

## Child Developmental Disabilities/ Psychology Departments

Information provided by Dr. Lyla Maynard

Written by Judith Vogel 7/2019

Lyla Maynard was hired by Carroll Bennett in 1975 to teach courses in the child Developmental Disabilities program which was part of the Vocational Technology Department. Classes she taught included Human Growth and Development, Human Relations, Developmental Disabilities, Mental Retardation, Physical Handicaps, Deaf/Autistic/Blind as well as supervising Internships for students studying in that area. Other Vocational Technology teachers in Child Developmental Disabilities were Dee Stolze, Linda Carson, Judy Dally, and Ellen Maxwell. These courses were taught in Building 20 on the "Lower Campus."

The Vocational Technology program ended under President Lowery, and Maynard began teaching courses in the education department with Jane Roberts. Her course load there included Intro to Education and Educational Psychology as well as supervising Internships for students in local schools.

In the mid-1980s, Maynard completed her Ph.D. and moved into the psychology department. Courses offered were Human Growth, Human Relations, Intro to Psychology, and Abnormal Psychology. Other full-time psychology faculty included Don Irwin, Bob Emily, Bev Drinnen, Kyle Campos, Janet Simon, Katherine Dowdell-Hommerding, and Kate Halverson. Lyla remembers team teaching with Don, Bev, and Cherie Christensen (adjunct instructor.) Most psych classes were taught in Building 2 of the Ankeny campus, except for Abnormal Psych which was taught in #8. The department became more dependent on adjunct faculty toward the end of her career, but while she was teaching, full-time faculty outnumbered adjunct faculty. Interaction between Ankeny faculty and Boone faculty was quite good. Urban and West were new campuses at the time.

The courses taught and their content was strongly influenced by what would be accepted by 4-year institutions for students going on for a 4-year degree. Drake, UNI, and ISU worked closely with the faculty at DMACC so courses would be compatible. Mid-term exams, final exams, and quizzes were created by the DMACC faculty working together and then sent to ISU for approval. Lessons were standardized for all teachers, and all projects were sent to ISU for approval. Lessons were based on either topics or human age ranges. The Intro to Psychology course was taught as dual enrollment with several area high schools. Content in the courses stayed pretty much the same throughout Maynard's years of teaching.

When Maynard began teaching, most student work was completed in hard copies using a "paper and pencil." Courses changed significantly when computers became a standard in education. Faculty and students used online technology to present material and to complete assignments. Grades were reported online; tests were given online; videos were accessed online. Students began using I-pads and cell phones.

Maynard said that there was always a mix of both traditional and non-traditional students in her classroom. She felt that the non-traditional students challenged and motivated traditional students to perform at a higher level. She noticed that toward the end of her teaching, students seemed more likely

to question assignments and grading done by the teacher. She felt that there was more of a sense of entitlement which she placed on the philosophy of the administration at that time – “Education is a business model, and students are the consumer.” In other words, students believed that if they pay their tuition, they should get a degree, regardless of whether or not they did the work or earned the grade.

One of Lyla’s favorite stories was when she was teaching Human Relations to a class of automotive students. On the first day of class, she walked in and put her notes on the table. She told them that there would be rules that they would have to follow in her class: 1) No chewing tobacco in their mouths, 2) No use of the “F” word, 3) Show respect to each other, and 4) Call her “Dr. Maynard.” She explained to them that, in their job, they would be dealing with the public and that it was important that they act in a courteous and respectful way. All the boys went outside to get rid of their chewing tobacco and then came back to class. When the semester was over, they had all had a good experience!