalogy** 4 cr.
The structure, taxonomy, behavior, ecology, evolution, and public health significance of mammals and history of the science of mammalogy. Laboratory emphasizes anatomy, identification, capture techniques, habitat analysis, and home-range and population characterization. Three hrs. lecture, one 3-hr. lab. Every Fall. *Prerequisite: BIOL 150.*
- BIOL 530 Limnology** 4 cr.
The study of inland waters; physical, chemical and biological aspects. An overview of hydrobiology. Laboratory emphasis on collection and analysis of data from aquatic environments. Graduate level credit requires supplemental activity (usually a project and written report) by student. Two hrs. lecture, one 4-hr. lab per week. Every Fall. *Prerequisite: BIOL 340.*
- BIOL 535 Molecular Biology** 4 cr.
Modern molecular concepts and techniques such as molecular cell function, DNA replication, PCR, protein synthesis, restriction enzyme analysis, DNA sequencing and DNA fingerprinting. Two hrs. lecture, two 2-hr. labs per week. Every Spring. *Prerequisite: BIOL 304.* Course not repeatable.
- BIOL 536 Electron Microscopy for Biologists** 4 cr.
Principles and techniques of electron microscopy; thin and thick sectioning, positive staining, freeze etch. Use of transmission and scanning electron microscopes for animal and plant tissues, micro-organisms, and particulates. One hr. lecture, two 3-hr. labs. Spring of odd-numbered years. Enrollment limited to 6, preference to students with an active research project. *Prerequisites: BIOL 310, Physics 216, Chemistry 302; cumulative GPA 3.0; permission of instructor.*
- BIOL 537 Molecular Biology Seminar** 1 cr.
Current topics in molecular biology presented by students, faculty and invited speakers coupled with in-depth analysis and discussion. Fall semester. *Prerequisites: graduate standing; BIOL 435 or permission of instructor.*
- BIOL 538 Biotechnology Laboratory** 3 cr.
Advanced techniques in molecular biology. Topics vary depending on instructor. Topics may include cell culture methods, PCR and DNA sequencing, immunocytochemistry, electrophoretic separation and analysis. Required for biotechnology concentration. Variable. One 1-hour lecture and two 2-hour labs a week. *Prerequisites: junior or senior standing, BIOL 435 or permission of the instructor.*
- BIOL 539 Environmental Toxicology** 3 cr.
An interdisciplinary study of the major classes and properties of pollutants, ecotoxicology testing methods and their effects on living organisms and the ecosystem. Two hrs. lecture, two hrs. lab. *Prerequisites: one year general biology.*
- BIOL 540 Developmental Biology** 4 cr.
A classical and modern study of processes producing structural and functional changes during the development of plants and animals. Three hrs. lecture, two hrs. lab. *Prerequisites: one year general biology.*
- BIOL 550 Ecology and Management of Wildlife Populations** 4 cr.
Study of factors that determine the distribution and abundance of wildlife populations and current management practices used to manipulate wildlife populations. Two-three field trips will be used to gain knowledge of regional management practices. Three hrs. lecture. Fall only. *Prerequisites: BIOL 406, 423 or 426.*
- BIOL 600 Methods of Research in Biological Sciences** 2 cr.
Understanding the scientific method, improving scientific writing skills, and practical experience in computer analysis of biological data. Major projects include writing a thesis research proposal and a scientific paper. Every Fall. *Prerequisites: MATH 680 (or concurrent enrollment) or instructor's permission with a basic knowledge of statistics.*
- BIOL 601 Laboratory Teaching Experience** 2 cr.
Methods and experience of instruction in the introductory biology laboratory including stimulating interest, presenting pre-lab instruction, conducting laboratory exercises, generating discussion, writing quizzes and laboratory practical examinations, and assessing student performance. Fall, Spring. *Prerequisite: graduate standing in Wildlife/Fisheries Biology or Applied Ecology and Conservation Biology.*
- BIOL 609 Plant Ecology** 3 cr.
Ecological principles and relationships at the organism, population, and community levels. The plant and the ecosystem. Field trips and field analysis of plant communities. One hr. lecture and 4 hrs. lab. Spring of odd-numbered years. *Prerequisites: BIOL 340, 314 or 603, 8 hrs. general chemistry or permission of instructor.*
- BIOL 610 Animal Physiology** 3 cr.
Physiological systems and experiments on laboratory animals. Two hrs. lecture and 2 hrs. lab. Fall of even-numbered years. *Prerequisites: one year college chemistry and major in biology or chemistry.*
- BIOL 612 Animal Ecology** 3 cr.
Ecological principles and relationships of organism, population, and community levels. The animal's relation to ecosystems. Three hrs. lecture. Spring of even-numbered years. *Prerequisites: one year bioscience or zoology, BIOL 411, 340, and 8 hrs. general chemistry or permission of instructor.*
- BIOL 613 Plant Physiology** 3 cr.
Theory and techniques. Cell ultrastructure and function, translocation of metabolites, plant growth regulators, photobiology, and the physiology of development. Two hrs. lecture, 2 hrs. lab. Spring of even-numbered years. *Prerequisites: BIOL 303, one year inorganic chemistry, one year organic chemistry.*
- BIOL 621 Terrestrial Biogeochemistry** 3 cr.
Terrestrial biogeochemistry focuses on the interactions between ecology and geochemistry. Concepts, theory, and applications through readings, lectures, and independent projects. Three hrs. lecture. Spring of even-numbered years.
- BIOL 622 Ecosystem Ecology** 3 cr.
Overview of ecosystem ecology concepts, addressing multiple topics including: ecosystem definition, primary/secondary productivity, ecosys-

tem energetics, trophic structure, stability/resilience, nutrient cycling, ecosystem management, and the importance of ecological models. Three hrs. lecture. Fall of even-numbered years.

BIOL 623 Landscape Ecology 4 cr.
The effects of spatial pattern of resources; its causes, development and importance for ecological processes. Concepts, methods and applications of landscape ecology through readings of classic and contemporary literature, lectures, lab exercises designed to provide "hands-on" experience with quantitative methods and completion of an independent project. Three hrs. lecture, one hr. lab. Fall of even-numbered years. *Prerequisites:* course in general ecology; permission of instructor.

BIOL 625 Wildlife Habitat Ecology and Analysis 3 cr.
Concepts and measurement of wildlife-habitat relationships, and the management of wildlife habitat. Three hrs. lecture. Fall of odd-numbered years. *Prerequisite:* graduate standing.

BIOL 626 Wildlife Habitat Ecology and Analysis Laboratory 1 cr.
Techniques used in wildlife habitat analysis and evaluation, including plot/plotless sampling, multivariate approaches, and use of remotely sensed land data. One 3-hr lab. Fall of odd-numbered years. *Prerequisite:* graduate standing.

BIOL 631 Stream Ecology 3 cr.
Ecology of lotic systems common to North America. Stream hydrology, water chemistry, fish and invertebrate ecology, nutrient dynamics, restoration ecology of impaired freshwater systems, and conservation biology of freshwater species. Three hrs. lecture and two optional field trips with laboratory exercises. Fall of even-numbered years. *Prerequisites:* BIOL 340, 411, and 430 or permission of instructor.

BIOL 632 Land Margin Interactions 4 cr.
Integrative principles of landscape ecology, estuarine ecology, and coastal oceanography, emphasizing biogeochemical processes and transformations as water moves through the watershed, estuary and into the ocean. Using local examples from the Chesapeake region, themes will include the water cycle (hydrology for land; circulation for estuaries and coastal ocean); carbon, nitrogen, and phosphorus cycles; and anthropogenic effects such as land use change and pollution. Four hrs. lecture and two required field trips. Fall of odd-numbered years.

BIOL 640 Population and Conservation Genetics 3 cr.
The importance of genetics in the management of game and non-game species will be emphasized with special reference to genetic management of threatened, rare or endangered species. Two hrs. lecture, one 3-hr. lab. Every Spring. *Prerequisite:* one course in genetics.

BIOL 641 Conservation Biology & Reserve Design 3 cr.
Examination of modern topics in conservation biology emphasizing impacts of habitat insularization and related landscape perturbations on population dynamics, social structure, genetic diversity, and ecological interactions of organisms. Application of these factors in the design of nature reserves and maintenance of biodiversity. Lecture. Fall only of odd-numbered years. *Prerequisite:* graduate standing.

BIOL 643 Ethics, Economics and Politics in Conservation 2 cr.
An examination of political and economic considerations associated with protection of endangered species and special habitats. Case histories of conflicts among competing forces for natural resources. Fall only of odd-numbered years.

BIOL 650 Special Topics in Fisheries/Wildlife/Applied Ecology and Conservation Biology 2-4 cr.
Course content and credit hours vary depending on the course topic and instructor. Course topics will include Ecology, Evolution, and Management of Tropical Fishes; Techniques in Field Ecology; Advanced Animal Behavior; Aquatic Entomology; and Conservation and Management in Tropical Ecosystems. Consult Director of AL or Chair of Biology for current offerings. Fall, Spring.

BIOL 694 Graduate Seminar in Fisheries/Wildlife/Applied Ecology and Conservation Biology 1 cr.
Readings and discussion of current subjects in the fields of ecology and management. Student presentations coupled with in-depth analysis and discussion of the scientific merit and political ramifications of biological research. Offered irregularly.

BIOL 699 Individual Research in Fisheries/Wildlife/Applied Ecology and Conservation Biology 2-4 cr.
Topic and study outline to be approved by the Biological Science Graduate Program Coordinator prior to registration. Fall, Spring. *Prerequisites:* graduate standing, consent of instructor, and consent of Chair of the Biology Department or Director of AL.

BIOL 710 Thesis 1-9 cr.
Activities related to the production of a research thesis on an approved topic. Graded P/N. Fall, Spring, Summer.

Chemistry

CHEM 511 Inorganic Chemistry 3 cr.
Theories of bonding, symmetry concepts, group theory, reaction mechanisms, spectroscopy, structure, stereochemistry, and biological aspects. Three hrs. lecture. *Prerequisite:* CHEM 441 or permission of instructor.

CHEM 541 Physical Chemistry Lecture I 3 cr.
Theory and applications of the principles of physical chemistry. Equilibria, gas laws, thermodynamics, electrochemistry, structures, and properties. Three hrs. lecture. *Prerequisite:* 16 cr. in chemistry from the following: CHEM 101, 102, 201, 301, 302; MATH 227, 228 and 320 or 432; and Physics 215 and 216 or equivalent or permission of instructor.

CHEM 542 Physical Chemistry Lecture II 3 cr.
Quantum theory, statistical thermodynamics, chemical dynamics, spectroscopy, and structures. Three hrs. lecture. *Prerequisite:* CHEM 541.

CHEM 545 Physical Chemistry Laboratory I 1 cr.
Experimental physical chemistry. One 3-hr. lab. *Prerequisite or corequisite:* CHEM 541

CHEM 546 Physical Chemistry Laboratory II 1 cr.
Continuation of CHEM 545. One 3-hr. lab. *Prerequisite or corequisite:* CHEM 542.

CHEM 555 Biochemistry I 3 cr.
The chemistry and metabolism of biological compounds, biochemical thermodynamics, enzyme mechanisms, and kinetics. Three hrs. lecture. Fall semester. *Prerequisites:* CHEM 301 and 302; BIOL 149 or permission of the instructor.

CHEM 557 Biochemistry II 3 cr.
This course is a continuation of Biochemistry I. Metabolic processes and their conservation among widely divergent organisms. Cell processes, their interrelation and regulation. Biochemical technics and their applications to a variety of current biological problems. Three hrs. lecture. Spring semester. *Prerequisite:* CHEM 455.

CHEM 560 Environmental Chemistry 3 cr.
This course will investigate the chemical nature of the environment. It will develop the chemical interactions found in the atmosphere, hydrosphere, lithosphere and biosphere. Considerations of energy and energy usage will also be discussed. *Prerequisite:* Completion of CHEM 101 and 102, and any one of the following courses: BIOL 430, GEOG 432, CHEM 320 and 321.

Communication Studies

CMST 590 Special Topics in Communication Studies 1-6 cr.
Research or applied experience on an announced selected topic. May be repeated to a maximum of 6 credits. *Permission of department required.*

CMST 699 Individual Research in Communication Studies 1-6 cr.
Individual research in a topic related to communication. Topic and study outline to be approved by department chair prior to registration. Written and oral reports required. Can be repeated to a total of 6 credits.

Computer Science

NOTE: FSU graduate students may take any computer science graduate courses by permission of instructor.

COSC 510 Data and Computer Communication 3 cr.
Fundamentals of data communications. Transmission media characteristics, data encoding, and multiplexing. Causes of transmission errors and data link control. Circuit switching, message packing, and packet switching. Local area networks, introduction to terrestrial and satellite networks, ISDN, and future trends. *Prerequisite: COSC 365 or permission of the instructor.*

COSC 520 Robotics and Computer Control 3 cr.
Introduction to field of robotics: applications, safety, sensors, Robotics Languages Model for Computer-Aided Design (CAD), speech recognition and generation. Integration of robots with artificial intelligence. *Prerequisites: PHYS 215 or PHYS 261, COSC core courses or permission of the instructor.*

COSC 530 Computer Education 3 cr.
A practical study of contemporary topics for students with a computing background. Emphasis on development and use of training/teaching materials. *Prerequisite: permission of instructor.*

COSC 550 Programming Language Structures 3 cr.
Features of existing programming languages and underlying concepts. Syntax and semantics, simple statements, grouping of statements, scopes and storage allocations, subroutines. List processing and string manipulation languages. *Prerequisites: COSC 310 or permission of the instructor.*

COSC 555 Artificial Intelligence 3 cr.
An introduction to knowledge representation and inference: topics include logic, semantic networks, frames and rule-based reasoning. Natural language processing; topics include pattern recognition, pattern association and computer vision. *Prerequisite: COSC 310 or permission of instructor.*

COSC 560 Operating Systems Concepts 3 cr.
Detailed study of operating systems concepts. Process management, scheduling, time slicing, concurrency, mutual exclusion, semaphores, resource management, memory mapping, virtual systems, mass storage, file systems. Case studies of operating systems. *Prerequisites: COSC 201 and COSC 365 or permission of the instructor.*

COSC 565 Computer Systems Architecture 3 cr.
Architecture of large computing systems. Instruction set architecture and RISC. Design of high-speed arithmetic units, I/O subsystems, DMA, and channels. Interrupt structures. Horizontal vs. vertical microprogramming. Memory system hierarchy with emphasis on cache, virtual memory, and interleaving. Introduction to parallel processing and advanced architectural trends. *Prerequisite: COSC 365 or permission of the instructor.*

COSC 570 Compiler Designs and Constructions 3 cr.
Detailed study of the concepts and techniques used in design and construction of a compiler. Topics include: lexical analysis, syntactic and semantic analysis, intermediate code generation, final code generation, and optimization techniques. Each student will be required to design and implement a functional compiler or interpreter for a given language. *Prerequisites: COSC 310 and COSC 365 or permission of the instructor.*

COSC 575 Interactive Computer Graphics 3 cr.
Concepts of computer graphics. Terminology and programming primitives, raster vs. vector hardware, interaction devices, software packages, geometrical transformations, two- and three-dimensional viewing, hidden line and surface removal, object hierarchy. *Prerequisites: COSC 310 and COSC 350 or permission of the instructor.*

COSC 580 Knowledge Based Information Systems 3 cr.
Concepts of knowledge-based systems with an emphasis on expert systems. Topics include production systems, building of knowledge-based systems and future trends with expert systems. *Prerequisite: COSC 380 or permission of instructor.*

COSC 585 Theory of Computation 3 cr.
Basic theoretical principles embodied in formal languages, automata, computability, and computational complexity. Emphasis is placed on developing formal description of computers and computational processes, and practical implications of theoretical results. *Prerequisites: COSC 310 or permission of instructor.*

COSC 591 Seminar in Computer Science 3 cr.
Group study of advanced topics under faculty supervision. Departmental approval is required. *Prerequisite: department approval.*

COSC 599 Individual Problems in Computer Science 3 cr.
Independent study of advanced topics under faculty supervision. Departmental approval is required. *Prerequisite: department approval.*

COSC 600 Computer Programming Concepts 3 cr.
Object oriented programming and programming design; sequential, selection and iteration statements; objects and relationship among objects, abstraction, encapsulation, and hierarchy. *Prerequisite: permission of instructor.*

COSC 601 Digital Logic & Computer Design 3 cr.
Basic switching theory. Design and analysis of combinational logic circuits and synchronous sequential systems. Minimization of techniques. Programmable logic and basic computer architecture. Register transfer language. Memory decoding, microprogramming, and bus structure operation. Detailed study of an actual simple minicomputer or microcomputer system. Students are required to implement a project. *Prerequisite: Admission to the Applied Computer Science Master's Program.*

COSC 610 Advanced Object-Oriented Data Structures and File Organization 3 cr.
Object-oriented data structures such as linear data structures recursions, trees, graphs, searching and sorting algorithms, and file organizations using object-oriented programming language. *Prerequisite: admission to Applied Computer Science master's program.*

COSC 625 Advanced Software Engineering 3 cr.
Design and implementation of software using a formal specification language. Topics include management implications, software cost estimation, defect testing, software engineering environments. *Prerequisite: admission to Applied Computer Science master's program.*

COSC 630 Web Development and Programming 3 cr.
A practical study of the technologies required to implement, maintain, and manage web sites and associated servers. Topics include: HTML, JavaScript, CGI, multimedia, UNIX, and related activities. *Prerequisite: admission to Applied Computer Science master's program.*

COSC 635 Network and Data Communications I 3 cr.
Implementation and testing of networks. Topics include OSI reference model, network administration, inter network design, network relays, network file system. *Prerequisite: admission to Applied Computer Science master's program.*

COSC 636 Network and Data Communications II 3 cr.
Management of network and distributed systems. Topics include monitoring distributed systems, network management protocols, network planning, security for management, name management, domains, discretionary access control. *Prerequisite: COSC 635 and admission to Applied Computer Science master's program.*

COSC 640 Database Management Systems I 3 cr.
Database design and implementation, data models, database programming using relational database management systems as well as object-oriented databases. An implementation of a comprehensive project using a commercial DBMS. *Prerequisite: admission to Applied Computer Science master's program.*

COSC 641 Database Management Systems II 3 cr.
The function of database administration. Data recovery, security, concurrency, and integrity. Database storage, and advance database programming. A project implementation is required. *Prerequisite: COSC 640 and admission to Applied Computer Science master's program.*

COSC 645 Data Mining 3 cr.
Overview of data mining and its application in business. Topics include data mining models such as decision trees, genetic algorithms, neural nets, agent network technology; data mining process and discussion of practical available data mining tools. *Prerequisite: admission to Applied Computer Science master's program.*

COSC 646 Data Warehousing 3 cr.
A hands-on approach to the major issues facing data warehouse developers. Discussion of analysis design and management of data warehousing. Application of data warehouse in a business environment using one or more data warehouse systems. *Prerequisite: admission to Applied Computer Science master's program.*

COSC 647 Database Security 3 cr.
A comprehensive, in-depth discussion of the database security, including models, systems architectures, and standards. Security in object-oriented databases and in statistical databases and auditing. *Prerequisite: admission to Applied Computer Science master's program and COSC 641.*

COSC 649 Database Administration 3 cr.
Discussion of the database administration issues. Topics include installation, migration, upgrades, networking, security, backup and recovery, performance tuning, capacity planning and GUI development tools. *Prerequisite: admission to Applied Computer Science master's program and COSC 641.*

COSC 690 Special Topics in Database Management Systems 3 cr.
Study and discussion of the most recently developed topics in Database Management Systems. *Prerequisite: admission to Applied Computer Science master's program and COSC 640.*

COSC 691 Special Topics in Data Mining & Data Warehousing 3 cr.
A study and discussion of topics in the latest development in data mining and data warehousing. Students are required to write a paper or implement a project related to the topic. *Prerequisite: admission to Applied Computer Science master's program and COSC 645 and COSC 646.*

COSC 700 Master Research Paper or Project 3-9 cr.
Independent research paper or project related to the area of concentration. The topic of the paper or project description must be approved by the department graduate committee prior to registration. *Prerequisite: admission to Applied Computer Science master's program and COSC 610, COSC 635 and COSC 630, and 15 credits from the concentration area.*

Economics

ECON 510 Resource & Environmental Economics 3 cr.
Economic analysis of problems and policies affecting natural resource industries and the environment. Economic framework, mineral, forest, energy industries and environmental use and misuse are analyzed. Fall of even-numbered years. *Prerequisite: Economics 202 or permission of the instructor.*

ECON 598 Readings in Economics 3 cr.
Selected readings for primarily independent research in a field not covered by regular courses. Summaries of readings and findings compiled in a written research report. *Prerequisites: ECON 201, 202, 351, 352, and permission of the instructor and Department Chair.*

Education

CUIN 518 Teaching Written Composition Methods in the Elementary School 3 cr.
Language acquisition and writing, including motivation and evaluation; grammar, spelling, and editing skills.

CUIN 520 Assessment and Measurement in Early Childhood Education 3 cr.
A study of instruments for child development and early childhood program evaluation. Analysis of early identification programs, child-find procedures, normative data, intelligence and language tests.

CUIN 521 Child Development for the Early Childhood Educator 3 cr.
Educational implications for the child from birth to age eight, including the effects of early stimulation, critical periods in the child's life, species specific behaviors, and environmental variables affecting the child's development.

CUIN 605 National Board for Professional Teaching Standards Pre-Candidacy 3-6 cr.
Candidates are introduced to the National Board for Professional Teaching Standards. During the semester, they will complete the fieldwork that will allow them to collect and organize the evidence needed to formally apply for certification. The Instructor/Mentor will assist individuals in preparing specific content and pedagogy portfolio materials.

CUIN 608 Middle School Curriculum 3 cr.
The middle school movement, the nature of the middle school student, alternative school programs, strategies for implementation.

CUIN 609 Elementary School Curriculum 3 cr.
Trends, issues, and determinants of the elementary content areas; organizational patterns and curriculum models; application of a system for curriculum development; instructional modes; and process of curriculum planning. *Prerequisite: EDUC 640.*

CUIN 614 Elementary School Mathematics Programs 3 cr.
Content and organization of elementary school mathematics.

CUIN 615 Elementary School Science Programs 3 cr.
A survey of current elementary school science programs available for use in grades K-8. A review of the science programs rationale, organizational structure, content, methodology, and evaluational system is emphasized. Methods of program identification, selection techniques, implementation, and continuing evaluation are considered. The research seminar format is utilized in this course.

- CUIN 616 Introduction to Science Education** 3 cr.
Evolutions, philosophies, purposes, goals, and objectives; comparative science education, practical, and research literature; and professional organizations.
- CUIN 618 Elementary School Language Arts Program** 3 cr.
The content, organization, materials, and techniques for teaching elementary children English usage, spelling, oral and written composition, manuscript and cursive writing, and reading. The integration of language arts in the elementary curriculum.
- CUIN 621 Elementary School Social Studies Programs** 3 cr.
Content of elementary school social studies and the various methods of instruction and materials.
- CUIN 622 Workshop in Elementary Language Arts** 3 cr.
Developing a model and preparing instructional materials to demonstrate the interrelatedness of the elementary language arts to the Curriculum and Instruction core courses. Design and construction of educational materials for a particular age congruent with current educational theory. Presentation and sharing of individual work in a seminar. *Prerequisite: CUIN 609.*
- CUIN 623 Foundations of Early Childhood Educ.** 3 cr.
History and philosophy of early childhood education; model programs designed to implement various theories; research on the effects of model programs; and current trends and issues affecting and challenging the early childhood educator.
- CUIN 624 Parent Education** 3 cr.
Techniques used to help care-givers in the task of child rearing. Sociology of parenting, parent support services, methods of implementing study and discussion groups, and techniques employed in operating home-based child programs.
- CUIN 626 Early Childhood Teaching Methodology** 3 cr.
Analysis of the master's level teaching techniques, including environmental analysis techniques, early stimulation procedures, toy and teaching apparatus evaluation, techniques for utilizing and extending play, and specific techniques to enhance communication and self-expression.
- CUIN 639 Instructional Systems Design** 3 cr.
Development of competencies related to systems approach to instructional planning, foundations of instructional design, instructional objectives, alternate instructional models, preparation of instructional materials, strategies for implementation, and evaluation of instructional systems.
- CUIN 649 Curriculum Evaluation** 3 cr.
The process of curriculum evaluation: The collection, organization, analysis, and reporting of information essential to decision-making. Models and strategies.
- CUIN 660 Secondary School Curriculum** 3 cr.
Trends, issues, and determinants of the secondary content areas, including organizational patterns and curriculum models, application of a system for curriculum development, instructional modes, and the process of curriculum planning.
- ECED 538 Early Childhood Classroom Mgmt.** 3 cr.
For the early-childhood teacher: advanced teaching skills in nurturing the young child's social experiences, self-discipline, independence, and creativity; arranging play experiences, organizing physical space, communication with children.
- ECED 542 Administration & Supervision of Early Childhood Programs** 3 cr.
Administrative and supervisory responsibilities for the early-childhood educator in providing quality programs for young children. *Prerequisite: permission of instructor.*
- EDAD 611 Administration in the Elementary School** 3 cr.
Educational leadership of the elementary school: responsibilities, philosophies, and techniques of the principal; student activities and supporting services; necessary technical skills; reading in the field; professional organizations, literature, and ethics in elementary administration.
- EDAD 612 Administration in the Secondary School** 3 cr.
Educational leadership of the secondary school: responsibilities, philosophies, and techniques of the principal; student activities and supporting services; necessary technical skills; reading in the field; professional organizations, literature, and ethics in secondary administration.
- EDAD 628 School Law** 3 cr.
Legal bases of education including hiring and dismissal of personnel, tenure, staff liability, contractual rights and relationships, and rights of staff and clients. Spring, summer.
- EDAD 641 Educational Leadership** 3 cr.
Developmental leadership theory and strategies.
- EDAD 642 Organization and Administration of Public Schools** 3 cr.
Theories and concepts: societal forces that affect educational administration; tasks of administration, role requirements, administrative process, and division of responsibility; organizational variables; the administrator as an individual and leader; research; professional organizations; and ethics.
- EDAD 644 Public School Finance** 3 cr.
Theory, principles, and general practices. The problems of financing education, budgeting, equalization, management of school funds, and the role of local, state, and federal governments in the financing of public education.
- EDAD 646 Personnel Administration** 3 cr.
Managing human resources, including organization of the personnel functions; manpower functions of recruitment, selection, and induction; appraisal and staff development; compensation and benefits; professional negotiations; and current trends in personnel administration.
- EDAD 650 Program Development** 3 cr.
Examination of planning models and development of skills to analyze and interpret human resource data. Students plan a human service program by locating and utilizing resources and by preparing implementation strategies and evaluation mechanisms.
- EDAD 693 Practicum in Administration-Supervision** 3-6 cr.
Supervised experience based on a problem identified by the student. Emphasis on the integration of learned administrative/supervisory skills. Administrative/Supervisory responsibilities of limited depth for limited periods under joint college/school supervision. Problem areas must be submitted and approved prior to registration. Repeatable to 6 credits. *Prerequisite: approval of the Chair of Educational Professions Department.* Fall, Spring.
- EDSU 604 Supervision in the Elementary School** 3 cr.
Preparation, role, and functions of the elementary supervisor, including application of principles of learning, instruction, curriculum, and human relations skills. Development of technical skills.
- EDSU 605 Supervision in the Secondary School** 3 cr.
Preparation, role, and functions of the secondary supervisor, including application of principles of learning, instruction, curriculum, and human relations skills. Development of technical skills. Fall of even-numbered years.
- EDSU 643 Foundation of Educational Supervision** 3 cr.
Nature and scope of educational supervision including human relations skills, technical skills, social systems as they relate to educational supervision, professional organizations, literature and ethics. Fall.

- EDSU 648 Supervision of Student Teachers** 3 cr.
Student teaching programs and the relationship of the public schools and colleges.
- EDUC 522 Logo: Educational Programming & Instructional Techniques** 3 cr.
Learn about Logo as a language for learning about computers, computer programming, and thinking, and as a philosophy of education. Emphasis will be on learner-controlled and learner-directed explorations of intellectual problems of interest.
- EDUC 523 AIDS: Information, Instruction and Counseling** 3 cr.
Designed to facilitate learning current information about HIV and AIDS; prepare individuals to teach and/or give others correct information; and provide basic training for those interested in becoming peer counselors for persons with, or exposed to, HIV/AIDS. Fall, summer.
- EDUC 530 Technology Specialist in Education** 3 cr.
Technology specialist in the school/school district. Includes practical issues for managing the technology infrastructure; managing and strategies for using local area network systems for classroom use; models for delivering staff development; process of school improvement; role in communication with public in building support for technology; issues facing technology leaders; emerging technologies.
- EDUC 541 Classroom Management Strategies** 3 cr.
A study of the elements of developmentally appropriate classroom management including cultural variables, skills of effective teaching, major theorists' view of school management, character and values education, and the impact of school climate and organization. In addition, specific techniques for managing special problems and disruptive youth will be studied.
- EDUC 544 Cooperative Learning Workshop: Level I** 3 cr.
A study of cooperative learning through an analysis of the underlying theory and observation, planning, and implementation of cooperative learning activities. Summer.
- EDUC 545 Middle School Curriculum & Methods** 3 cr.
The middle school movement; the middle school student and curriculum; teaching in the middle school; middle school organization. Every semester. *Prerequisite: Phase II admission or permission of Department Chair.*
- EDUC 546 Using Databases for Critical Thinking** 1 cr.
Use databases in learning to organize, access, manipulate, and evaluate information. Learn to find and interpret information, find patterns, and make inferences based on established patterns. Develop techniques for using databases in elementary and secondary curricula.
- EDUC 547 Making Quality Instructional Materials** 1 cr.
Learn to develop instructional activities based on a specific theme. Learn to use the computer to create instructional materials for these activities.
- EDUC 548 Using Spreadsheets in Mathematics Education** 1 cr.
Use spreadsheets to learn to explore relationships, predict outcomes, analyze information, and draw conclusions. Learn to experiment and to explore concepts without having to perform tedious calculations. Develop techniques for using spreadsheets in elementary and secondary curricula.
- EDUC 550 Art Education Methods for the Secondary Teacher** 2 cr.
Curriculum, goals, content, and organization of secondary art education. Theories of visual development and artistic development in behavior age-appropriate students; materials, resources, and processes for teaching art; classroom management, and technology applications. One hr. lecture, 2 hr. lab. *Prerequisite: admission to MAT-Secondary program or permission of the Department Chair.*
- EDUC 551 Art Education Methods for the Elementary Teacher** 2 cr.
Curriculum, goals, content, and organization of secondary art education. Theories of visual development and artistic development in behavior age-appropriate students; materials, resources, and processes for teaching art; classroom management, and technology applications. One hr. lecture, 2 hr. lab. *Prerequisite: admission to MAT-Secondary program or permission of the Department Chair.*
- EDUC 554 Microcomputer Application in Education** 3 cr.
Introductory course to familiarize educators with microcomputers. Microcomputers as a teaching tool; innovations, systems of instruction, model programs. Matching software to school children's needs. Every semester. *Prerequisite: Phase II admission or permission of instructor.*
- EDUC 564 Induction into the Classroom** 1 cr.
An introduction to schools, their structure and climate, research on school effectiveness, the legal issues, and school professional ethics. Specific PDS school policies regarding student behavior and the school system conceptualization of the school improvement process. The course will also require the completion of computer competencies: E-mail, word-processing, web research, presentation skills and sophistication in integration of curricular software.
- EDUC 590 Special Topics in Education** 1/2 to 6 cr.
Special workshop on a current topic, as arranged.
- EDUC 599 Individual Problems in Education** 1 to 3 cr.
Independent study under supervision. Research paper on a special topic. Requires proposal approval by the Chair of the Department of Educational Professions prior to registering. Repeatable to 6 credits. Every semester, summer.
- EDUC 601 Current Trends in Curriculum** 3 cr.
Historical survey of the development of the curriculum and the influences upon its development. Trends and their causes including the identification, analysis, and appraisal of current trends.
- EDUC 602 History of Education** 3 cr.
Significant historical periods in education in the context of social, political, and economic history, with emphasis on contemporary developments.
- EDUC 603 Principles and Practices of Research** 3 cr.
Definitions of research; the research process; chronological development of educational research; library use and research literature; the research abstract; historical, descriptive, and experimental types of research. Identification of researchable problems and the formulation of research designs; descriptive and inferential statistical techniques; style for writing the research report. Every semester, summer.
- EDUC 606 Developmental Theory and Experiential Growth** 3 cr.
Understanding the concept of self, logical decision making, communication theory, effects of the various social-cultural factors on learners; effects of the individual, the group, and the system on the learning process; leadership theory and skills; studies in human growth and development. Every semester, summer.
- EDUC 607 Comparative Education** 3 cr.
Educational systems in the major and developing countries in relation to the American systems. Programs of various organizations that work for international understanding.
- EDUC 613 Classroom Assessment** 3 cr.
This course is intended to assist students in the attainment of a theoretical understanding and knowledge related to the design, implementation, and use of various assessment instruments that include, but are not limited to, formal and informal observation, paper-and-pencil instruments, oral questioning, student records, authentic performance tasks, and student portfolios, as well as the qualitative analysis of pupil performance-product and process.
- EDUC 624 Teaching in the Distance Learning Classroom** 1 cr.
A study of the development and practice of teaching via an interactive network. The course includes an overview of the development of "dis-

tance" education, an introduction to using the associated technology, an analysis of appropriate delivery strategies and techniques, and an opportunity for hands-on practice teaching content area lessons.

EDUC 625 Philosophy of Education 3 cr.
Philosophies of education. The individual educator's rationale for designing curricula and developing ways of working with students.

EDUC 626 Technology Applications in Early Childhood Educ. 1 cr.
Explore the use of various technologies and software in the early childhood classroom. Activities will include the use of multimedia, discovery learning, writing tools, and tools to encourage creativity in young children. Research, exploration, and project oriented.

EDUC 627 Human Relations in Education 3 cr.
Helping relationships, human behavior in groups and organizations, multicultural issues and applications, interpersonal teaching skills, applications of human relations principles.

EDUC 629 Elements of Statistics 3 cr.
The elements of descriptive statistics and their application to educational measurement.

EDUC 630 Tests and Measurements 3 cr.
Standardized and teacher-made testing and measurement. Standardized testing concepts. How to scientifically develop, revise, administer, and interpret teacher-made tests.

EDUC 631 Mental Hygiene for Teachers 3 cr.
Problems of personal and social maladjustment and their impact on teaching.

EDUC 632 Use of Telecurricular Instruction 3 cr.
Use of telecurricular instruction to create a bond between classroom instruction, curriculum, and technology. Overview of impact of telecurricular instruction on teaching and learning. Strategies and techniques in designing and managing telecurricular projects with K-12 students. *Prerequisites: EDUC 633 or concurrent enrollment in EDUC 633.*

EDUC 633 Multimedia Design and Publication for Instruction 3 cr.
An introduction to multimedia tools, design, development, publication, and evaluation. Work with text, graphics, video, and sound to create instructional activities which incorporate various approaches to teaching and emphasize K-16 student learning. Plan for integration of multimedia in the curriculum.

EDUC 634 Telecommunications for Educators 1 cr.
Introductory course to familiarize educators with telecommunications in a "hands-on" environment. This course is intended to provide the opportunity for educators to become proficient in the use of telecommunications activities in the classroom.

EDUC 635 Evaluation & Integration of Technology in Instruction 3 cr.
Develop competencies in evaluation and selection of technology resources for instruction. Study the nature of curriculum development and examine strategies for integrating technology into K-16 curriculum with an emphasis on performance-based teaching and learning to enhance student achievement. Explore assessment tools to monitor student progress toward performance indicators. *Prerequisites: EDUC 633 or the ability to create and post simple web pages.*

EDUC 640 Curriculum Development 3 cr.
The nature of curriculum development: basic determinants, valid objectives, designing learning experiences, processes of curriculum organizations, systems of curriculum evaluation, and the procedures for curriculum improvement/change. Fall, Spring, Summer.

EDUC 645 Advanced Instructional Design 3 cr.
Advanced seminar dealing with the application of Instructional Systems Design principles for multimedia educational systems. Explore various

theories of learning and information presentation as they apply to multimedia technologies and delivery systems. Design and develop performance-based units and assessments using advanced technology tools techniques. *Prerequisites: EDUC 633, EDUC 635, and CUIN 639 or knowledge of instructional systems design principles.*

EDUC 647 Advanced Educational Psychology 3 cr.
Principles of effective human learning. Major learning theories and their significance for classroom procedures and for general education theory.

EDUC 655 Design and Administration of Instructional Games 3 cr.
Theory, design, and administration of reality and simulation games for classroom use. Practice in designing a variety of games suitable for instruction in content areas. *Prerequisites: EDUC 201 and 202 or permission of instructor.*

EDUC 656 Diagnosis in Arithmetic 3 cr.
Diagnosis of student competencies, skills, errors; treatment plans; evaluation materials; teaching tips. *Prerequisites: ELED 471 or SCED 315 or permission of instructor.*

EDUC 658 Mathematics Workshop for Teachers 3 cr.
Construction of mathematical activities tailored to individual teacher needs. Novel methods, Ample materials developed for future classroom use. *Prerequisite: mathematics methods course for early childhood, elementary, or secondary level, or permission of instructor.*

EDUC 661 Mathematics: Curriculum, Instruction and Assessment 3 cr.
Current theory and practice for mathematics instruction in elementary education. Review of the research on children's developing conceptions and misconceptions about mathematics, children's problems in achieving literacy in another symbol system, children's error patterns, and principles of learning in elementary mathematics. Study of Maryland Outcomes and National Standards for Mathematics.

EDUC 662 Science and Health: Curriculum, Instruction, and Assessment 3 cr.
Research and best practices for health and science instruction in the elementary school. National Science Standards, Health Education Standards, and Maryland Outcomes are addressed. An overview of health education and health issues for elementary children.

EDUC 663 Management and the Learning Environment 2 cr.
Analysis and management of students in the classroom based on research. Organizational practices to create a positive classroom climate through pro-active management of the classroom and social skills development of the students.

EDUC 664 Diversity in the Classroom 3 cr.
Study of teachers' responsibilities in providing an appropriate program for diverse children including children with special needs. The development and implementation of instructional strategies and materials and appreciation of diverse populations based on research and best practices. School visitations required. Offered during Interession.

EDUC 665 The Arts: Contrasts and Connections 3 cr.
Examination of elements, forms, and concepts in art and music. Interdisciplinary, team-taught approach to arts appreciation, criticism, and creation utilizing a variety of cultural resources.

EDUC 666 Social Studies: Curriculum, Instruction and Assessment 2 cr.
Addresses current theory and practice for social studies instruction in elementary education. Covers appropriate content and strategies for instruction as well as Maryland Outcomes and National Standards for Social Studies.

EDUC 680 Travel Study Tour of Maryland 3 cr.
A seven day travel study tour of environmental, economic, and historical resources in western, central, and southern Maryland. Completion of a

curriculum project. Sites studied include industrial facilities (Westvaco to Calvert Cliffs Nuclear Power Plant), environmental and recreational areas (Swallow Falls to Inner Harbor), and places of historical significance (Garret County Museum to St. Mary's City). Additional costs include meals and shared automobile expenses. Accommodations are provided.

EDUC 690 Current Concepts in Education 1/2-6 cr.
Analysis and discussion of current critical issues confronting education.

EDUC 691 Seminar in Education 3 cr.
Discussion of assigned research. Formal research paper required. *Prerequisite: Admission to degree status and permission of instructor.*

EDUC 695 Pre-Practicum 3 cr.
Analysis of the field-based group and individual experiences of the MAT student. Components of curricular planning including Dimensions of Learning and Maryland Outcomes in the subject field are emphasized. Continuous reflection and validation of performance based on research and best practices.

EDUC 696 Practicum Part I 4 cr.
Intensive experience in the professional development school for the initial certification student. Experience centers on the knowledge, skills, and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Cohort group remains as a critical element of the student's experience along with substantial time with a mentoring teacher. Peer coaching and collaborative efforts emphasized. Involvement with the school improvement process and study of school reform. Emphasis given to student's Professional Portfolio prior to the final assessment is part of the practicum experience.

EDUC 697 Practicum Part II 2 cr.
Intensive experience in the professional development school for the initial certification student. Knowledge, skills, and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Cohort group remains a critical element of the student's experience, but this semester along with substantial time with a mentoring teacher. Peer coaching and collaborative efforts emphasized. School improvement process and study of school reform. Attention given to the student's Professional Portfolio and to the student's final assessment Course is a continuation of the Spring Semester practicum experience designed to extend time in the Professional Development School and to provide students with the experiences of ending a school year.

EDUC 700 Master's Research Paper or Project variable with a minimum 3 cr.
Individual investigation or project related to the area of concentration and professional education. Enroll in final credit(s) of Master's Research Paper or Project in the semester in which you expect the paper or project to be approved. Should you not complete the paper or project in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of one additional credit of Master's Research Paper or Project each fall and spring semester thereafter until the paper or project is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC.

EDUC 710 Thesis variable with a minimum 3 cr.
Intensive investigation of an approved topic in the specialized area within the Master of Education Degree. Proposal required prior to registration. Enroll in final credit(s) of Thesis in the semester in which you expect the thesis to be approved. Should you not complete the thesis in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of one additional credit of Thesis each fall and spring semester thereafter until the thesis is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC.

REED 518 – Reading and Writing Connections 3 cr.
Reading and writing activities in daily instruction. The role and use of authentic assessments in determining student reading performance and selection of materials appropriate to student ability levels. *Prerequisite: admission to the M.A.T. Secondary program.*

REED 525 Creative Teaching of Reading 3 cr.
Workshop in preparing individual study units for reading skills, K-6, through learning centers, stations, and manipulative materials. *Prerequisite: REED 473 or permission of instructor.*

REED 530 Processes and Acquisition of Language and Reading 3 cr.
Study of basic linguistic and psycholinguistic insights into language acquisition and the primacy of language development processes in literacy, how the brain responds to language and reading, and the role of experiential background, prior knowledge, phonemic awareness, and personal significance in developing readers. The central concept of literacy will be introduced.

REED 531 Literacy Instruction 3 cr.
Definitions of reading and emergent literacy and the research, best practices, and instructional strategies which focus on reading from initial exploration of print through critical processing of literary experiences and content materials. Role of print, word study, text structure, comprehension, and classroom organization in developing a variety of strategies with developing readers. Early identification and intervention strategies for low achieving readers will also be analyzed. Concept of emerging literacy will be related to other areas of knowledge.

REED 532 Reading Materials 3 cr.
Research-based principles and precepts to the selection and use of a variety of reading materials. Teachers role for developing the long-term motivational support for developing literacy within a framework of inquiry. Research on motivation and relate it to reading. Variety of texts to be used in classes when reading for literary experience, reading to perform a task, and reading for information and relate them to current research on reading. Strategies for selecting materials, for retrieving materials, and for evaluating materials. Accessibility, variety of media, multicultural materials, text features, and oral and written responses to literature. Research and best practices on the role of parents and community in supporting the reading program.

REED 533 Reading Assessment 3 cr.
Knowledge of best practices and research using data from state, local, and classroom assessments of reading to make on-going modifications in their PDS classrooms that include strategies for prevention and intervention. Understanding of how to implement a variety of reading assessments and adjust the curriculum. Understanding of the circumstances under which the following types of reading assessments are valuable: teacher observations, running records, learning logs, performance assessment, portfolios, projects, rubrics, and norm-referenced assessments. Knowledge of how to provide meaningful input to Admission Review and Dismissal (A.R.D.) assessments. Communicate assessment data about individual student reading performance to parents.

REED 540 Children's Literature 3 cr.
Content and form of children's literature in books other than school textbooks. How to evaluate literature and use literary materials in teaching.

REED 610 Foundation of Teaching Reading 3 cr.
Methods and materials for teaching reading including the elementary school reading program. The application of research to the teaching of beginning readers, reading as a learning process. First course in the Reading program. Fall.

REED 617 Teaching Reading in the Content Areas 3 cr.
Methods to develop reading skills as part of the teacher's regular classroom instruction. Problems related to teaching students the skills specifically needed to read subject areas. Spring.

- REED 620 Diagnosis and Correction of Reading Difficulties** 3 cr.
Investigation of causes of reading disabilities and treating them. Individual and group testing and remedial techniques. Spring. *Prerequisite: REED 610*
- REED 635 Middle and Secondary School Reading** 3 cr.
For developmental, corrective, or remedial reading teachers in grades 4-12. Emphasis on theory and practice of instruction in the areas of comprehension, vocabulary, and study skills. *Prerequisite: REED 610 or REED 617.*
- REED 636 The Psychology of Reading and Reading Difficulties** 3 cr.
The reading process, including types of reading difficulties and their causes. Fall. *Prerequisite: REED 610.*
- REED 637 Organizing and Administering the Reading Program** 3 cr.
Reading program development, including in-service education in reading, evaluation of instructional materials, school and classroom organization for reading instruction, evaluation of the school reading program and working with content teachers. Fall. *Prerequisite: REED 620.*
- REED 695 Reading Clinic** 3-6 cr.
Combined class lecture and lab experience focusing on diagnosing and tutoring disabled readers. Students required to complete two 3 credit clinics, Part 1 in the Fall semester, Part 2 in the Spring semester. 6 credit hours when clinic is offered in the summer. *Prerequisite: REED 620.*
- SCCO 600 Core Counseling Skills** 3 cr.
Introduces the broad field of counseling, and specifically, school-oriented counseling in grades K-12. Core elements include: the nature of the helping relationship, introduction to basic counseling skills, and exploring attitudes and beliefs involved in developing and maintaining the helping relationship and how these fundamental core elements apply to the school counselor. Lab experience included which focuses on the counseling relationship and its personal implications. *Prerequisite: admission to the School Counseling Program or permission of the instructor.*
- SCCO 601 Program Planning & Service Delivery** 3 cr.
The development, organization, and administration of the school counseling program, K-12. Included are the principles upon which the program is built, appropriate procedures for successful program implementation, and professional counselor strategies and behaviors. Not open to students who have received credit for the former GUCO 601. *Prerequisite: admission to the School Counseling Program or permission of the instructor.*
- SCCO 602 Applied Readings in School Counseling** 3 cr.
Application of current literature to the field of school counseling. Journals, books, and other sources of information such as Internet resources will be examined with the purpose of applying current information to the practical work of the school counselor. Not open to students who have received credit for the former GUCO 602. *Prerequisites: SCCO 600, 603, 605, admission to the School Counseling Program, or permission of the instructor.*
- SCCO 606 Social & Cultural Diversity: Issues for School Couns.** 3 cr.
Designed to promote understanding of social and cultural diversity relevant to a K-12 educational setting. Examines how one's cultural identity impacts one's beliefs, values and actions in a counseling situation. Provides a framework and skills for competent ethical practice with such issues as gender, race, ethnicity, socioeconomic status, religion, sexual orientation, exceptionalities, family structure and geographic location. Assignments focus on identification and development of one's values, beliefs, cultural identity, and biases and their impact on the counseling process. *Prerequisites: admission to School Counseling Program, SCCO 600, SCCO 603, or permission of the instructor.*
- SCCO 608 Career Counseling Issues for School Counselors** 3 cr.
Designed to provide prospective counselors with knowledge and skills in helping students develop a realistic career plan through the synthesis of knowledge of self and the world-of-work. Not open to students who have received credit for the former GUCO 608. *Prerequisites: SCCO 603 and SCCO 619, admission to School Counseling Program, or permission of instructor.*
- SCCO 609 Theories & Techniques in School Counseling** 3 cr.
Designed to familiarize school counseling students with the primary theories and techniques which are applicable to the K-12 setting. Emphasis placed on application of the theories to the needs of K-12 school children and their families. Additional focus on development of a personal theoretical approach to counseling children and understanding of how the techniques support the theory. *Prerequisites: Admission to the School Counseling Program or permission of instructor, SCCO 600, SCCO 601.*
- SCCO 610 Ethics for School Counselors** 3 cr.
Designed to present a legal and ethical framework for school counselors. Provides prospective school counselors with a basis for developing their professional code of ethics within the framework of the standards established by the American Counseling Association. Topics such as relevant court cases, child abuse issues and confidentiality will be explored. Not open to students who have received credit for the former GUCO 610. *Prerequisites: SCCO 600, 601, 603, 605, 619, admission to School Counseling Program, or permission of the instructor.*
- SCCO 613 Group Techniques for School Counselors** 3 cr.
Provides prospective school counselors with knowledge and skills in the application of group procedures to the school setting K-12, including appropriate techniques in group guidance, group counseling, and school consultation. Not open to students who have received credit for the former GUCO 613. *Prerequisites: admission to School Counseling Program or permission of the instructor; SCCO 600, 603, and 605.*
- SCCO 619 Appraisal Techniques for School Counselors** 3 cr.
Provides prospective school counselors with knowledge and skills related to the philosophy, selection, and implementation of student appraisal techniques including the development, content, and trends in school testing programs. Review of standardized and teacher-made testing and measurement. Interpretation of testing results. Not open to students who have received credit for the former GUCO 619. *Prerequisites: EDUC 603, admission to the School Counseling Program or permission of the instructor.*
- SCCO 625 Counselor as a Person** 3 cr.
Exploration of the interface between the person of the counselor and the professional role demands. Focus on elements and issues in the personal and professional arenas of counselor's life as they impact ability to function effectively in the counseling process. Emphasizes self-awareness and maintenance of balance and healthy boundaries as essential components of ethical practice. Not open to students who have received credit for the former EDUC 590 or PSYC 692 special topics Counselor as a Person course. *Prerequisite: PSYC 510 or 600, or SCCO 600, admission to the School Counseling Program or permission of instructor.*
- SCCO 633 Advanced Counseling & Consulting Strategies with Specific Populations** 3 cr.
Advanced counseling and consulting strategies appropriate for assisting various types of clientele encountered in a K-12 environment. Topics will vary based on current issues and needs. Not open to students who have received credit for the former GUCO 633. *Prerequisites: SCCO 600, 603, 605, admission to School Counseling Program or permission of the instructor.*
- SCCO 692 School Counseling Seminar** 3 cr.
Through the study of recent professional literature in selected topic areas, students will increase their awareness and knowledge of significant trends in issues in guidance and will become more familiar with the current guidance procedures and techniques. Not open to students who have received credit for the former GUCO 692. *Prerequisite: admission to the School Counseling Program or permission of the instructor.*

- SCCO 693 Internship in School Counseling** 3-6 cr.
An academic as well as experiential class in which the student is responsible for providing 500 clock hours of counseling services to young people enrolled in grades K-12. Supervised experience in elementary, junior high (middle) school and secondary school counseling. A total of 6 graduate credits is required and may be taken over a one or two semester time period. Represents an integration of learned guidance and counseling skills as well as the relation of theory to practice. Taken during the last semester(s) of a student's program of study. Not open to students who have received credit for the former GUCO 693. *Prerequisites: completion of all core school counseling courses and permission of the program coordinator.*
- SCED 510 Secondary Methods and Curriculum** 3 cr.
Evolution of the philosophy of secondary education. Current curricula, planning, issues, and instructional methodologies in all secondary teaching areas. *Prerequisite: admission to the M.A.T. Secondary program.*
- SCED 511 English in the Secondary School** 3 cr.
Subject methods course required for secondary certification in teaching English. Modern trends in curriculum and instruction. *Prerequisite: admission to the M.A.T. Secondary program.*
- SCED 514 Mathematics in the Secondary School** 3 cr.
Subject methods course required for secondary certification in teaching mathematics. Modern trends in curriculum and instruction. *Prerequisite: admission to the M.A.T. Secondary program.*
- SCED 515 Methods of Teaching Modern Foreign Languages** 3 cr.
Subject methods course required for secondary certification in teaching foreign language. *Prerequisite: admission to the M.A.T. Secondary program.*
- SCED 519 Science in the Secondary School** 3 cr.
Subject methods course required for secondary certification in teaching science. Modern trends in curriculum and instruction. *Prerequisite: admission to the M.A.T. Secondary program.*
- SCED 520 Social Studies in the Secondary School** 3 cr.
Subject methods course required for secondary certification in teaching Social Studies. Modern trends in curriculum and instruction. *Prerequisite: admission to the M.A.T. Secondary program.*
- SCED 696 Practicum I** 3 cr.
An intensive experience in the secondary school setting for the initial certification student. Experience centers on the knowledge, skills, and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Peer coaching and collaborative efforts emphasized. Involvement with the school improvement process and school reform. Emphasis given to development of intern's Professional Portfolio. *Prerequisites: admission to the M.A.T. Secondary program. Completion of SCED 510 and concurrent enrollment in SCED content methods course recommended.*
- SCED 697 Practicum II with Secondary Seminar** 6 cr.
An intensive experience in the secondary school setting for the initial certification student. Experience centers on the knowledge, skills, and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Peer coaching, collaborative efforts emphasized under the direction of a mentoring teacher. School improvement process and school reform. Continued development of the intern's Professional Portfolio. Course is a continuation of Practicum I. Seminar is designed to address topics, issues, and concerns as scheduled or needed and to integrate research component and other aspects of the program within the practicum experience. *Prerequisites: admission to the M.A.T. Secondary program; completion of SCED 696.*
- SPED 506 Arithmetic: Learning Disabilities and the Reluctant Learner** 3 cr.
Introduction to learning disabilities and their interference with arithmetic performance in elementary school; teaching the undermotivated learner in mathematics.
- SPED 510 Introduction to Special Education** 1 cr.
History of special education in public schools. Study of legislative mandates and educational intervention procedures and resources. Definitions, characteristics, and prevalence of specific disabilities. Observations and field-based study required.
- SPED 551 Adapting Instruction in Diverse Classrooms** 3 cr.
An understanding of the instructional and social development needs of the disabled and non-disabled students in inclusive classrooms. Special attention to collaboration, technology, legislation, educational programming, instructional strategies, inclusion models, and current research related to the students enrolled in secondary school inclusion programs and K-12 programs. *Prerequisite: admission to the M.A.T. Secondary program.*
- SPED 561 Characteristics of Exceptional Children** 3 cr.
Etiology, diagnosis, physical, emotional, and social characteristics of exceptional children, including the gifted, retarded, and physically handicapped.
- SPED 562 Introduction to the Education of Exceptional Children** 3 cr.
Understanding the educational needs of exceptional children; preventive and remedial education.
- SPED 563 Teaching Children with Special Needs** 3 cr.
Observation, identification, and management of children with mild to moderate learning problems. Telecourse of 16 half-hour sessions with fifteen 2 & 1/2 hr. seminars. *Prerequisite: permission of instructor.*
- SPED 581 The Gifted Learner** 3 cr.
Study of recent research in characteristics, needs, and problems of gifted learners; model programs; future possibilities. *Prerequisite: Psychology 150 or Education 201 or permission of instructor.*
- SPED 582 Curriculum for the Gifted Learner** 3 cr.
Theoretical and practical approaches to teaching gifted learners; constructing unique plans for each teacher's needs. For those who deal with gifted learners. *Prerequisite: at least one course in curriculum.*
- SPED 601 Assessment, Diagnosis, and Evaluation of Exceptional Children** 3 cr.
Basic concepts, ethical concerns, legal issues and typical procedures related to the assessment and monitoring of exceptional individuals. Appropriate application and interpretation of testing results. Appropriate use of widely accepted assessment instruments. Strategies that consider the influence of diversity on the special education process. *Prerequisites: SPED 561 and SPED 562.*
- SPED 602 Instructional Content and Practices for Exceptional Children** 3 cr.
Instructional strategies and practices to meet the needs of individuals with disabilities including academic, behavioral, medical self-management, communication, vocational/career and general curriculum integrative needs. *Prerequisites include six credit hours of special education course work.*
- SPED 603 Planning & Managing the Teaching & Learning Environment for Individuals with Disabilities** 3 cr.
Basic classroom management theories, methods and techniques for individuals with exceptional learning needs. Research-based best practices for effective management of teaching and learning. Use of technology in planning and managing the teaching and learning environment. Ten weeks field experience component. *Prerequisites: SPED 601 and SPED 602.*
- SPED 604 Managing Student Behavior and Social Interaction Skills** 3 cr.
Strategies for promoting learning for students with behavior disorders. Ten weeks field experience component. *Prerequisites: SPED 601 and 602.*

SPED 605 Communication and Collaborative Partnerships in Special Education Programs 3 cr.
Strategies for communication and collaboration in working with individuals with disabilities and those who provide educational services for them encounter during the school experience. Demonstrations of competency in appropriate technology required during the course. A culminating course for majors. *Prerequisites: Six hours in special education courses.*

SPED 691 Seminar in Special Education 3 cr.
A case study approach to dealing with issues and problems that individuals with disabilities and those who provide educational services for them encounter during the school experience. Demonstrations of competency in appropriate technology required during the course. A culminating course for majors. *Prerequisites: 18 hours of special education course work.*

English

ENGL 502 Editing and Production 3 cr.
Design, layout, and editing techniques for professional publications. Reinforcement of copy editing and proofreading skills. Spring, even-numbered years. *Prerequisites: ENGL 308, 309, 310, 330 or 338.*

ENGL 507 American Fiction: 1865-1922 3 cr.
American novels and short stories of the period, with special attention to literary history and the development of realism and naturalism. Spring, even-numbered years. *Prerequisite: ENGL 300 or permission of instructor.*

ENGL 508 Modern & Post-Modern American Fiction 3 cr.
American novels and short stories from the 1920s to the present from a variety of cultural and gender perspectives. Spring, odd-numbered years. *Prerequisite: ENGL 300 or permission of instructor.*

ENGL 516 History of the English Language 3 cr.
From the beginnings to contemporary usage; changes in sounds, grammatical and spelling forms, syntax, and vocabulary. Spring only.

ENGL 518 Second Language Acquisition: Theory & Application 3 cr.
Introduction to theories of how people learn second languages, with application to conducting research or to the teaching/tutoring of second/foreign languages (principally English as a second language). Spring of even-numbered years. *Prerequisites: ENGL 306 or 416 or LING 301 or permission of instructor.*

ENGL 526 Modern American Poetry 3 cr.
From its antecedents in Whitman and Dickinson to contemporary poets, with emphasis on Frost and Eliot. Spring of even-numbered years. *Prerequisite: ENGL 300 or permission of instructor.*

ENGL 530 The Composing Processes 3 cr.
A survey of theory and research on the composing process. *Prerequisite: six hrs. of writing courses.*

ENGL 536 Advanced News and Feature Writing 3 cr.
Skills in gathering and writing news. Techniques of New Journalism and writing for magazines. Spring only. *Prerequisite: ENGL 336 or permission of instructor.*

ENGL 540 Literature of the Environment 3 cr.
Critical, multi-cultural and historical study of literature of the environment, emphasizing of the variety of attitudes toward the land in essays and poetry. Fall odd-numbered years.

ENGL 590 Selected Topics in English 3 cr.
A select aspect or body of literature of limited scope and topical interest. Subject varies; see Academic Schedule for specific titles. Offered at variable intervals.

ENGL 599 Independent Study 1-3 cr.
Reading and writing on a specific topic defined by the student in conjunction with a faculty director and the Chair of the Department.

ENGL 650 Literature and the Modern Humanities 6 cr.
Twentieth-century fiction, drama, poetry, and essays with attention to writers' responses to issues of technology, war, racism, sexism, religious belief, and ideology. Developments in critical and aesthetic theory as well as seminal influences. Every third summer. *Prerequisite: admission to the Modern Humanities Program.*

ENGL 651 Research in Literature and Modern Humanities 3 cr.
Research and preparation of a paper on a topic in literature growing out of English 650. Every third intersession. *Prerequisite: successful completion of English 650.*

ENGL 690 Current Concepts in Secondary English 3 cr.
Secondary school English teaching. An exploration of recent issues of content and process. Repeatable with different topics.

ENGL 700 Master's Research Paper/Project in Modern Humanities variable cr.
Independent research paper or project exploring a 20th-century theme. Enroll in final credit(s) of Master's Research Paper/Project in the summer in which you expect the completed paper or project to be approved. For each registration prior to completion, a CS grade will be given and you will be required to re-enroll in a minimum of one additional credit of Master's Research Paper/Project each summer thereafter until the paper or project is completed. Upon completion, the CS grade in the credits contracted for initially will be replaced with a final letter grade (A,B,C, or F), additional credits will be graded P/NC. Summers and Intersessions only.

Foreign Languages and Literature

Special Topics

MDFL 507 Latin American and Spanish Films 3 cr.
A study principally of the most recent films from Latin America and Spain. Taught in English (may not be taken to satisfy the Spanish major). Students who have taken this course may not take SPAN 507 and vice versa. Two hours lecture and two hours lab. Variable.

French

FREN 502 The French Theater 3 cr.
French theater from 17th century to the present. Major schools and playwrights from Corneille to the antitheater of the mid-twentieth century. Alternate springs. *Prerequisite: FREN 315, or permission of instructor.*

FREN 504 French Fiction 3 cr.
Great novels, novellas, and short stories from the 17th century to present. Alternate springs. *Prerequisite: FREN 315, or permission of instructor.*

FREN 590 Special Topics in French Language and Literature 3 cr.
A selected topic such as an author or work, a genre or theme, translation or interpreting. *Prerequisites: two 300-level French courses and permission of instructor.*

Spanish

SPAN 501 Spanish Poetry and Drama I 3 cr.
Drama and poetry from the Middle Ages through the Golden Age. *Prerequisite: SPAN 315 or equivalent.*

SPAN 502 Spanish Fiction 3 cr.
Novels and short stories from Cervantes to the present. *Prerequisite: SPAN 315 or equivalent.*

SPAN 503 Spanish Poetry and Drama II 3 cr.
Drama and poetry from the Romantics to the present. *Prerequisite: SPAN 315 or equivalent.*

SPAN 504 Spanish Nonfiction Prose 3 cr.
The essay as Literature. Principal Spanish and Latin American essayists. *Prerequisite: SPAN 315 or equivalent.*

SPAN 590 Special Topics in Hispanic Language and Literature 3 cr.
A selected topic such as an author or work, a genre or theme, translation or interpreting. *Prerequisites: two 300-level Spanish courses and permission of instructor.*

SPAN 599 Individual Problems in the Spanish Language 1-4 cr
Individual research or activity requiring submission of a final paper or completed project. *Prerequisites: three 300-level Spanish courses and permission of instructor.*

Geography

GEOG 501 Geography of Europe 3 cr.
Physical, historical, and cultural features that have shaped the current landscapes of Europe. *Prerequisites: GEOG 103 (or 113) and GEOG 104 (or 114) or permission of instructor.*

GEOG 502 Geography of Russia and the Former Republics 3 cr.
Population, agriculture, mining, manufacturing, trade, and transportation of Russia and adjacent states. Human adjustment to the physical environment of the various regions. *Prerequisites: GEOG 103 (or 113) and 104 (or 114) or permission of instructor.*

GEOG 503 The Geography of Sub-Sahara Africa 3 cr.
The cultural, economic, physical and political potentials of Sub-Sahara Africa. The complex spatial patterns that define the Sub-Sahara African landscape are examined. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

GEOG 506 Conservation of Natural Resources 3 cr.
Current problems associated with the use and misuse of natural resources. *Prerequisites: GEOG 103 (or 113) and 104 (or 114) and/or permission of instructor.*

GEOG 507 Political Geography 3 cr.
The world patterns of nations; geographic factors affecting the background and present development of countries. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

GEOG 510 Locational Analysis 3 cr.
Theories and methods of analyzing and explaining the spatial location of economic activities. Emphasis is on theoretical, methodological and practical issues. The relationship between consumer behavior and the location of industrial service facilities is examined. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

GEOG 512 Geographic Visualization 3 cr.
Current issues in cartography and geographic visualization are examined focusing on the use of maps and other visual representations to facilitate thinking, problem solving and decision making in geography. Key topics include the role of visualization in geography and cartography, visual functions and forms, interface design, map animation, multimedia, hypermedia, color, sound, and multivariate displays. *Prerequisites: GEOG 275 and 310, or permission of instructor.*

GEOG 513 Remote Sensing-Aerial Photo Interpretation 3 cr.
Remote sensing principles; fundamentals of aerial photographs and images (multispectral, thermal and radar), photo measurements, principles

of image identification and photo interpretation, introductory digital image processing and analysis of earth's surface features. Exposure to digital image processing software techniques. Two hrs. lecture and 2 hrs. lab. Fall. *Prerequisite: GEOG 275 or permission of instructor.*

GEOG 514 Digital Image Processing and Analysis 3 cr.
Digital image processing and analysis related to environmental and natural resource management. Satellite data acquisition, data formats and packaging techniques, image processing and analytical techniques, image classification and interpretation, integration of digital image processing applications and modeling with GIS. Two hrs. lecture and 2 hrs. lab. Spring. *Prerequisite: GEOG 380 (GEOG 380 may be taken concurrently), and GEOG 413, or permission of instructor.*

GEOG 517 Advanced Geographic Information Systems 3 cr.
Further exploration of GIS theory and formulation of real world applications of GIS to perform spatial analysis and modeling. Includes modeling languages and techniques, and incorporation of remote sensing data. Two hours lecture and two hours computer lab exercises. *Prerequisites: GEOG 317 (Geographic Information Systems), or permission of instructor.*

GEOG 518 Cartometrics 3 cr.
Examines the map's role as a tool for measuring geo-reference data. Topics include spatial transformations, spatial interpolation, data handling, and line generalization. Students will become familiar with each topic through a combination of computer-based projects, selected reading from various articles, and group discussions. *Prerequisites: successful completion of GEOG 310, GEOG 380, and GEOG 317, or permission of instructor.*

GEOG 521 Regional Planning 3 cr.
Contemporary topics in regional planning and development. Group and individual projects and research. *Prerequisite: GEOG 325 or permission of instructor.*

GEOG 527 Geography of Language and Religions 3 cr.
Languages and religions examined from a geographic perspective. Emphasis placed on the five geographic themes of culture region, cultural diffusion, cultural integration, cultural landscapes, and cultural ecology. Three hrs. lecture. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

GEOG 530 Surface Water Hydrology 3 cr.
Physical principles governing occurrence and movement of water, including precipitation, evaporation and transpiration, runoff, infiltration, soil water movement and stream channel morphology. Lab/field experience with stream gauging, infiltration measurement, soil hydraulic conductivity, flow frequency analysis and related phenomena. Human influence on surface water hydrology. Three hrs. lecture and 2 hrs. lab. Spring. *Prerequisite: GEOG 103 (or 113) or permission of instructor.*

GEOG 532 Groundwater Hydrology 3 cr.
Principles governing the physical and chemical nature of water below the earth's surface, including fundamental concepts of groundwater flow, water-rock interaction and groundwater-surface water interactions. Exploration of human influence on the hydrological environment. Fall. *Prerequisite: GEOG 530 or permission of instructor.*

GEOG 545 Biogeography 3 cr.
Patterns of plant and animal distributions in the landscape are stressed and are considered in light of historical, environmental and biotic influences. Historical development of contemporary regional distributions, survey of world biomes and the importance of disturbance and human-induced changes on biotic distributions are considered. *Prerequisites: GEOG 103 or BIOL 100. BIOL 340 is recommended.*

GEOG 550 Urban Planning 3 cr.
City Planning: needs assessment, land use suitability, policy, and design. Participation in limited scope planning projects. *Prerequisite: GEOG 324 or permission of the instructor.*

- GEOG 554 Geography of Tourism** 3 cr.
A review of geographical distribution of tourism, travel patterns, and tourism impacts on natural environments and local populations. *Prerequisite: Completion of six credits of geography or senior standing.*
- GEOG 555 Tourism Planning** 3 cr.
Planning activities associated with the development and marketing of tourist activities. Consideration of both business and leisure travel. Group project focus. *Prerequisite: GEOG 454 or 554.*
- GEOG 560 Natural Hazards in the Physical Environment** 3 cr.
Study of hazards to human society arising from wind, water, and earth, either independently, or from human activities. Perception, prevention and mitigation of hazards; spatial distribution and impact on global population. *Prerequisite: GEOG 103 and senior standing or permission of instructor.*
- GEOG 572 Environmental Planning** 3 cr.
Principles and methods used in environmental assessments and site analysis. Students will prepare an environmental impact statement, site development plan, and mine reclamation plan.
- GEOG 573 Environmental Law** 3 cr.
A survey of federal and state environmental laws and regulations. History and role of environmental regulation related to air and water pollution, waste disposal, and resource development.
- GEOG 599 Research in Geography** 3 or 6 cr.
Research in field of interest chosen by student and faculty. *Prerequisites: minimum of 15 hrs. of geography completed, GEOG 380, and permission of the Chair of the Department.*

Health & Physical Education

Health

- HEED 503 Health Care of Children** 3 cr.
Health inspection and observation, prevention of communicable disease, and physical growth and development.
- HEED 504 Health Instruction** 3 cr.
Basic concepts of health education. Implementing a health education program for grades K-12.
- HEED 505 Human Sexuality** 3 cr.
Family relationships and human sexuality. Physical and mental health, and sociological considerations of sex education.
- HEED 508 Therapeutic Modalities in Sports Medicine** 3 cr.
The study of both the theoretical basis and practical usage of various therapeutic modalities. Designed for individuals who routinely treat sports-related injuries. Fall only. *Prerequisites: HEED 305 or permission of instructor.*
- HEED 509 Consumer and Environmental Health** 3 cr.
An examination of the larger social context of health behaviors and decision making related to personal and community health. Fall only.
- HEED 516 Curriculum Design in Health Education** 3 cr.
Health Education curriculum development, implementation, and evaluation; implementation of program strategies from evaluation results. Spring.
- HEED 518 Current Issues in Health** 3 cr.
Identification and investigation of problems and solutions relevant to existing or emergent health topics. Spring.
- HEED 600 Modern Health Problems** 3 cr.
Analysis of current health problems in schools. Developing coordinated health programs to meet the needs of the school and community.
- HEED 693 Field Work in Health Agencies** 2-4 cr.
Field study and participation in planned programs of official and voluntary health agencies. Offered as needed.

Physical Education

- PHEC 501 Physiology of Exercise** 3 cr.
Exercise and the circulatory, respiratory, and nervous systems; efficiency of muscular work; fatigue; age, gender, and body type. Two hrs. lecture, one 2-hr. lab. *Prerequisite: BIOL 201 and 202 and PHSC 201 and 202 or equivalent.*
- PHEC 502 Adapted Physical Activities** 4 cr.
Adapting physical activities to individual disabilities. Required prior to student teaching in Teacher Education Program. *Prerequisite: PHEC 303.*
- PHEC 505 Psycho-Social Foundations of Sport** 3 cr.
Study of human behavior during participation in sport; role of sport in society; psychological characteristics of sport performers; people and organizations who control sport.
- PHEC 507 Motor Learning and Performance** 3 cr.
Motor skill acquisition as learning. Nature of learner; guidance, results, motivation, practice, transfer, retention.
- PHEC 510 Advanced Strength Training** 3 cr.
The study of the principles and practices of advanced strength training. Emphasis on the practical application of this knowledge to both athletic performance and a health/wellness setting. Spring only. *Prerequisites: PHEC 401/501 or permission of instructor.*
- PHEC 511 Evaluation and Prescription for Fitness** 3 cr.
In-depth examination of evaluation of and components applicable to the development of exercise programs. Fall only. *Prerequisites: PHEC 401/501 or permission of instructor.*
- PHEC 512 Principles of Coaching** 3 cr.
Introduction to coaching education and the responsibilities of the coach. Spring semester.
- PHEC 513 Rehabilitation Techniques in Sports Medicine** 3 cr.
Various aspects of the rehabilitation process for the physically active or athletic population. Goals, techniques, evaluation methods and specific rehabilitation programs covered. Spring. *Prerequisite: HEED 318, 319, or permission of instructor.*
- PHEC 520 Sports Law and Ethics** 3 cr.
Legal implications of tort and liability law for coaches; case studies of ethical issues in sport; athletic eligibility and gender equity.
- PHEC 535 Physical Activity and the Older Adult** 3 cr.
The aging process, current theories of aging, and how physical activity, nutrition, and psychological and sociological variable influence the well being of individuals as they biologically age.
- PHEC 580 Field Experience in Health, Physical Education, Sport, and Recreation** .05 to 6 cr.
Special aspects of health, physical education, sport, and recreation. Site of study may vary. Offered as needed.
- PHEC 590 Special Topics in Health, Physical Education, Recreation and Dance** 1/2-6 cr.
Unique or distinctive group study including such activities as clinics, workshops, or course work dealing with current topics related to health, physical education, recreation, and dance. Offered as needed.
- PHEC 598 Readings in H.P.E.R.** 1 to 4 cr.
Intensive readings on a selected topic. Graded or P/N. *Prerequisite: permission of instructor.*

- PHEC 599 Individual Problems in H.P.E.R.** 1 to 4 cr.
Individual activity requiring submission of a final paper or completed project. Graded or P/N. *Prerequisite: permission of instructor.*
- PHEC 602 Current Literature and Research in Health, Physical Education and Recreation** 4 cr.
Directed reading and class discussion based on recent literature in the field. Investigation of testing procedures and experimental methods for conducting research in human performance. Writing for publication.
- PHEC 603 Evaluation and Measurement in Health, Physical Education, and Recreation** 3 cr.
Examination of evaluation instruments, administering, analyzing, and interpreting test results.
- PHEC 604 Human Movement and Physical Activity for the Elementary Classroom** 1 cr.
Research based developmentally appropriate content, skills, and activities in physical education. Primary emphasis on regular classroom teacher role. Lecture and Lab. Spring.
- PHEC 609 The Psychology of Human Performance** 3 cr.
Consideration of factors affecting performance: Motivation, aspiration incentives and arousal, discrimination and perception, learning and retention, personality and social correlates of performance.
- PHEC 630 Advanced Physiology of Exercise** 3 cr.
In-depth study of both acute responses and chronic adaptations to exercise, with particular emphasis on circulatory, respiratory, and musculoskeletal functions.
- PHEC 634 Graded Exercise Testing & Electrocardiogram Assessment** 3 cr.
Training in protocols and procedures for administering progressively strenuous exercise tests and instruction in the evaluation of data regarding cardiac function during such testing.
- PHEC 636 Using Technology in the Study of Human Performance** 3 cr.
Practical applications of the micro-computer to the health fitness/wellness domain with special attention on the specific programs which are available in diagnosis, evaluation, and exercise prescription for adults.
- PHEC 638 Nutrition and Weight Control in Adults** 3 cr.
Study of all aspects of nutrition related to exercise with special emphasis on body weight control programs. Both physiological and psychological mechanisms related to nutrition and weight control will be included.
- PHEC 639 Practicum in Human Performance Programs** 1 to 3 cr.
To provide opportunities for practical experiences within the realm of exercise science by placing individuals in the field for "hands on" skill development in the working environment.
- PHEC 691 Seminar in Health & Physical Education** 1 to 3 cr.
Variable topic seminar.
- PHEC 699 Individual Research in Health & P.E.** 2 to 4 cr.
Study of problem in a selected area. Written and oral reports required. Graded or P/N. *Approval of the Chair of the Department required prior to registration.*
- PHEC 700 Master's Research Paper or Project** variable with a minimum 3 cr.
Individual investigation or project related to the area of concentration and professional education. Enroll in final credit(s) of Master's Research Paper or Project in the semester in which you expect the paper or project to be approved. Should you not complete the paper or project in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of one additional credit of Master's Research Paper or Project each fall and spring semester thereafter until the paper or project is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC.
- PHEC 710 Thesis** variable with a minimum 3 cr.
Intensive investigation of an approved topic in the area of Human Performance. Proposal required prior to registration. Enroll in final credit(s) of Thesis in the semester in which you expect the thesis to be approved. Should you not complete the thesis in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of one additional credit of Thesis each fall and spring semester thereafter until the thesis is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC.
- Park & Recreation Resource Management**
- RECR 593 Field Experience in PRRM** 3 cr.
A guided work experience directly related to the student's academic program. Course does not count toward degree requirements.
- RECR 611 Concepts and Foundations of Leisure** 3 cr.
A study of recreation and leisure behavior, including concepts, theories and terminology. Emphasizes a historical and literary examination of the park and recreation field as a social movement and as a leisure industry.
- RECR 641 Managing Open Space Resources** 3 cr.
Focus on the integration of the subsystems which comprise a resource management plan from a recreational perspective including geology, soils, topography, vegetation, wildlife, hydrology, water quality, historical, cultural, and archeological resources.
- RECR 642 Land Use Strategies for Conservation & Protection** 3 cr.
Develops an understanding of the public powers commonly used to protect and conserve open space, historic and cultural resources, and public park and conservancy lands from threats of development and encroachment. *Prerequisite: RECR 641*
- RECR 651 Organizational Behavior & Leadership in PRRM** 3 cr.
Addresses organizational behavior and leadership including the following topics: management by objectives, total quality management (TQM), time management, conflict management, group dynamics, relationship to boards and commissions, and motivating employees.
- RECR 652 Fiscal Management in PRRM** 3 cr.
Addresses obtaining, allocating and reporting funding. Topics include planning strategies, fiscal planning, budget development, financial management tools, enterprise accounts, contracts and grants.
- RECR 653 Communications & Organizational Decision Making in PRRM** 3 cr.
Focus on understanding the development and role of the executive as a decision-maker and leader within an organization and on the development of oral and written communication skills at the executive level.
- RECR 654 Developing Promotional Information Systems in PRRM** 3 cr.
Focus on the development of information systems to promote the agency and its programs. Topics include client-oriented marketing, needs assessments, promotion and public relations.
- RECR 655 Current Management Issues in PRRM** 3 cr.
Focus on topics of special interest to managers in PRRM such as personnel management, the changing work place, trends in leisure services, changing role and scope of public park and recreation agencies, legal issues, contracts, negligence, liability, risk management, and emerging human resource issues. *Prerequisites: RECR 651, 652, 653, 654*
- RECR 681 Research Methods in PRRM** 3 cr.
Provides an introduction to research methods used in the PRRM field.

- RECR 682 Evaluation & Statistics in PRRM** 3 cr.
Examines evaluation techniques and basic statistics used in the PRRM field. *Prerequisite: RECR 681*
- RECR 683 Thesis Preparation** 3 cr.
Assists students in developing their research problem or thesis including the statement of the problem, review of the literature and methodology. *Prerequisites: RECR 681, 682*
- RECR 694 Mentorship Program in PRRM** 3 cr.
A guided experience under the direct supervision of a leader in the field. Course does not count toward degree requirements.
- RECR 699 Individual Research in PRRM** 3 cr.
An individual investigation or project related to the area of concentration of the student. Course does not count toward degree requirements.
- RECR 700 Research Project of Thesis variable with a minimum of 6 cr.**
Individual investigation, case study, or project related to the area of concentration and professional education. Enroll in final credit(s) of this course in the semester in which you expect the paper or project to be approved. Should you not complete the thesis or project in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of one additional credit of this course each fall and spring semester thereafter until the paper or project is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC. *Prerequisite: RECR 683 or permission of the instructor.*

History

- HIST 503 Imperial Russia** 3 cr.
The political, economic, social and cultural history of the Russian empire, from its roots in the ninth-century Kievan state to its fullest expansion under the last Romanov tsar, Nicholas II.
- HIST 504 Revolutionary and Soviet Russia** 3 cr.
Russia since the revolution of 1905: political developments, both domestic and foreign; economic system and organization; social and cultural evolution.
- HIST 508 The British Empire** 3 cr.
Survey of the history of Britain, 1600 to 1900, with emphasis and special consideration for its overseas empire, the empire's role in British history, and the historical consequences for the peoples of the empire.
- HIST 509 The Scientific Revolution** 3 cr.
An examination of the transition from medieval natural philosophy to Newtonian Science from the Renaissance through the seventeenth century. Consideration of major figures and developments, including the Copernican revolution in astronomy, the contribution of Kepler, Galileo, and Newton, and the establishment of the "mechanical philosophy" in relation to its social, philosophical, and religious context.
- HIST 515 History of American Women** 3 cr.
The experience of all groups of women in America from pre-Columbian times to the present. How female roles are shaped by changing socio-economic circumstances.
- HIST 522 Diplomatic History of Europe, 1789-The Present** 3 cr.
The relations of the great European powers from 1789 to the present, emphasizing the causes of the World Wars and Cold War relationships.
- HIST 528 U.S. Diplomatic History 1815-Present** 3 cr.
A study of the history of the foreign relations of the United States from 1815 to the present including the era of the War of 1812, the American Civil War, and the American imperial expansion, the diplomacy of World War I and the Versailles Peace treaty, the period between the wars, World War II, the Cold War, Vietnam, and the Nuclear Age.
- HIST 543 World Perspectives on America** 3 cr.
The study of European, Asian, and other international perspectives on major events in American history. Topics will include, but not be limited to, the Revolution; the New Republic; relations to Mexico, the Caribbean, and Latin America; the Civil War; industrialization and immigration; Wilson and World War I; American involvement in World War II; the origins of the Cold War; and 21st century interventionism.
- HIST 546 The Hapsburg/Ottoman Empires and Eastern Europe** 3 cr.
The history of Eastern Europe from the reign of Maria Theresa to the present, focusing on the rise of nationalism and its effect on East European politics, economy, society and culture.
- HIST 550 The History of Mexico** 3 cr.
The development of Mexican society from the pre-Columbian period to the present. The Aztec and Mayan civilizations, the implanting of Spanish control, the origins of the Mexican Revolution and its long-range impact.
- HIST 552 Traditional Africa** 3 cr.
The African pre-colonial states; their government, economic systems, cultural patterns, achievements, and relations with other African and non-African peoples.
- HIST 553 Contemporary Africa** 3 cr.
The 20th-century emergence of representative African nations; the achievements of these nations; their current political, economic, and social problems.
- HIST 555 Latin American Revolutions** 3 cr.
Twentieth century revolutions in Latin America. Theories of revolution, the causes, leaders and followers, post-revolutionary developments and the international consequences of Latin American revolutions.
- HIST 561 Colonial American, 1607-1763** 3 cr.
From settlement of Jamestown through the French and Indian War: European backgrounds, religious development, regional differences, Indian relations, and cultural life.
- HIST 562 Revolutionary America, 1763-1789** 3 cr.
From the conclusion of the French and Indian War to the formulation of the United States Constitution: British-American imperial relations; cultural developments in the 18th century; origins, impact, and general nature of the American Revolution; and the formation of the Federal Union.
- HIST 563 The Age of Jefferson and Jackson, 1789-1848** 3 cr.
From Washington's presidency through the administration of James K. Polk. The philosophies of Hamilton and Jefferson, the origins of political parties, politics of the Jacksonian era, Indian removal, the development of transportation, the frontier, and emerging sectionalism.
- HIST 564 The Civil War and Reconstruction, 1849-1877** 3 cr.
From the end of the Mexican War through the period of Southern Reconstruction: sectionalism, slavery, abolitionism, and the social, political, military, and economic impact of the War Between the States.
- HIST 565 Gilded Age America, 1877-1913** 3 cr.
From the presidency of Hayes through the Progressive Era; the labor movement, growth of the city, immigration, imperialism, art and architecture, and politics.
- HIST 566 The United States in the 20th Century, 1914-1945** 3 cr.
The home front during World War I, postwar reaction, the 1920s, the Stock Market Crash, the Great Depression, the New Deal, and American society during World War II.

HIST 567 The United States in the 20th Century, 1945-Present 3 cr.
The Truman, Eisenhower, and Kennedy years; the Cold War and McCarthyism; the 1920s, black and student movements; Johnson and Vietnam; Nixon and Watergate; and more recent presidencies.

HIST 650 History and the Modern Humanities 6 cr.
Introduction to the discipline of history and its function among the humanities. Ethical and moral issues involved in selected historical developments of the 20th century. Political, scientific, and social developments crucial to defining and understanding the unique predicament of humanity in the 20th century. Every third summer. *Prerequisite: admission to Modern Humanities Program.*

HIST 651 Research in History and Modern Humanities 3 cr.
Research and preparation of a paper on topic in history growing out of History 650. Every third intersession. *Prerequisite: successful completion of History 650.*

HIST 698 Readings in History 3 cr.
Independent reading under direction of a history department faculty member.

HIST 700 Master's Research Paper/Project in Modern Humanities Var. cr.
Independent research paper or project exploring a 20th-century theme. Enroll in final credit(s) of Master's Research Paper/Project in the summer in which you expect the completed paper or project to be approved. For each registration prior to completion, a CS grade will be given and you will be required to re-enroll in a minimum of one additional credit of Master's Research Paper/Project each summer thereafter until the paper or project is completed. Upon completion, the CS grade in the credits contracted for initially will be replaced with a final letter grade (A,B,C or F), additional credits will be graded P/NC. Summers and intersessions only.

MBA Courses

ACCT 540 Financial Accounting 3 cr.
Overview of financial accounting, financial statements and financial reporting issues. Importance of accounting as the language of business. Construction of financial statements and cash budgets. Evaluation of financial condition through ratio and trend analysis. Ethical issues. Other financial topics.

ACCT 546 Managerial Accounting 3 cr.
Overview of management accounting and its use in managerial decision making. Behavior of costs and their impact on organizational planning and control. Responsibility accounting and budgeting. Capital budgeting and present value analysis. Other managerial topics. *Prerequisite: ACCT 540.*

BLAW 504 The Political, Regulatory and Legal Dimensions of Managing 3 cr.
Explores the influence of the regulatory and legal environments on managerial behavior and addresses how organizations may politically to influence these environments. Examines issues of ethical choice as they relate to managerial decision-making.

BMIS 607 Information Management in Organizations 3cr.
Employs information technology (IT) to support organizational decision-making through data collection, integration and conveyance. Explores how the process is influenced by factors both internal and external to the organization. Examines challenges to information system efficacy, assessment of structural and process sufficiency and conduct of cost/benefit assessment of existing systems, as well as of prospective improvements.

ECON 511 Economics for Managers 3 cr.
Explores fundamental economic concepts and their relevance to organizational performance, and addresses the linkage between economic variables and normal and organizational decisions. Examines economic decisions by the firm made within the global environment. Students apply tools for both microeconomic and macroeconomic analysis.

FINA 610 Financial Management 3 cr.
Uses analytical tools and concepts utilized by managers to make the financial decisions consistent with the goals of the firm through the application of selected cases, research project and problems. Topics such as Working Capital Management, Cost of Capital, Capital Structure, Capital Budgeting, Lease Analysis and Risk Analysis will be addressed. *Prerequisites: ACCT 540.*

MGMT 501 Process and Production Management 3cr.
Broad introduction to operations management; productivity, operations in a global environment, project management, forecasting, managing quality and supply-chain management using a range of analytical tools and techniques.

MGMT 502 Strategic Planning & Analysis 3 cr.
Explores strategic planning as (1) a way of thinking vital to organizational success in today's dynamic environment, and (2) an iterative, ongoing process involving the entire organization. Focus is directed toward the criticality of sustainable competitive advantage to organizational viability through a multi-level perspective.

MGMT 505 Business Ethics and Social Responsibility 3 cr.
Business ethics; the relationship of business with society; stakeholder relationships and the social responsibility of business to various constituencies; social, ethical and public policy issues affecting business and the managerial approaches for dealing with these issues. Not open to students who have credit for former BUAD 380 or 480. Every semester.

MGMT 507 Information Management 3 cr.
Development of information collection and processing skills through the exploration of presentation software, data management, online data services, introduction to case analysis study, and communication of that information by the use of a personal computer. Exploration of management issues around new technology and information processing.

MGMT 509 Managerial Communications 3 cr.
Development of business writing, oral presentation, interpersonal communication, and feedback skills.

MGMT 510 The Leadership Process 3 cr.
Utilizes self-awareness as a framework for individual development; examines personality and behavioral differences. The course also analyzes the application of leadership skills needed for organizational effectiveness in a global world of continuous change.

MGMT 512 Management Decision Analysis 3 cr.
Overview of management decision science. Utilizes various analytic tools and statistical techniques. Topics include data analysis, spreadsheets and statistical programs, decision theory, optimization, forecasting, regression analysis, hypothesis testing, problem solving and decision making.

MGMT 542 Organizational Behavior 3 cr.
The study of individual and group performance in relation to organizational goal attainment, continuous improvement efforts, and the fostering of individual learning. Specific attention will be accorded the influence of leadership, motivational concepts, organizational culture, organizational structure, and change activities. *Prerequisites: MGMT 509 and 510.*

MGMT 620 Strategic Human Resource Management 3 cr.
Integrates the macro and micro perspectives of Human Resource Management; examines the vital role of acquiring and retaining individuals with the skills, knowledge and abilities needed to accomplish the tasks

necessary for achievement of organizational strategic goals. The course also discusses the ethical issues associated with HR responsibilities, and emphasizes motivating individuals to exhibit the behaviors (performance) essential to overall organizational success in the global environment.

MGMT 680 Strategic Integration 3 cr.

The development of a useable, integrated, comprehensive analysis process and model applicable to a broad range of management contexts and situations through the in-depth oral and written analysis of one complex, multiple strategic issue case that requires, for assurance of learning purposes, the use and integration of knowledge, techniques, skills and dispositions developed in the prerequisite course. *This course and/or MGMT 690 must be taken in the student's last semester in the program. If a student is taking only MGMT 680 in the student's last semester, then MGMT 690 must be taken in the preceding semester.*

MGMT 690 Strategic Change Management 3 cr.

Techniques for strategic change will be examined and practiced concurrently with the student's development of an organization-based change proposal. This experience will culminate in a rigorous integration of the analysis, diagnosis and presentation stages of a planned, systemic change *proposal* to a client. Candidates for the MBA are evaluated by the faculty during this semester to ensure that communication, presentation and analysis skills in the behavioral sciences are likely to lead to team participation and/or managerial successes. *This course and/or MGMT 680 must be taken in the student's last semester in the program. If a student is taking only MGMT 690 in the student's last semester, then MGMT 680 must be taken in the preceding semester.*

MGMT 691 Seminar in Management 3 cr.

Specific management topic not covered in the regular curriculum. Offered in response to petition of seven or more students. Does not apply to MBA requirements.

MGMT 699 Individual Research in Management 3 cr.

Directed study for topics and issues not covered in the regular curriculum. Does not apply to MBA requirements. Open to undergraduates. *Prerequisites: Approval of department chair and submission of independent study request.*

MKTG 640 Marketing Management 3 cr.

Development of issues relative to (1) customer/client wants and needs; (2) product and/or service design; and (3) communication of information about the product or service to customers/clients.

Mathematics

MATH 515 Foundations of Mathematics 3 cr.

Theory of sets; mathematical logic; methods of proof in mathematics; the real number system; selected topics. *Prerequisite: MATH 228 or concurrent enrollment in MATH 228.*

MATH 520 Advanced Calculus 3 cr.

Limits, continuity, differentiation and integration extended to higher dimensional spaces. Topics from vector analysis and Fourier analysis. *Prerequisite: MATH 320.*

MATH 525 Introduction to Real Analysis 3 cr.

Topology of real numbers; sequences, cluster points, continuity, theory of differentiation and integration; elements of measure theory; infinite series. *Prerequisite: MATH 228.*

MATH 526 Introduction to Complex Analysis 3 cr.

Analytic functions: Cauchy's Theorem; Taylor and Laurent series; meromorphic functions; residue theory; conformal mapping. *Prerequisite: MATH 228.*

MATH 532 Differential Equations 3 cr.

Solution of ordinary differential equations; Laplace transform; numerical methods; solution by series. Fall only. *Prerequisite: MATH 228.*

MATH 535 Numerical Analysis 3 cr.

Elements of numerical methods frequently used in applied mathematics and the natural sciences; algorithms suitable for use in computers. *Prerequisite: MATH 228 and COSC 200 or permission of instructor.*

MATH 537 Combinatorics and Graph Theory 3 cr.

General enumeration techniques, elements of graph theory, matrix representations of graphs, and applications of graph theory. Variable frequency. See department secretary for up-to-date schedule. *Prerequisite: MATH 228 or permission of instructor.*

MATH 540 Modern College Geometry 3 cr.

An introductory synthetic study of geometry; finite, absolute, affine, Euclidean, hyperbolic, elliptic and projective geometries. *Prerequisite: MATH 228.*

MATH 551 Modern Higher Algebra 3 cr.

Basic study of the structure of groups and rings; isomorphism theorems; special kinds of rings; additional topics. *Prerequisite: MATH 228.*

MATH 552 Linear Algebra 3 cr.

Basic study of vector spaces and their relationships to matrix algebra: the algebra of linear transformations; linear functionals and dual spaces; inner product spaces; and decomposition theorems. Variable frequency. See department secretary for up-to-date schedule. *Prerequisite: MATH 228. MATH 350 strongly recommended.*

MATH 560 Introductory Topology 3 cr.

The topology of metric spaces; introduction to general topological spaces; the separation axioms; compactness; connectedness. *Prerequisite: MATH 228.*

MATH 561 History of Mathematics 3 cr.

Historical development of mathematics and its concepts. Contributions of individuals and societies to the development of mathematics. *Prerequisite: MATH 228.*

MATH 565 Theory of Numbers 3 cr.

Divisibility; Diophantine equations; congruences; sums of squares; additional topics. Variable frequency. See department secretary for up-to-date schedule. *Prerequisite: MATH 228.*

MATH 570 Mathematical Models and Applications 3 cr.

Model-building processes, the assumptions underlying mathematical models and the generation and interpretation of results from models.

Theory and illustrative applications of modeling. Analyses of models constructed by students. Prerequisite: *MATH 228, or permission of instructor.*

MATH 575 Theory of Secondary Mathematics Education 3 cr.
Theoretical aspects of teaching mathematics at the secondary level. Philosophical and psychological principles of learning mathematics and their application.

MATH 580 Probability and Statistics 3 cr.
A deeper study of probability and statistics. Continuous probability distributions and their statistical applications. Prerequisites: *MATH 228, MATH 380, or permission of instructor.*

MATH 581 Applied Regression Analysis 3 cr.
A matrix approach to linear and multiple regression using SPSS; selecting the best regression equation; model building; and linear model approach to ANOVA and ANCOVA. Prerequisites: *MATH 380 (or MATH 209) and MATH 350 or permission of instructor.*

MATH 582 Applied Nonparametric Statistics 3 cr.
Sign tests; tests based on ranking methods, including correlation and regression; nonparametric confidence intervals and point estimates; chi-square tests; and efficiency estimates. Prerequisite: *MATH 209 or MATH 219 or MATH 380.*

MATH 590 Selected Topics in Mathematics 3 cr.
A specialized topic or recent development in mathematics. May be taken more than once if the topics are substantially different. Does not duplicate any other course offered by the Department of Mathematics. Prerequisite: *MATH 228 or permission of instructor.*

MATH 591 Seminar in Mathematics 3 cr.
Individual reports and group discussions on mathematical topics and applications. Written project required. Prerequisite: *permission of instructor.*

MATH 592 Internship Seminar 3 cr.
Academic component of internship. Requires co-registration in 595. Graded A-F.

MATH 595 Internship in Mathematics 6 or 12 cr.
Experiential component of internship; guided work experience in conjunction with MATH 592; must directly relate to academic program. Full-time interns register for 12 credits in MATH 595 and 3 credits in MATH 592. Part-time interns register for 6 credits in MATH 595 and 3 credits in MATH 592. Graded P/F. Prerequisites: *good academic standing; submission of the Internship Agreement form to the internship director prior to registering; completion of MATH 226, 227 and 228 and four math courses at 300 or 500 level (or enrollment in the fourth 300 or 500 level mathematics course at time of application); GPA of at least 3.0 in mathematics; and any requirements of the sponsoring agency.*

MATH 680 Research Statistics 3 cr.
Applied statistical methods. Experimental design; analysis of variance; multiple regression; and correlation. Prerequisite: *MATH 209 or equivalent.*

MATH 690 Current Concepts in Mathematics Education 3 cr.
Secondary school mathematics teaching. Development of units of instruction; methods of informal evaluation; contemporary learning theories; trends in secondary school mathematics curricula; and teaching strategies.

MATH 698 Reading in Mathematics 3 cr.
Library research and individual study.

MATH 699 Individual Research in Mathematics 3 cr.
Selected advanced topics in mathematics.

MATH 700 Master's Research Paper or Project 3 cr.
An individual investigation or project related to the area of concentration and professional education.

MATH 710 Thesis in Mathematics 6 cr.
A research project in mathematics. Written report and oral presentation required.

Music

MUSC 590 Special Topics in Music Education .5- 6 cr.
A selected aspect of music education. Subject varies; see Academic Schedule for specific titles. Prerequisite: *permission of the instructor.*

MUSC 599 Individual Research in Music 1-6 cr.
Intensive individual study in an area of special interest under the direction of a staff member. Fall only. Prerequisite: *permission of the Chair of the Department.*

Philosophy

PHIL 650 Philosophy and the Modern Humanities 6 cr.
In light of the technological changes affecting rights and obligations in interpersonal relationships, in the professions, and in specific political and economic structures, special attention is given to moral responsibility as a particular concern of twentieth century philosophy. Topics include equality as an issue of social justice, the effect of technology upon moral dilemmas (especially upon biomedical ethics and human behavior in war), and political/ideological influences upon ethical judgment. Every third summer. Prerequisite: *admission to Modern Humanities Program.*

PHIL 651 Research in Philosophy and Modern Humanities 3 cr.
Research and preparation of a paper on a topic in Philosophy growing out of Philosophy 650. Every third intersession. Prerequisite: *successful completion of Philosophy 650.*

PHIL 700 Master's Research Paper/Project in Modern Humanities var. cr.
Independent research paper/project exploring a 20th-century theme. Enroll in final credit(s) of Master's Research Paper/Project in the summer in which you expect the completed paper or project to be approved. For each registration prior to completion, a CS grade will be given and you will be required to re-enroll in a minimum of one additional credit of Master's Research Paper/Project each summer thereafter until the paper or project is completed. Upon completion, the CS grade in the credits contracted for initially will be replaced with a final letter grade (A,B,C, or F), additional credits will be graded P/NC. Summers and intersessions only.

Physics

PHYS 590 Special Topics 1-4 cr.
Designed for in-service physics/science middle and high school teachers. Active physics learning, research-based workshops to enhance content, constructivist learning and teaching, use of technology, demonstrations and assessment. Summer only.

Political Science

POSC 522 American Constitutional Law I 3 cr.
A study of the Constitution of the United States as defined in the principal decisions and opinions of the courts, with emphasis on the relationship between the federal government and the state governments and among the three branches of the federal government.

POSC 523 American Constitutional Law II 3 cr.
A study of the Constitution of the United States as defined in the principal decisions and opinions of the courts, with emphasis on the relationship of the individual to the federal and state governments.

POSC 527 The American Presidency 3 cr.
An analysis of the modern American presidency. It emphasizes the president's interaction with the bureaucracy and Congress in the making of American public policy, both domestic and foreign. Topics include the evolution of the president's role in the American political system, the nature of presidential power, and the impact of the president's personality and the growth of the White House staff on executive leadership and decision-making.

POSC 571 American Political Thought 3 cr.
Analytical study of the evolution of political ideas and institutions in the United States from the colonial period to the mid-twentieth century. Topics include our Puritan and Enlightenment heritage, the impact of political reform movements, and themes in American policy.

POSC 591 Seminar in Political Science 3 cr.
Lectures, discussions, student reports, research techniques, criticism, interpretation. Individual research (senior thesis) on a common topic, with interim reports and final formal presentation of a paper. *Prerequisite: written permission of instructor.*

POSC 598 Readings in Political Science 1 to 6 cr.
Individual advanced readings on a special interest. Regular conference with instructor. Repeatable to 6 credits. Every semester. *Prerequisites: two of the following: POSC 110, 211, 321; plus written permission of instructor.*

POSC 698 Readings in Political Science 3 cr.
Advanced readings and independent study in a topic of advanced special interest. *Prerequisite: permission of instructor; graduate standing.*

Psychology

Graduate students in the M.S. Counseling Psychology program will be given priority enrolling in all graduate level psychology courses. If you have not been admitted to the M.S. Counseling Psychology program, then you will need to be granted permission by the instructor in order to take any of the courses listed as graduate level courses.

PSYC 504 Psychology of the Exceptional Child 3 cr.
Developmental and behavioral characteristics of exceptional children as they relate to inclusion, classroom management, federal laws and psychological treatment. Topics on exceptional children include: mental retardation, physical disabilities, giftedness, emotional problems and autism. *Prerequisites: PSYC 210 or 212, or permission of instructor.*

PSYC 508 Tests and Measurements 3 cr.
Psychological and educational tests, their validity, reliability, scale transformation, norms, and standardization. Administration, uses and interpretation of various instruments of assessment. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 510 Introduction to Counseling 3 cr.
Practical and theoretical foundation for further study. The nature of helping relationships, conditions for counseling, stages in the counseling process, and the counselor as a professional helper. Role playing, audio and video tape experiences, and related skill-development exercises. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 514 Theories of Personality 3 cr.
General survey of the principal theories and research concerning the nature and development of personality. Variable. *Prerequisites: PSYC 150/151; PSYC 210 or 212; or permission of instructor.*

PSYC 520 Physiological Psychology 3 cr.
Characteristics of the nervous and endocrine system and their relationship to human behavior. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 530 Health Psychology 3 cr.
Psychological principles applied to the promotion and maintenance of health, the prevention and treatment of illness and changing public opinion about health related matters. Behavioral components of health risk factors and improvement of the health care system are addressed. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 540 Survey of Family Psychology & Intervention Issues 3 cr.
General survey of the principal theories and research about family interaction patterns and interventions with families. Areas discussed include systems approaches, family life cycle development, social forces affecting families and mental health issues including substance abuse/dependency. *Not intended to prepare students to provide family therapy. Does not meet program requirements for M.S. Counseling Psychology students. Prerequisites: one developmental course and graduate standing.*

PSYC 544 The Male Experience 3 cr.
Examination from a gender-sensitive perspective of factors affecting the development of male behavior in American society. Emphasis on the contributions of psychology to understanding gender-related developments; contributions of other social sciences and biology are also incorporated. Topics include work, sports, male-female relations, friendship, minority experience, sexuality, power. Three hours lecture, discussion. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 550 Multicultural Counseling Issues 3 cr.
Introduction to the issues of gender, class, race, culture, sexual orientation, and physical ability, as these variables may influence their ability to

be present and counsel individuals who are different from themselves. Students will examine between and within group differences in light of various social, cultural, historical, and political contexts. The goals of this course are to increase student awareness of self and others as cultural beings and gain knowledge about various cultural groups in the United States. *Prerequisite: PSYC 150.*

PSYC 570 Advanced Experimental Psychology 4 cr.
Development and application of research methods and procedures to current problems in psychology, with emphasis on human subjects. Multivariate statistics. Individual projects and lab required. Variable. *Prerequisite: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 581 History and Systems 3 cr.
Historical foundations of the discipline of psychology. Survey of recent and current systems of theoretical ideas in psychology. Attention to the roots of the discipline in philosophy and science; consideration of the work of great psychologists and associated systems. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 585 Behavioral Approaches to Human Problems 3 cr.
Therapeutic application of learning principles to problems in the behavior of children and adults; normal childhood development; education and habit disorders; depression, severely disordered behavior, anxiety; and sexual problems in adults. Behavioral assessment, behavior change programs, and evaluation of such programs. Individual research and project required. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 590 Special Topics in Psychology 1-4 cr.
Either a practicum to develop psychological skills or a content-oriented course to provide a critical appraisal of a selected topic, as announced. Does not duplicate any other course offered by the Department of Psychology. Four credits when 5 contact hrs. are required (such as 2 hrs. lab and 3 hrs. lecture). May be repeated for credit if the topics are substantially different. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 591 Seminar in Psychology 3 cr.
Oral reports on a selected theme topic presented and discussed by students in a group setting. Written reports may also be required. Attendance at all seminar meetings expected. May be repeated for credit if topics are substantially different. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.*

PSYC 600 Introduction to Counseling and Assessment 3 cr.
Practical and theoretical foundation for further study. The nature of helping relationships, conducting clinical assessment, psycho-social assessment, mental status exam, dynamic formulation, stages in the counseling process, and the counselor as a professional helper. Role playing, audio and/or video tape experiences, and related skill-development exercises. *Prerequisites: Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the program Coordinator.*

PSYC 602 Advanced Research Evaluation and Interpretation 3 cr.
Analysis of research design theory and practice. Development of skills to evaluate and apply research to counseling and human services. Lab exercises constitute about half the class time.

PSYC 610 Small Group Dynamics/ Introduction to Group Counseling 3 cr.
Small group process, including leadership, early and later stages in the development of a group; application and integration of group counseling theories and techniques. Participation in lab exercises required. *Prerequisite: PSYC 410 or PSYC 510. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Graduate Program Coordinator.*

PSYC 614 Advanced Developmental Psychology 3 cr.
General survey of the principle theories and research concerning human development. Areas discussed include psychosocial, cognitive, and physical development. The clinical implications of development are considered. *Prerequisites: Undergraduate developmental psychology course and admission to the M.S. in Counseling Psychology Program or permission of the instructor.*

PSYC 616 Psychological Issues in Career Counseling 3 cr.
The interconnectedness of work/career issues to the other facets of an individual's life, providing a framework for understanding how psychological issues affect one's ability to function effectively in the workplace, and, in turn, how work-related issues affect one's non-work existence. Development of career counseling and assessment skills.

PSYC 617 Advanced Abnormal Psychology 3 cr.
Symptoms, treatment, and psychodynamics of major clinical areas. Etiology and intervention strategies. *Prerequisites: Undergraduate abnormal psychology or permission of instructor.*

PSYC 618 Advanced Child and Adolescent Disorders 3 cr.
Examination of the nature, classification and etiology of child/adolescent emotional and behavioral disorders. Biopsychosocial and developmental-systems approaches are emphasized. Empirically supported treatment for the disorders is considered. *Prerequisite: PSYC 614. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Graduate Program Coordinator.*

PSYC 619 Professional, Ethical & Legal Issues in Counseling 3 cr.
Professional standards, legal standards and ethical issues and practices in counseling, including substance abuse counseling.

PSYC 625 Counselor as a Person 3 cr.
Exploration of the interface between the person of the counselor and the professional role demands. Focus on elements and issues in the personal and professional arenas of the counselor's life as they impact ability to function effectively in the counseling process. Emphasizes self-awareness and maintenance of balance and healthy boundaries as essential components of ethical practice. Not open to students who have received credit for the former EDUC 590 or PSYC 692 special topics Counselor as a Person course. *Prerequisite: PSYC 510 or 600, or SCCO 600, or permission of instructor.*

PSYC 630 Theories and Techniques of Counseling I 3 cr.
Focus on empirically supported treatments; specifically, comprehensive study and practice of cognitive-behavioral interventions and other brief strategies. Emphasis on in-class practice. *Prerequisites: PSYC 600. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Program Coordinator.*

PSYC 640 Theories & Techniques of Counseling II 3 cr.
Continued focus on empirically supported treatments with coverage of Motivational Interviewing, Stage of Change Theory and integration of these with PSYC 630 Theories and Techniques. Emphasis on in-class practice. *Prerequisite: PSYC 630. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Program Coordinator.*

PSYC 650 Family Therapy 3 cr.
Emphasis on empirically supported family therapy approaches. *Prerequisites: PSYC 600, PSYC 614, PSYC 618, and PSYC 630. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Program Coordinator.*

PSYC 660 Individual Assessment 3 cr.
Study and application of Intelligence scales and other instruments for evaluating characteristics of the individual. Case-appropriate use of materials for intellectual assessment will be emphasized with the opportunity to expand into aptitude, achievement, interests, personality assess-

ment. *Prerequisites: PSYC 408 or PSYC 508, and PSYC 600. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Program Coordinator.*

PSYC 670 Multicultural Counseling Techniques 3 cr.
Focuses on developing skills and a conceptual framework that will enhance the student's ability to counsel individuals of diverse cultural backgrounds. Self-understanding and its effect on cross-cultural relationships will also be emphasized. *Prerequisites: PSYC 600 or SCCO 600 or permission of the instructor.*

PSYC 680 Advanced Treatment Strategies with Children and Adolescents 3 cr.
Examination of empirically supported therapy approaches for children, adolescents and their families. *Prerequisites: PSYC 600, PSYC 614, PSYC 618, PSYC 630, and PSYC 650. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Graduate Program Coordinator.*

PSYC 686 Addictions Issues and Treatment 3 cr.
Practical application of research and theory to addiction counseling. Overview of treatment-related issues, including assessment and diagnosis. Review of psychopharmacology. *Prerequisites: PSYC 410/510 or 600, or permission of the instructor.*

PSYC 692 Advanced Seminar in Counseling 3 cr.
Advanced study in major topic areas of counseling. *Prerequisite: permission of instructor. Enrollment limited to students admitted to the M.S. in Counseling Psychology Program or permission of the Graduate Program Coordinator.*

PSYC 695 Internship in Counseling 5-12 cr.
On-site supervised experience in vocational, educational, and psychological counseling. Integration of counseling skills, theory, ethics, and practices. Between 15 and 36 hours per week. Graded Pass/Non Pass/CS. *Prerequisites: all program requirements completed except PSYC 692; permission of instructor.*

PSYC 696 Advanced Internship in Counseling 5-12 cr.
Continuation of PSYC 695. Placement in appropriate on-the-job, on-site supervised situations. Graded Pass/Non Pass/CS. *Prerequisite: completion of PSYC 695.*

PSYC 698 Readings in Psychology 1-6 cr.
Advanced individualized study under direction of faculty. Summaries and conclusions to form required written report. Usual credit 1-3 hrs. Repeatable with different topics. Proposal required. *Prerequisite: graduate standing.*

PSYC 699 Individual Research in Psychology 1-6 cr.
Research, practicum, or other individualized learning experience, directed by faculty. Reading and group setting projects ineligible (see PSYC 698 and 490/491). Formal written report required. Usual credit 1-3 hrs. Repeatable with different topics. Proposal required. *Prerequisite: graduate standing.*

Social Science

SOSC 700 Master's Research Paper or Project 3 cr.
An individual investigation or project related to area of concentration and professional education.

Sociology

SOCI 536 Sociological Aspects of Mass Communication 3 cr.
The social development of the mass media, societal influences upon them, and their effects upon society. *Prerequisite: 9 hrs. of sociology or permission of instructor.*

SOCI 542 Juvenile Delinquency 3 cr.
The social causes and consequences of juvenile delinquency. Juvenile law, the police, courts, and correctional institutions. *Prerequisite: SOCI 100 or SOCI 111.*

Soci 568 Sociology of Later Life 3 cr.
The dimensions of aging, including the aging process, the implications of increasing life expectancy, and societal reactions to the aged. *Prerequisite: SOCI 100 or SOCI 111*

SOCI 591 Seminar in Sociology 3 cr.
Advanced studies in selected topics. Individual study and research for class reports. Formal paper required. *Prerequisite: permission of instructor.*

SOCI 599 Individual Problems in Sociology 1-3 cr.
Special research project open to any upper-level student who submits a proposal, prior to the semester of the project, to the professor who will supervise the project. Department Chair's written approval of the project is required. Formal report of the study is required and filed. *Prerequisite: permission of the instructor.*

SOCI 625 Community Analysis for Administrators 3 cr.
Appraisal of community theory; practical applications of research to community reconnaissance. The role of community information and personnel in decision-making. *Prerequisite: enrollment in the University of Maryland Administration Doctoral Program.*

Theatre

THEA 500 Theatre Production 3-6 cr.
Practical application of the principles of theatre production on the advanced level, involving participation in actual production, classes, and workshops of university-affiliated professional theatre. May be repeated to a maximum of 9 credits. *Permission of department required.*

THEA 590 Special Topics in Theatre 1-6 cr.
Research or applied experience on an announced selected topic. May be repeated to a maximum of 6 credits. *Permission of department required.*

THEA 593 Field Work in Theatre Practice 1-3 cr.
Participation in production and/or management for an approved theatre, or for an organization in a related communication field. Participants in university-affiliated theatre may be eligible. May be repeated to a maximum of 6 credits. *Permission of department required.*

THEA 699 Individual Research in Theatre 1-6 cr.
Individual research in a topic related to theatre. Topic and study outline to be approved by department chair prior to registration. Written and oral reports required. Can be repeated to a total of 6 credits.

Personnel Register

Personnel information current as of 5/5/04.

Administration

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VACANT, Area Director.

VACANT, Area Coordinator.

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JAMES B. KING, Occupational Safety Officer.

BRIAN P. SHANLEY, Chief of Police. B.A., University of Connecticut; M.S.L.S., University of North Carolina, Chapel Hill; M.Ed., Johnson State College.

CLYDE W. STEWART, Police Operations Officer. B.S., Old Dominion University; M.Ed., Frostburg State University.

CONRAD C. BEST, Director of Facilities. B.S., U.S. Naval Academy; M.S., Frostburg State University; PE, CPE.

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GARY C. LOVE, Assistant Director of Facilities for Housekeeping. B.A., Siena College; M.S., State University of New York at Albany.

JEANINE S. BACHTEL, Assistant Director of Facilities for Planning and Construction. B.S., University of Maryland; PE.

VACANT, Facilities Program Coordinator.

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STEPHEN I. ORNSTEIN, Director of Networking and Telecommunications. B.S., Salem College.

KAREN K. DAVIS, Telephone Services Supervisor.

BRIAN D. JENKINS, Network and Technical Services Manager.

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CHERIE L. RYAN, Quality Assurance Analyst. B.S., Frostburg State University.

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Policies

University System of Maryland Policy for Student Residency Classification

for Admission, Tuition and Charge-Differential Purposes

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003)

I. POLICY

It is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of In-State and Out-of-State students for the purpose of admission, tuition, and charge differentials at those institutions where such differentiation has been established.

A. An In-State student is a student whom the University determines to be a permanent resident of the State of Maryland. For the purposes of this Policy, "permanent resident" is defined as a person who satisfies all the following conditions and has done so for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the person seeks In-State Status:

1. Is not residing in the State of Maryland primarily to attend an educational institution; and,
2. Owns and continuously occupies or rents and continuously occupies living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian, or spouse; and,
3. Maintains within Maryland substantially all personal property; and,
4. Pays Maryland income tax on all earned taxable income including all taxable income earned outside the State; and,
5. Registers all owned motor vehicles in Maryland in accordance with Maryland law; and,
6. Possesses a valid Maryland driver's license, if licensed, in accordance with Maryland law; and,
7. Is registered in Maryland, if registered to vote; and,
8. Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland; and,
9. Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.

B. In addition, persons with the following status shall be accorded the benefits of In-State Status for the period in which they hold such status:

1. A full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland.
2. The spouse or financially dependent child of a full-time or part-time (at least 50 percent time) regular employee of the USM.
3. A full-time active member of the Armed Forces of the United States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person.
4. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty.
5. A graduate assistant appointed through the University System of Maryland for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

C. Students not entitled to In-State Status under the preceding paragraphs shall be assigned Out-of-State Status for admission, tuition, and charge-differential purposes.

D. Assignment of In-State or Out-of-State classification will be made by the University upon an assessment of the totality of facts known or presented to it. The person seeking In-State Status shall have the burden of proving that he or she satisfies all requirements.

E. Either of the following circumstances raise a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution:

1. The student was attending high school or residing outside Maryland at the time of application for admission to a USM institution, or
 2. The student is both (a) not financially independent and (b) is financially dependent upon a person not a resident of Maryland.
- The burden shall be on the student to rebut the presumption.

II. PROCEDURES

A. An initial determination of In-State Status will be made by the University at the time a student's application for admission is under consider-

ation. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in status must be requested by submitting a USM "Petition for Change in Classification for Admission, Tuition and Charge Differential". A student applying for a change to In-State Status must furnish all required documentation with the Petition by the last published date to register for the forthcoming semester/term for which the change in classification is sought.

C. The student shall notify the institution in writing within fifteen (15) days of any change in circumstances which may alter In-State Status.

D. In the event incomplete, false, or misleading information is presented, the institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If In-State Status is gained due to false or misleading information, the University reserves the right to retroactively assess all Out-of-State charges for each semester/term affected.

E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the President or designee has the authority to waive any residency criterion set forth in Section I if it is determined that the student is indeed a permanent resident and the application of the criteria creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. DEFINITIONS

A. **Financially Dependent:** For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes or who receives more than one-half of his or her support from another person during the twelve (12) month period immediately prior to the last published date for registration for the semester or session. If a student receives more than one-half of his or her support in the aggregate from more than one person, the student shall be considered financially dependent on the person providing the greater amount of support.

B. **Financially Independent:** A financially independent student is one who (1) declares himself or herself to be financially independent as defined herein; (2) does not appear as a depen-

dent on the Federal or State income tax return of any other person; (3) receives less than one-half of his or her support from any other person or persons; and (4) demonstrates that he or she provides through self-generated support one-half or more of his or her total expenses.

- C. **Parent:** A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.
- D. **Guardian:** A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.
- E. **Spouse:** A spouse is a partner in a legally contracted marriage.
- F. **Child:** A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.
- G. **Self-Generated:** Self-generated describes income which is derived solely from compensation for an individual's own efforts as evidenced, for example, by federal or state W-2 forms or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy, grants, stipends, awards, benefits, loans and gifts (including federal and State aid, grants, and loans) may not be used as self-generated income.
- H. **Regular Employee:** A regular employee is a person employed by USM who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

IMPLEMENTATION

This policy as amended by the Board of Regents on April 11, 2003 shall be applied to all student residency classification decisions made on or after this date.

FSU Procedure for Residency Status Appeals

Any student who wishes to appeal the decision of residency status previously determined by the Office of the Registrar or the Admissions Office, may do so in writing to the Appeals Board for Residency Status. This board shall consist of representatives designated by the Provost, the Vice President for Student and Educational Services, and the Vice President for Administration and Finance. The appeal will be reviewed by the board members in the order listed. Only by unanimous agreement of the board members will the decision of the Office of the Registrar or Admissions be overruled. Upon request, the President or designee has the authority to waive any residency requirements if it is determined that the student is indeed a permanent resident and application of the criteria creates an unjust result.

A student desiring to appeal should obtain and submit the University System of Maryland "Petition for Change in Residency Classification for Admission, Tuition and Charge Differential" through the office that made the original residency status decision, the Office of the Registrar or the Admissions Office.

University Procedures for Review of Alleged Arbitrary and Capricious Grading

Grounds for Grievance

The following procedures implement the University System of Maryland Policy for Review of Alleged Arbitrary and Capricious Grading (BOR III-1.20) and are designed to provide a means for a student to seek review of final course grades alleged to be arbitrary and capricious. In this policy the term *arbitrary and capricious* grading means 1) the assignment of a course grade to a student on some basis other than performance in the course; 2) the assignment of a course grade to a student by unreasonable application of standards different from the standards that were applied to other students in that course; or 3) the assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.

Alleging a final grade to have been determined in an arbitrary and capricious manner is the sole ground upon which a student may seek review under these procedures. Since matters within the instructor's sphere of academic judgment — such as choice of instructional and evaluation methods, criteria, and standards for evaluation — are not grounds for grievance, the burden of proving arbitrary and capricious grading by clear and convincing evidence will rest with the student.

How to Undertake a Grade Grievance

Students or faculty who desire additional information about the procedures that follow should contact the Assistant to the Provost.

Stage I: Mediation

A student seeking review for a final grade in a course should make a reasonable effort to confer with the instructor and attempt to resolve the matter informally. If this effort is unsuccessful, the student approaches the chair of the department offering the course to request mediation of the grade dispute. This action must be taken no later than the 15th class day of the semester subsequent to the term in which the grade was received. The chair will inform the student of the grounds proper to a grade grievance, as stated above. The chair also will review relevant material and consult with the instructor in an effort to resolve the issue of the grade. (If the instructor involved is the chair, the student approaches the senior faculty member in the department to request mediation.)

In cases where a resolution mutually acceptable to the student and the instructor is not forthcoming, and the student wishes to pursue a formal grievance, the student may proceed to Stage II.

Stage II: Formal Grievance

As a precondition to filing a formal grievance, a student must fulfill all of his/her responsibilities and meet the deadline specified in Stage I: Mediation above.

By the end of the 30th class day of the semester, a student wishing to grieve a grade must file a

written grievance with the instructor's school dean. This grievance must describe in detail the bases for the allegation that the grade was arbitrary and capricious, and include all evidence supporting that claim. The student must send copies of this statement to the instructor and the chair.

The dean will dismiss the grievance if the student 1) did not participate in Stage I: Mediation and/or meet the deadline specified in Stage I; 2) did not file the Stage II appeal by the stated deadline; 3) does not furnish evidence that the allegations, if true, constitute arbitrary and capricious grading, as defined above; and/or 4) has filed a complaint concerning the same grade with the Office of Affirmative Action/EEO alleging discrimination or sexual harassment.

If the grievance is not dismissed, the dean shall ask the instructor to respond to the grievance in writing within ten class days, addressing the response to the dean and copying the student and the chair. The dean will ask the chair to forward all documentary evidence collected during the mediation stage to the dean.

If the grievance is not dismissed, the dean shall appoint within ten class days a grade grievance committee of three tenured faculty members and shall schedule an informal, non-adversarial grade grievance hearing. The student, the instructor, and the chair will be invited to attend the hearing, and may present relevant evidence. The dean also will attend and may choose to participate in the discussion. In keeping with the informal nature of the hearing, neither the student nor the instructor may be accompanied by a representative or advisor. If the academic records of other students in the grievant's class are relevant to the discussion, the grievant must be excused for that portion of the hearing in order to protect the privacy of other students. At the conclusion of the hearing, the committee shall forward its recommendation to the dean, who may accept, reject or alter the recommendation. The dean shall render a decision to the student in writing, either in support of the original grade or of a grade change. If the dean recommends a grade change and the instructor refuses to change the grade, the dean will vacate and replace the grade in question.

In deciding whether the circumstances justify changing the grade, the dean shall determine whether the grievant has provided clear and convincing evidence of *arbitrary and capricious* grading. Copies of the dean's decision, which shall be final, will be filed with the instructor and the chair.

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Welcome to Frostburg State University

Office Directory

Administrative Offices	Hitchins
Admissions	Pullen
Advancement	Hitchins
Alumni	Hitchins
Business Office	Hitchins
Campus Police	Public Safety Building
Dining Hall	Chesapeake
Facilities/Maintenance	Stangle
Financial Aid	Pullen
Foundation	Hitchins
Graduate Services	Pullen
Human Resources	Hitchins
Health Center	Brady

Information	Public Safety Building
Planetarium	Tawes
President	Hitchins
Registrar	Pullen
Residence Life	Annapolis Basement
Student & Educational Services	Hitchins
Student Union	Lane Center

Phone Numbers

Admissions	301/687-4201
Graduate Services	301/687-7053
Information	301/687-4000

