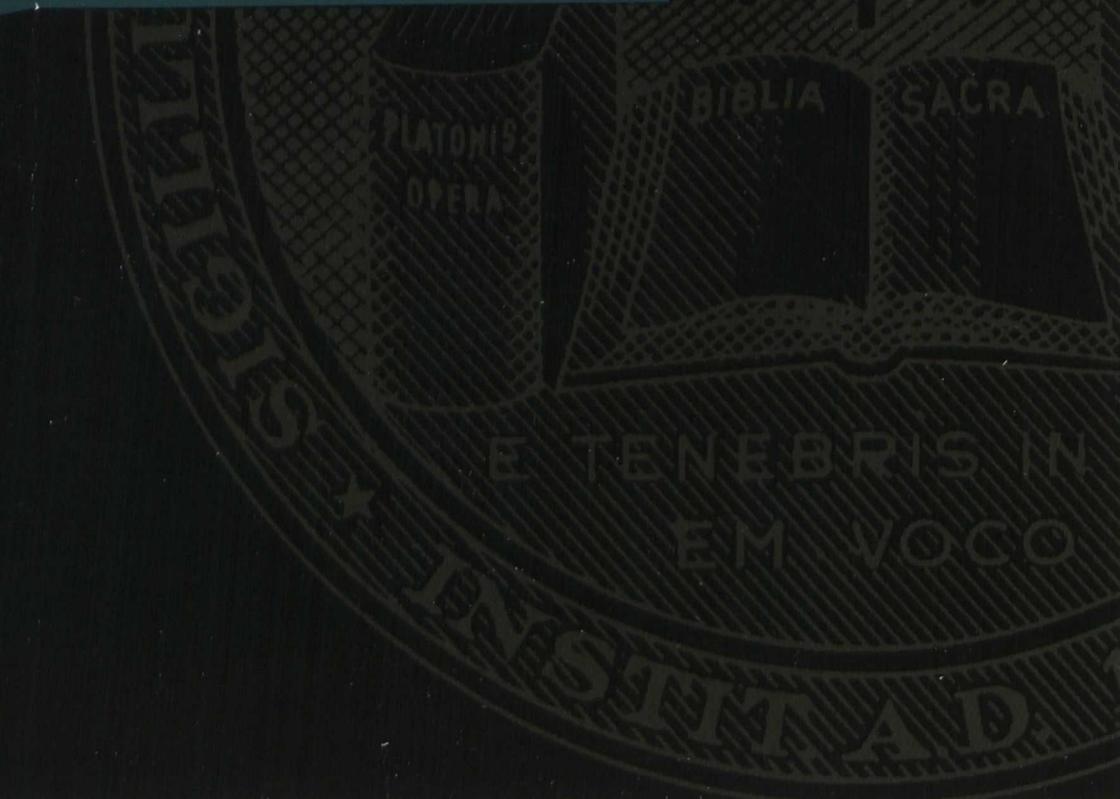


WESTERN MARYLAND COLLEGE



www.wmdc.edu



The First Principles

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Western Maryland College believes that liberally educated men and women think and act critically, creatively, and humanely. They take charge of their lives and develop their unique potentials with reason, imagination, and human concern. Western Maryland accepts the challenge to provide an academic and social environment that promotes liberal learning.

- We strive to place students at the center of a humane environment so that they may see and work toward their personal goals while respecting others and sharing responsibility for the common good.
- We provide a foundation of knowledge about the past and present so that students may be informed about the world.
- We provide various approaches to knowledge and personal achievement so that students can think critically about, respond creatively to, and form sensitive, intelligent decisions concerning the world and its future.
- We provide instruction in fundamental skills so that students can express themselves for their own satisfaction and to the larger community.
- We provide solid and respected professional programs for the committed student, and, more important, we provide a liberal arts education as an integral part of professional training so that students will be more flexible, more successful, and happier in the world of work.
- In the classrooms, in the residence halls, in the laboratories, on the playing fields, and in the lounges, Western Maryland College works to disseminate these First Principles.

College History

Shortly after the Civil War, Fayette R. Buell, a Westminster teacher, embarked on his dream of founding a small private college. He purchased a tract of land—a hill overlooking the town—and issued a prospectus in search of support for his dream. Although financing was slow to materialize, he did receive generous support from two of the community leaders: the Reverend J.T. Ward of the Methodist Protestant Church, who would become the College's first president, and John Smith, president of the thriving Western Maryland Railroad and a resident of nearby Wakefield Valley.

Mr. Smith, who became the first president of the College's board of trustees, suggested that the College be named after the railroad, which maintained an important terminal in Westminster. On the day in 1866 that the cornerstone was laid for the College's first building, free rail passage was granted to everyone who attended the ceremonies. Eventually, the Western Maryland Railroad became extinct, after merging with another company. But the College that bore its name continued to grow.

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

Western Maryland College shall be founded and maintained forever, upon a most liberal plan for the benefit of students without regard to race, religion, color, sex, national or ethnic origin, which students shall be eligible for admission to equal privileges and advantages of education and to all social activities and organizations of the college, without requiring or enforcing any sectarian, racial, or civil test, and without discrimination on the basis of sex, national or ethnic origin, nor shall any prejudice be made in the choice of any officer, teacher, or other employee in the said college on account of these factors.

Not only was Western Maryland the first coeducational college south of the Mason Dixon line, but one of the first coeducational colleges in the nation. Since its inception, it has been an independent liberal arts college with an autonomous board of trustees. A voluntary fraternal affiliation with the United Methodist Church existed from 1868 to 1974; today there are no ties to any denominational body. Control and ownership are fully vested by the Charter in the trustees, under Maryland state law.

In its 132-year history, the College has had only seven presidents: Dr. Ward, Dr. Thomas Hamilton Lewis (1886–1920), Dr. Albert Norman Ward (1920–1935), Bishop Fred G. Holloway (1935–1947), Dr. Lowell S. Ensor (1947–1972), Dr. Ralph C. John (1972–1984), Dr. Robert H. Chambers (1984–2000), and Dr. Joan Develin Coley (2000–present). Under their guidance, the College has assumed a place among the quality liberal arts colleges in the nation, developing programs and material and physical assets that fulfill the vision of its founders.

College Profile

Western Maryland College provides an ideal location for learning which brings together students from 23 states and 19 countries. Its picturesque campus is situated on a hilltop in historic Westminster, just a short drive from two of the nation's major metropolitan centers, Baltimore and Washington, D.C. Western Maryland was one of the first coeducational colleges in the nation and has been both innovative and independent since its founding in 1867.

The tradition of liberal arts studies rests comfortably at Western Maryland which has exemplary teaching as its central mission, both at the undergraduate and graduate levels. The faculty is engaged in research and professional writing; they are involved at the highest levels of their respective professions; they are sought after as consultants in many spheres, but their primary mission is teaching. Enrollment of 1500 undergraduates enables WMC to care about students in a personal way, to provide individual guidance, and to be responsive to the needs of students. Graduates leave Western Maryland enriched not just because of their classwork, but because of their meaningful interactions with one another.

A flexible liberal arts curriculum stresses the ability to think critically and creatively, to act humanely and responsibly, and to be expressive. WMC is fully accredited by the Middle States Association of Colleges and Secondary Schools and is listed as one of the selective national Liberal Arts Colleges by the Carnegie Foundation for the Advancement of Teaching. WMC is internationally recognized for its graduate program in training teachers for the deaf.

Location

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



Academic Facilities

Among the forty buildings on the 160-acre campus are the recently renovated Hoover Library, with access to materials from rare books to CD-ROMs to E-mail and Internet accounts, and including an audiovisual media and microcomputing center; Hill Hall, featuring the Writing Center and multimedia presentation classrooms; Peterson Hall, which offers a modern photography lab, a graphic arts computer classroom, and art gallery for the College's permanent collection as well as visiting exhibitions; and Alumni Hall, home to the performing arts and summer repertory Theatre-on-the-Hill program. A new \$13 million biology and chemistry lab building was opened in Fall, 1999.

Faculty

Faculty members—90 full-time professors, 95 percent of whom hold the most advanced degrees in their fields—devote themselves to classroom, lab, and studio teaching. Many conduct research; most involve students in their work. Professors generally teach three courses each semester, allowing them ample time to spend with students outside of the classroom helping them plan academic programs, arrange internships, and prepare for careers. An average class size of fewer than 20 students encourages discussion and learning that is collaborative rather than competitive. WMC's president, provost, dean of students, and financial vice president all teach courses. Faculty members also serve as advisers to many student organizations.

Academic Program

WMC's flexible curriculum enables students to acquire a broad base of knowledge in the areas of humanities, natural sciences and mathematics, and social sciences and also to pursue learning in depth in one or more of the 60 fields of study. The program links wide-ranging educational experiences with strong career preparation through an extensive internship program. A total of 128 credit hours is required for graduation.

First-year seminars provide students with a unique opportunity to become better prepared for many facets of college life. Limited to 15 students, these courses on a variety of topics, emphasize important skills—writing, oral presentation, study skills, critical thinking, and time management.

Faculty advisers offer guidance across the curriculum and work closely with their advisees as they make decisions about course and major selections and planning strategies. Students may also request help from the Center for Career Services, which offers vocational testing, counseling, and guidance.

During the College's January Term—a three-week-long term between the fall and spring semesters—students and faculty are encouraged to explore new areas and expand their intellectual horizons. Students choose from specially designed courses offered often at special locations. Some students take advantage of January Term for independent off-campus study or join one of the popular international study tours.

Majors and Degrees

The educational programs serve students who enter with firm choices of majors or career ambitions and students who are undecided. All students take approximately 30 percent of course work in the liberal arts: humanities, natural sciences and mathematics, and

social sciences. The bachelor of arts degree is offered in 23 major areas of study: art, art history, biology, business administration, chemistry, communication, economics, English, exercise science and physical education, French, German, history, mathematics, music, philosophy, physics, political science, psychology, religious studies, social work, sociology, Spanish, and theatre arts. Students may choose a dual major or design their own major if their academic interests and goals take them beyond an existing program. In addition, most departments offer minor programs or particular courses to help students focus on or achieve specific goals.

The College also offers certification programs in social work and in elementary and secondary education (Maryland certification includes reciprocity with more than 35 other states), 3–2 programs in engineering and forestry, and preprofessional programs in dentistry, law, medicine, the ministry, and museum studies. The College also offers an Army ROTC program.

Graduate Degree Programs

Graduate degree programs leading to the Master of Liberal Arts or the Master of Science degree enroll more than 1,000 part-time students each term. The MLA program is an extension of the College's excellent baccalaureate program. The MS program is available in the following areas: counseling, deaf education, educational administration and supervision, elementary and secondary education (curriculum and instruction), exercise science and physical education, human resources development, reading, school library media, and special education (general and community-based). In addition, WMC offers the MS in teaching (B.E.S.T. program) for mid-career adults who wish to obtain certification to teach.

Off-Campus Arrangements

WMC offers opportunities for off-campus study through American University's Washington Semester and Drew University's Semester on the United Nations and Semester on the New Europe. Many overseas study programs are available.

WMC-Budapest

In October 1993, Western Maryland College established a branch in Budapest, Hungary. This special program educates young men and women from Europe and other parts of the world who are interested in preparing for careers in the new global marketplace. Located at the "crossroads" of central Europe, WMC-Budapest, in cooperation with College International Budapest and International Studies, Inc., offers a four-year undergraduate program in several disciplines.

Honor Societies

In addition to Phi Beta Kappa, the national honor society which recognizes liberal arts scholarship of a high order, there are 19 other honorary societies on campus. Two organizations oriented toward general accomplishment are Omicron Delta Kappa, a national society recognizing leadership qualities; and the Trumpeters, a local society honoring senior students dedicated to service. (See Honor Societies page 30.)

Social Life

At WMC, the key is involvement. Ninety percent of students live on campus; 40 percent compete on one of 24 athletic teams, and 100 percent enjoy activities sponsored by 100 diverse student groups including an active Greek system.

Costs

WMC keeps its fees within the reach of students coming from families with moderate incomes while offering a liberal arts education of outstanding value. Tuition charges are comprehensive and include Student Health Service fees and Student Activities fees. Tuition for 2001–2002 is \$20,500, room and board are \$5,450, and personal expenses (including books and transportation) are estimated at \$600 per year.

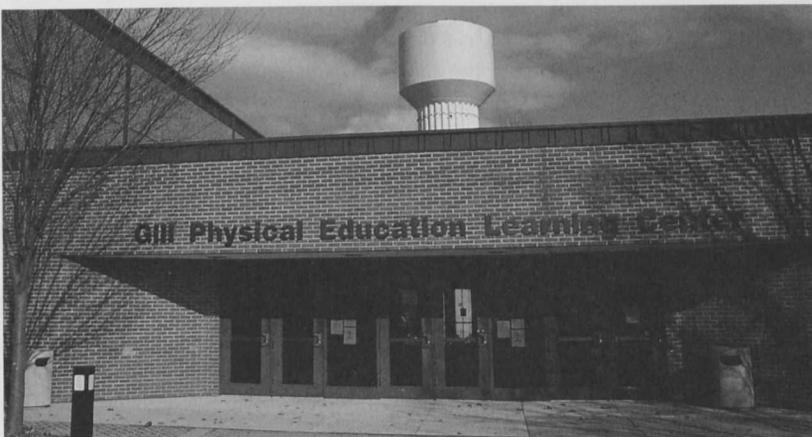
Financial Aid/Scholarship

WMC supports a program of financial aid to eligible students on the basis of both need and merit. Nearly 80 percent of WMC students receive financial assistance. Students who have been accepted by the College and can demonstrate financial need as required by the federal government may be eligible for assistance in the form of scholarships, grants, loans, and opportunities for student employment. Typically an award is a “package” of these four resources tailored to the student’s needs.

Academic scholarships covering partial to full tuition are available for qualified students, based on their academic record, SAT-I or ACT scores, and extracurricular involvement. First-year students should apply by February 1; transfer scholarships are competitive and preference is given to students who apply before March 15. The College also offers partial and full ROTC scholarships.

Athletics

Athletic teams compete in Division III of the NCAA and the Centennial Conference, a group of 11 national liberal arts colleges and universities. Twelve sports are available for men: baseball, basketball, cross-country, football, golf, lacrosse, soccer, swimming, tennis, indoor/outdoor track, and wrestling. Twelve sports are available for women: basketball, cross-country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis, indoor/outdoor track, and volleyball.



Student Life

An important element of the education at Western Maryland is the opportunity to exchange ideas and share interests outside the classroom.

When students live together in a residential setting, these opportunities are greatly enhanced, not only by daily contacts in living quarters and the dining hall, but also by ready access to campus activities.

After becoming accustomed to the rigorous demands of their academic schedules, most students decide to become involved in other aspects of campus life. With entertainment, cultural events, and a constant calendar of student activities available on campus, students can soon choose to fill their time to whatever extent they wish.

The diverse interests and needs of Western Maryland students are reflected in the wide-ranging and continuously evolving selection of activities. There are more than 100 organizations, and campus events are largely planned and organized by students. The College Activities Office is responsible for coordinating and scheduling events, reserving facilities, and advising student groups. Many organizations and publications have office space in Decker College Center.

College Regulations

Every community has traditions and rules that its members are expected to follow. At Western Maryland, we treat students as adults, and as such we expect individuals to respect the rights, property, safety, privileges, and obligations of others. Since the College believes that liberally educated men and women think and act humanely and in a responsible manner, our regulations give students considerable freedom.

In addition to areas of academic honesty addressed by the Honor Code, College regulations cover the use of alcohol and drugs; behavior which impedes the educational process of individuals or the institution; legal access to students' records, such as grades and billing; and other matters, including those affected by state and federal laws. These regulations are detailed in the Student Guide and Datebook, a copy of which is given to each student at the beginning of every academic year.

Student Governance

All students are automatically members of the Student Government Assembly (SGA), which is the student body's central governing and coordinating organization. It consists of two main parts: the Executive Council, elected by the student body at large; and the Senate, composed of representatives from the classes. The SGA is active in campus life, bringing influence to bear on a variety of matters, and serving generally as a voice through which students participate in the affairs of the College.

Students hold full voting membership on most policy-making College committees, serving with faculty members, administrative staff, and trustees in dealing with institutional concerns such as curriculum, academic policy, athletics, calendar, schedule, admissions, and financial aid. There are three student visitors to the Board of Trustees, two student representatives on most Trustee committees, and six students serve on the Trustee Committee on Student Affairs.

Also, each class at Western Maryland is organized as a unit, and officers are elected to supervise the administration of class activities. In addition to responsibilities as a class officer while a student, the senior class president assumes guidance of certain activities after graduation, such as organizing class reunions.

The Honor System

The Western Maryland College community affirms its commitment to the ideals of personal integrity and community honor in all aspects of campus life, including academic endeavors, use of the library and other facilities, and respect for community and personal property. The honor system at Western Maryland affirms that honest people are the most important elements of a good community and that the rights of the honest majority must be protected against the actions of individuals acting dishonestly. Thus, the Honor and Conduct Board is established to correct academic honor violations within the college community. Academic violations consist of cheating in course work and misuse of computing resources, library materials and borrowing privileges. Both student and faculty have an obligation to themselves and to their peers to discourage honor violations in any form. For the student, this means not only taking personal responsibility for one's own actions, but also discouraging academic dishonesty by making it socially unacceptable behavior. The student is required to report all instances of academic honor violations. This action is a social responsibility because academic dishonor has a detrimental effect on the grades of all students in a given course. For the faculty, this means clearly establishing guidelines at the beginning of every course and then making it physically difficult to cheat during the rest of the semester. In some courses this might simply mean removing temptation; in others, it might involve more stringent procedures such as simultaneously administering all examinations regardless of course sectioning. In some courses it might also mean proctoring exams.

Students will sign an honor pledge on all their work, indicating that they have neither given nor received unauthorized help, nor tolerated others doing so.

For information on the Honor and Conduct Board which adjudicates allegations of Honor Code infractions, see the Student Guide and Datebook.

CAPBoard

CAPBoard, the College Activities Programming Board, sponsors various entertainment opportunities for WMC students. CAPBoard is a very active, student-governed organization, comprised of more than 70 members, subdivided into six committees. CAPBoard fulfills a vast array of students' entertainment interests. The areas are: Films, Mainstage (major performers, bands, and dances), Second Stage (comedians, duo and solo singers/musical performers), Special Events (Welcome Back and Spring Fling Weekends), and Cultural Arts (plays, theatre trips, music festivals). The sixth committee, the Promotions committee, uses great enthusiasm and creativity to keep students aware of CAPBoard's events. From adventure movies and concert trips to classic rock singers, CAPBoard and its jam-packed calendar of events are fully committed to providing quality entertainment for the WMC campus.

Publications and Media

Students interested in writing and publishing may work with three publications edited and published by students: Phoenix, the biweekly student newspaper; Crossroads, the College yearbook, a pictorial collage of campus life; and Contrast, a literary magazine published yearly.

In addition students operate WMCR, the College radio station, and a cable broadcast channel.

Cultural and Special Interest Organizations

There is a substantial number of organizations that offer students the opportunity to become knowledgeable and involved in a field of particular interest. Examples of these are: Black Student Union, Jewish Student Union, Hispano-Latino Alliance, Commuter Student Organization, Equestrian Club, Forensics Team, Gay, Lesbian and Bi-sexual Alliance, Pom-Pon Squad, Ranger Platoon, and Maryland Student Legislative delegation.

The Arts

While cocurricular activities offer students majoring in the various arts fields numerous opportunities to extend their specific interests, all students, regardless of academic major, are encouraged to take part in Western Maryland's many musical, dramatic, and artistic activities. Musical organizations include the College Choir, Gospel Choir, College Concert Band, College Jazz Ensemble, and Madrigal Singers. Those interested in dramatic arts may participate in both the technical production and performing aspects of several major plays and musicals planned by the Theatre Arts Department and in less formal presentations of dramatic scenes. The Art Club, which is involved in a number of creative ventures in addition to staging exhibits, is open to all.

Community and Service Groups

Several organizations are designed to expand the experiences of the WMC student and to encourage participation in community projects. The Black Student Union and the Minority Student Association work to enhance social interaction and understanding between people from diverse backgrounds. Several organizations work with elementary school children in Westminster, individuals with developmental disabilities, and individuals with other disabilities. There is an active Circle K organization.

Religious Life

Six active student religious organizations on campus represent Catholic, Jewish, Protestant, Baha'i, and other faiths. There are two chapels, Baker Memorial Chapel, which is a prominent landmark, and Baker Chapel, a lovely 100-year-old stone chapel, which dates back to the early days of the College. Students are also welcomed at the many houses of worship in Westminster.

Reserve Officers' Training Corps

The Reserve Officers' Training Corps offers an academic military science program through which selected WMC students can qualify at graduation for commission as officers in the United States Army. Additional information may be found under Military Science and Financial Aid.

Social Fraternities and Sororities

There are ten national and local fraternities and sororities on campus. The fraternities are Alpha Gamma Tau, Gamma Beta Chi, Iota Phi Theta (colony-national), Phi Delta Theta (national), Phi Kappa Sigma (national), and Sigma Phi Epsilon (national). The sororities are Alpha Nu Omega, Phi Alpha Mu, Phi Mu (national), and Phi Sigma Sigma (national).

Approximately 17 percent of the students join the Greek letter social organizations. Students with at least a 2.0 average are eligible beginning in their sophomore year, and students with at least a 2.5 average are eligible in their second semester, freshman year. Members of organizations may apply to live together in a section of a residence hall designated by the College.

The Inter-Greek Council works in cooperation with the Student Affairs Office to make rules for such activities as rushing, bidding, parties and special events. Western Maryland College prohibits hazing either on College property or off campus by any College organization.

Athletics

Western Maryland College considers participation in sports and fitness activities an integral part of the total educational program. Toward this end, the College supplies facilities and opportunities for participation in a full range of team and individual athletic and fitness programs. The Gill Center provides opportunities for a wide variety of programs in both Physical Education courses of study and recreational opportunities. With the opening of the Blumberg Fitness Center in 1993, modern facilities are available for aerobic, weight, and fitness training.

The following facilities are available to students for participation in formal or informal group activities or as part of individual conditioning programs or recreation:

Swimming pool	Stadium
9-hole Golf course	Squash court
6 outdoor Tennis courts (2 indoor)	Racquetball
Volleyball courts	2 Saunas
Basketball courts	Fitness center
Track	Fencing room
Gymnasium	Dance studio
Cross-country trail	Table tennis
Baseball field	Rappelling facility
Badminton	Whirlpool

Intercollegiate Sports

The College is committed to offering a balanced and varied program of intercollegiate athletics for both men and women. Schedules in varsity and junior-varsity sports are maintained not only for the talented athletes but also to serve the needs and desires of as many students as possible. The College does not designate sports as major and minor because it believes all are of equal importance to the students participating in them.

Teams for men include baseball, basketball, cross-country, football, golf, lacrosse, soccer, swimming, tennis, track, and wrestling. Teams for women include basketball, cross-country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis, track, and volleyball.

Western Maryland is a member of the National Collegiate Athletic Association and competes at the Division III level. WMC competes in the all-sports Centennial Conference, a group of 11 national liberal arts colleges and universities which include Bryn Mawr College, Dickinson College, Franklin and Marshall College, Gettysburg College, Johns Hopkins University, Muhlenberg College, Swarthmore College, Ursinus College, Haverford College, and Washington College. Washington and Lee University participates only in the Conference's wrestling season. The school colors are green and gold.

Intramural Sports

Intramural programs for both men and women are extensive and provide for a wide variety of competitive events. Coeducational tournaments and competitions are also held.

Beyond the Campus

In addition to the many restaurants, shops, film theaters, churches, and other attractions in Westminster, there are many recreational destinations within easy reach by car. In 45 minutes, students can reach the Catoctin Mountains for picnicking, hiking, swimming, and canoeing, and there are several skiing facilities in nearby Pennsylvania. Gettysburg National Military Park and other historic sites are also nearby.

Baltimore's theaters, concert halls, museums, libraries, and major league sporting events are about 45 minutes away as is the Inner Harbor shopping and recreational showplace, which includes the National Aquarium, Maryland Science Center, and the Pier 6 Concert Pavilion. Washington's world-renowned galleries and museums, libraries, national monuments, governmental centers, and other extensive cultural and recreational resources can be reached in about an hour and 15 minutes. Visiting other campuses is easy, too, as there are over a score of colleges and universities within 70 miles.

Student Services

The management of residential halls, extracurricular activities, and various student services is coordinated by the Office of Student Affairs, which is located on the upper level of Decker College Center. The Dean of Student Affairs and staff members are readily available to talk with individual students and groups; the goal of the Student Affairs staff is to help students make the best use of the College's and students' own resources and opportunities.

Residences

A student's residence experience is often an important facet of attending college, and the residence hall is far more than a place to sleep. Learning to live in close proximity with others, making new friendships, and becoming aware of the rights and responsibilities of all concerned are important steps toward acquiring a liberal education. Students who request campus housing and make a nonrefundable deposit are assigned rooms.

Housing

The College offers a variety of living arrangements. There are three traditional residence halls in which men and women are separated by floors. These are Albert Norman Ward Hall, Blanche Ward Hall, and McDaniel Hall; they contain single, double, and triple rooms, and, in some instances, suites. Daniel MacLea Hall is designed for suite-style living. Students may apply to live in substance-free, and smoke-free areas, academic clusters, and affinity housing. Other areas are reserved for members of a particular fraternity or sorority to live together as a group. Freshmen, sophomores, and juniors are required to live on campus unless they live with their parents, or are over age 25. Exceptions are made by the Residence Life Office. Freshmen live on campus in two single-sex residence buildings, Whiteford and Rouzer Halls. Upperclass students may live in the Garden Apartments, each of which is shared by four students and has its own kitchen, or in the Pennsylvania Avenue College-owned houses that border the campus. All rooms are wired for campus-based cable TV and ethernet, and are provided with a telephone and microfridge.

Resident Staff

The Residence Life program is directed by five professional staff members and 24 Resident Assistants (RAs). An RA is a qualified and trained undergraduate whose job it is to live with students and be available to oversee the quality of life in his or her area. Resident Assistants are responsible for advising individuals, assisting in health or safety emergencies, communicating campus policies to students, and reporting student concerns to administrative staff.

They also provide educational and social programs in the residence halls. The Director of Residence Life, an Assistant Director, three full-time professional Area Supervisors, a graduate Head Resident, and the RAs are responsible for the daily operation of all residence facilities. The Residence Life staff, along with the entire faculty and staff, assist in facilitating an environment of challenge and support. Students will be challenged by out-of-the-classroom experiences as well as by academic experiences.

Roommates

Roommate preference forms requesting information about smoking or non-smoking, study habits, musical tastes, and other considerations are circulated to new students prior to arrival on campus. The Residence Life staff then uses the results in matching potentially compatible persons as roommates. Students may room with friends of their own choosing, but only mutual roommate requests will be honored.

Commuting Students

While about 75 percent of the undergraduate students live in the residence halls, commuting students are a welcome and growing part of the Western Maryland student body. Many live with their parents or guardians within reasonable driving distance. However, a growing number of students are either resuming their college education after a pause of a number of years, or beginning their studies at a later stage in their lives than do more typical freshmen coming directly from secondary school. Some students are seeking a second undergraduate degree. The College urges all of these commuting students to visit the Office of Student Affairs to meet the commuter coordinator and to learn about the services on campus tailored to their special needs. Commuters are particularly encouraged to participate in the many extracurricular activities on campus. (See also Nontraditional Students in the Admissions section and Continuing Education, page 16–18.)

New Student Orientation

During the week prior to the start of the fall semester, an orientation program is scheduled for all new students. In addition to meeting with faculty advisers at this time, students are introduced to the layout of the campus, registration procedures, programs of study, student government, student activities, student services, residence hall facilities, and, in general, a host of people ready to assist new students in settling into campus life successfully. Placement tests are given during this period. There is also entertainment and a picnic at Harvey Stone Park. On the day new students arrive on campus, they and their parents or spouses and other family members are invited to attend the Introduction Convocation and a reception at the President's house.

Dining Service

All residential students other than those living in the Garden Apartments and Pennsylvania Avenue houses are required to subscribe to the meal plan in Englar Dining Hall. Meals are served seven days a week and include continental breakfasts for students who prefer to eat later than the scheduled breakfast hour. Dining services are managed by the Sodexo/Marriott Corporation, and menus include many alternate selections for the diet conscious. Commuting students, parents, and visitors are welcomed to purchase meals.

The snack bar on the middle level of Decker College Center is open seven days a week, with extended evening hours on weekends.

Health Services

Student Health Services located in Smith House provides free confidential medical and health-related services for many acute problems and health maintenance. This includes

office visits, a limited number of medications for the treatment of common ailments, and certain lab tests. Also, students with chronic conditions may arrange for routine care, such as administering prescribed allergy medication. Each student must complete a Medical Record Form before entering. Health Services are directed by the College physician who visits the Center regularly. There are no overnight accommodations.

More comprehensive and specialized care is available at Carroll County General Hospital in Westminster. Students who choose to go to a hospital are responsible for payment for all services at the hospital, including emergency room treatment. The College does not assume financial responsibility for any hospital services, nor for such services as visits to doctors' offices, consultation with specialists, laboratory tests, prescription drugs, x-rays, or immunization shots.

Many parents and guardians carry health insurance that covers their students while at the College; most nontraditional commuting students also have access to health insurance. If not, Western Maryland has made available a comprehensive health insurance program; information about this program is circulated to all students. The College requires that the health of every student be insured.

Counseling Services

Counseling Services are free, voluntary, and confidential. It offers a variety of services to help students adjust to college life, cope with the environment, and plan for the future. Services include short-term personal and group counseling, consultations, referrals to special programs, workshops to educate and improve skills (coping with college life, etc.). The center also offers pamphlets and books on topics of interest to you as a college student (stress management, relationships, etc.).

Career Services

The Career Services Office assists students with career planning and job placement needs throughout their undergraduate experience. Students can meet with a counselor to discuss academic major selection, career choices, employment opportunities, and job search strategies. Resources available to students include: VISIONS, a computerized career decision-making system; e-recruiting; a complete career library; an alumni connections network; information on part-time and summer job opportunities; internship listings; and career-related workshops and seminars. As students approach graduation, they may take advantage of on-campus recruiting, career fairs, credential file service, monthly job bulletins, mock interviewing, and résumé reviews.

Conveniences

Western Maryland maintains services for the convenience of students and faculty in Decker College Center. An Automatic Teller Machine (ATM) provides services for those holding accounts with BB&T Bank or other banks in the MOST system. The College Store sells textbooks and other books, general college supplies, imprinted sports clothing, health aids, CDs/tapes, greeting cards, gifts, and many other items. The Post Office supplies each student with an individual mailbox; stamps may be purchased, and packages mailed and received. The Campus Safety Office is also located on the lower level.

Admissions

Western Maryland College welcomes applications from men and women who desire the lifelong personal and professional benefits of a liberal arts education and who eagerly enter the partnerships necessary to achieve it. Every year the College enrolls approximately 400 first-year students. Among their number are international students and students beyond traditional college age. In addition to entering first-year students, the College welcomes applications from students wishing to transfer from community colleges and other four-year colleges and universities.

Campus Information

Western Maryland College invites prospective students to visit its campus. Touring the campus; speaking with students, faculty, and administrators; and perhaps eating in the College's dining hall (as guests) can add valuable perspective on the College. Western Maryland College regularly holds Open Houses that include formal and informal presentations of information on academic programs, student life, financial assistance, and other pertinent topics.

A wide variety of information about Western Maryland College can be found in the College's various publications.

Prospective students may request College publications and material as well as schedule campus visits and receive information about Open Houses and other special admissions programs by writing to:

The Office of Admissions
Western Maryland College
2 College Hill
Westminster, Maryland 21157-4390
www.wmdc.edu

phoning toll free 1-800/638-5005, or by faxing 410/857-2757 or through Admissions E-mail: admissio@wmdc.edu. Personal interviews and campus tours are available Monday through Friday at 10:00 a.m. and 2:00 p.m. and Saturday by appointment.

Secondary School Background

Prospective applicants should pursue a broad secondary school program. Sixteen high school units are usually considered the minimum preparation for college. Western Maryland College recommends that high school programs include four years of English, three years of social studies, three years of a foreign language, three years of work in laboratory sciences, and three years of mathematics. Whenever possible, students should carry more than the minimum academic load and participate in enriched or accelerated high school courses.

Admission Evaluation

Western Maryland College evaluates the potential academic success of each candidate by considering the following:

- Secondary school courses and grades, with special consideration given to accelerated courses;
- Aptitude and achievement tests;

- Personal traits, goals, and motivation;
- Recommendations and evaluations by principals, counselors, and teachers; and,
- Participation in nonacademic activities.

All candidates for admission must take either the College Board Scholastic Assessment Tests (SAT-I) or the American College Testing (ACT) Assessment Test. Students should take one of these tests at the end of their junior year so results will be available for completing college applications early in the fall of their senior year. The CEEB code for WMC is 5898.

SAT/ACT Optional Plan

This option is open only to students who:

- Are in the top ten percent of their high school class as verified and reported on the official high school transcript OR
- Have earned a cumulative GPA of 3.5 or better on a 4.0 scale in college preparatory coursework.

Students choosing this option must indicate so by checking the appropriate box on the WMC paper or electronic application or by attaching a request in writing to other types of applications such as the Common Application.

All students wishing to be considered for non-need based awards and/or the WMC Honors Program must submit the results of the SAT/ACT testing.

The Application Process

A complete application for admission to Western Maryland College consists of the application form, official secondary school and college (if any) transcripts, official scores from the SAT or ACT tests (unless optional plan, see above), recommendations, and a \$40 nonrefundable application fee. Deadlines for receiving completed applications are December 1 for Early Action, February 1 for Academic Scholarship consideration, and March 15 for regular admission. Early Action applicants will be notified by December 30; all other applicants for the entering class will be notified beginning on March 1. Applications from transfer students will be accepted until July 1. Complete applications along with a \$40 nonrefundable application fee, should be sent to:

The Office of Admissions
 Western Maryland College
 2 College Hill
 Westminster, Maryland 21157-4390

Applications will also be accepted over the Internet, (www.wmdc.edu).

Western Maryland College accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools or the CommonApp website.

The College's Admissions Committee may request additional high school grades, test scores, admission interview, and recommendations.

Transfer Application

Each year, about 20 percent of Western Maryland College's new students have transferred from two- and four-year colleges and universities. Western Maryland grants transfer credit for courses that are standard liberal arts courses or that compare to the offerings of WMC if the institution is accredited; no grades of D will be approved for transfer.

To transfer to Western Maryland College, students should:

- submit a completed application along with the \$40 application fee,
- have official transcripts sent from all secondary and postsecondary institutions attended,
- have official SAT or ACT scores sent unless 30 credits have been earned at an accredited institution,
- have the Dean of Students of the previous college complete and send a statement of good standing.

Nontraditional Students

Western Maryland College encourages applications from adults who have not begun or who have interrupted their college educations. They may enter Western Maryland as either full- or part-time students and are eligible for financial assistance. Annually the College enrolls a significant number of these nontraditional students and makes efforts to be sensitive and responsive to their unique academic situations and needs. The Office of Academic Affairs and the Nontraditional Students Organization both provide advice and support for adult students who return to college; and in addition to their regular academic advisers, two members of the faculty serve as special advisers to nontraditional students.

International Students

Western Maryland College has enrolled international students since 1890. The College continues an active commitment to the broadest educational and social experience particularly in bringing together students from diverse cultures. Western Maryland College invites and welcomes international students to enrich our campus; the College strives to provide them with an outstanding American education. In this respect, the College is committed to the principles of international education as defined by the National Association of Foreign Student Affairs: Association of International Educators.

In practical terms, the College:

- seeks students with appropriate preparation from all over the world;
- awards academic scholarships to accepted international students who have demonstrated need and have outstanding academic ability;
- provides international students not only with all services available to American students (academic advising, career and personal counseling, orientation, etc.), but also makes available services to meet their special needs, including special sections of English composition and reading for non-native speakers, an International Student Adviser who serves as liaison with the U.S. Immigration and Naturalization Service, and separate international student orientation;
- responds to the special dietary and housing needs of international students;
- has access to the many religious and cultural centers of Baltimore and Washington, D.C.; and
- considers international students in its institutional planning.

In addition to the usual application materials listed above, international students must submit official copies of their scores on the Test of English as a Foreign Language (TOEFL minimum score of 213 accepted), and results from any and all secondary school, university, and national examinations; copies of diplomas and certificates (translated in English) are also required. International students must also submit a Certificate of Finances form. A limited number of scholarships is available to qualified international students.

The WMC-Budapest Program

In October 1993, Western Maryland College in Westminster, Maryland, U.S.A., established a branch in Budapest, Hungary. This special program educates young men and women from Europe and other parts of the world who are interested in preparing for careers in the new global marketplace. Located at the “crossroads” of central Europe, WMC-Budapest, in cooperation with College International Budapest and International Studies, Inc., offers a four-year undergraduate program in business administration and economics, communication, and political science leading to the award of a bachelor of arts degree. This prime geographic location, as well as recent political and economic changes in the region, led to the decision to launch this program. It combines American “high-tech” business principles with student-centered liberal arts study tempered by both European and American intellectual traditions.

Students accepted into the WMC-Budapest program spend two years in Budapest and two years at Western Maryland’s home campus in the United States. The initial two years in Budapest feature Western Maryland courses taught in English by highly experienced faculty who have lectured both in the United States and Europe. Successful completion of the entire four-year program results in the awarding of a B.A. degree from Western Maryland College.

The Honors Program

Western Maryland College’s Honors Program features specially designed courses each semester from freshman through junior year and a senior seminar. Honors students may live in special housing, participate in special out-of-class activities, and attend informal discussions with guest speakers. Enrollment in the Honors Program is limited and is by invitation only. Questions regarding the Western Maryland College Honors Program should be addressed to the Admissions Office or to the Director of the Honors Program.

Advanced Standing and Placement

Western Maryland College makes decisions on advanced placement in specific academic areas, excluding the Basic Liberal Arts Requirements, based primarily on the student’s high school program and potential major. Although College Board achievement tests are not required for admission, they often assist in determining placement.

Advanced Placement Test

The Advanced Placement Test (APT) scores are normally accepted by Western Maryland College on the following basis:

Test Score

- 5 or 4: Student may receive advanced placement plus eight hours credit (except Calculus AB and Computer Science AB receive 4 hours credit).
- 3: Student may receive advanced placement plus four hours credit (except Calculus AB receives credit as determined by the Mathematics and Computer Science Department).
- 2: The department concerned determines placement, but generally no advanced placement is given. No credit is given.
- 1: No advanced placement or credit given.

College Placement and Credit by Examination

In addition to granting college credit based on Advanced Placement Test results, Western Maryland College grants to enrolling students college credit for Liberal Arts subject areas based on the results of the College Level Examination Program (CLEP). Placement and credit will be granted to those whose CLEP scores are equal to or above the American Council of Education's recommended minimum scores. These scores are listed in the College Board's publication *College Placement and Credit by Examination*.

Credit in Escrow

Credit for college courses taken while a student is still enrolled in high school is determined by the same standards used for granting transfer credit.

International Baccalaureate (IB) Diploma

Western Maryland College recognizes IB-level work and grants a maximum of one year of credits (32 hours) for examinations in higher level courses only. Credits are awarded as follows:

Test Score

- 5 or higher: Student will receive eight hours credit.
- 4: Student will receive credit at the discretion of the appropriate department.
- 3 or lower: Student will not receive credit.

IB credits may be counted toward Basic Liberal Arts requirements, major or minor requirements, or electives in the same manner as Advanced Placement credits. Students should confer directly with departments to determine exact placement in departmental courses.

Special Students

Secondary school students, students from other colleges, and nontraditional students are welcome to enroll for specific classes without completing the regular admission application or enrolling as degree candidates. Special students may take a maximum of eight credits before seeking admission to the College. The progress of special students is monitored by the Office of Academic Affairs. Registration forms for special students are available from the Office of the Registrar.

Students with Special Needs

Western Maryland College makes programs and activities on its campus available to every enrolled student and is committed to offering a campus environment free of discrimination and bias in matters affecting individuals with disabilities. The College admits qualified students and believes that no one should be barred from an education because of a disability. Program accessibility is assured by means of reasonable learning activities offered by the College; the Academic Skills Center/504 Office provides services to students with disabilities enrolled at Western Maryland College. As stated in Section 504 of the Rehabilitation Act of 1973, it is the student's responsibility to make his or her disabling condition known and to request academic adjustments in a timely manner. Educational testing is required and should be no older than two years. In some cases, the ASC Coordinator will call the high school or the professional who performed the testing in order to gain a broader understanding of the student's abilities.

Financial Aid

Western Maryland College supports a program of financial aid to eligible students on the basis of both need and merit. The College is able to do this through its endowment, gifts, and grants, and through cooperation with certain government programs and other resources for student aid. Over 75 percent of the current student body receives some form of financial assistance. A family's total financial resources and obligations are considered in awarding aid; it is expected that students and their families assume as much responsibility for educational expenses as they are able. The family income of students presently receiving financial aid ranges from low income to high middle income. Students are admitted to the College based on academic and other nonfinancial criteria prior to consideration of their applications for financial aid.

Students who have been accepted by the College and can demonstrate financial need as required by the federal government may be eligible for assistance in the form of grants, loans, and opportunities for student employment. Frequently an award is a "package" of these resources, plus any awarded academic scholarships, tailored to the student's needs. Aid is also available from many other sources, both public and private. Many awards carry provisions for annual renewal for students who do well academically and whose financial circumstances remain unchanged. To find out about eligibility for financial aid, students must apply.

Note: All non-need-based scholarships provided by the College are limited to one per student.

The Application Process

Students must submit a completed Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education's Federal Student Aid Program. WMC's code is 002109. FAFSAs are available at secondary school guidance offices and from the Western Maryland College Financial Aid Office. Students can also complete the FAFSA online at www.fafsa.ed.gov. In addition, students must submit a Western Maryland College Institutional Aid Application directly to the College. These applications are mailed to all applicants for admission or may be obtained by calling the Financial Aid Office.

Students are strongly urged to submit the FAFSA by March 1 (it cannot be submitted before January 1). Prospective freshmen should submit the Western Maryland College Institutional Aid Application by March 15. Awards are generally announced beginning in February. Students are required to submit copies of their and their parent(s) federal tax returns for the previous year, and the College reserves the right to adjust an award based on this information. Students are urged to submit these copies as soon as they are available. The Financial Aid Office is the only College office empowered to make offers of financial aid.

Since the total amount of College financial aid available in a given year is limited, it is to a student's advantage to apply for financial aid as soon after January 1 as possible. Applicants must be accepted by the College for admission before financial aid is awarded.

Each student is urged to contact his or her high school counselor regarding state and local sources of aid to supplement potential aid from the College.

Financial Aid Counseling

Parents and students who desire assistance and information on financial aid are encouraged to visit the Financial Aid Office in Elderdice Hall. The Financial Aid staff reviews a student's eligibility for aid of various types, describes applicable alternatives, and explains the process involved.

A financial aid brochure containing detailed information about how to apply for aid is available upon request from the Offices of Admissions or Financial Aid.

Note: Students must apply for financial aid by the appropriate deadline prior to each academic year in order to have their financial aid renewed. Renewal students receive their financial aid awards in June. Western Maryland students who were initially not eligible for financial aid or who have never applied for financial aid may do so by submitting the required forms. Students whose financial circumstances change should be aware that financial aid can change accordingly.

Academic Scholarships

Western Maryland College awards more than \$9 million each year in scholarships to academically talented students. The renewable awards include scholarships, which range in value amounts from \$3,000 to full tuition.

First-Year Students

In order to be eligible for the scholarship awards, the student must be a high school senior with an outstanding academic record, and have SAT scores well above the national average. Information concerning Academic Scholarships is available through the Office of Admissions.

Transfers

In order to be eligible for academic scholarships, a transfer student must have completed at least one year of college work with a grade point average of 3.2 or higher.

In order to renew the Academic Scholarships, a student must maintain a stipulated grade point average in their Western Maryland College course work.

College Grants

A substantial number of grants valued from \$100 to \$14,000 are awarded to students each year based upon their financial need. Endowed and special scholarships that are a portion of these need-based awards are listed beginning on page 182.

Family Tuition Reduction Grant

Western Maryland offers families with more than one immediate family member at WMC a special tuition reduction grant. The grant is \$2,000 and is listed on the second family member's financial aid award and bill. The grant will continue each year as long as there are two family members enrolled full time in the undergraduate program. If more than two members attend WMC simultaneously, the tuition reduction will apply for each additional person.

Carroll County Scholarship

Western Maryland College offers residents of Carroll County, Maryland, who are enrolled full time a \$1,500 renewable tuition scholarship. In order to receive this scholarship, the student must be a resident of Carroll County for at least twelve consecutive months immediately prior to enrollment and must maintain residency. The residence of a dependent is determined by the residence of his or her custodial parent/guardian. A student does not have to demonstrate financial need in order to qualify. The scholarship is renewable annually by signing and returning the financial aid award letter.

Eagle Scout/Gold Award Scholarship

Eagle Scout and Gold Award recipients are eligible for a \$2,000 renewable tuition scholarship. In order to receive this scholarship, students must be full time and have at least a 2.50 GPA and a minimum SAT-I combined score of 1000. They are required to send a letter of recommendation from their troop leader and a copy of their certificate. The deadline for application is February 1.

Junior Achievement Scholarship

Western Maryland College offers a \$2,000 Junior Achievement tuition scholarship to high school students participating in Applied Economics with at least a 2.50 GPA in school and 1060+ on the SAT-I. The scholarship is renewable for all four years, and students must write a letter to the Admissions Office stating they are interested in applying for the scholarship. The deadline for application is February 1.

AFS-American Field Service Scholarship

Western Maryland College offers a \$2,000 tuition scholarship to AFS returnees who have a minimum 2.5 GPA and at least a 1000 on the SAT-I. The deadline for application is February 1.

Federal Grants

Federal Pell Grants are based solely on financial need. The amount of the grant is established by the U.S. Department of Education, based on a formula using family income and assets. The amount of the award may vary from year to year depending on changes in family income or federal regulations. To receive a Federal Pell Grant, a student must be enrolled as at least a half-time undergraduate student and must be a citizen or permanent resident of the United States. Every student interested in financial aid must apply for a Federal Pell Grant. Application is made by completing the FAFSA.

Maryland State Grants

Any Maryland resident who intends to apply to the College for financial aid must apply for the Maryland State Scholarships and Grants. The FAFSA must be filed by March 1. Applications may be obtained from high school guidance offices or the Western Maryland College Financial Aid Office. Maryland students should also contact their state delegate and senator for scholarship consideration.

Other State Grants

Other states which have grant reciprocity with Maryland include: Connecticut, Delaware, Maine, Rhode Island, and Washington, D.C. Some of these states require a separate application while others use the FAFSA. The applicant should check for his or her state's application deadline.

Loans

The Federal Perkins Loan enables the College to assist many needy students. The typical student loan granted is in the range of \$500 to \$1,500 per year. The Federal Perkins Loan carries an interest rate of 5 percent, starting at the time of repayment of principal and interest which commences for new borrowers nine months after the student ceases to be enrolled at least half time in college.

The Federal Robert T. Stafford Student Loan Program also makes low-interest loans available to students. The maximum loan amount per year is \$2,625 for a student's first-year status, \$3,500 for a student's second-year status, and \$5,500 for a student's third- and fourth-year status. The maximum amount that an undergraduate student may borrow is \$23,000. The interest rate is variable, but cannot exceed 8.25%. For subsidized loans (based on financial need), the federal government pays the interest that accrues while the student is enrolled in college. For unsubsidized loans (generally not based on financial need), the student is responsible for paying all the interest that accrues on the loan.

Federal Work Study

Many students hold part-time jobs on campus during the academic year. Jobs are available primarily for students who have been awarded financial aid packages which include Federal Work Study. Students participating in these opportunities may earn between \$500 and \$2,000 a year. New students are mailed a list of job openings in August. In addition, job openings are listed on the Financial Aid Office bulletin board or at the individual departments.

Typical student employment includes positions such as library aides, dining hall workers, and assistants in the offices of Admissions, Public Information, and other administrative areas. Many students work in Decker College Center at the Information Desk, in the College Store, managing the game rooms and lounges, and in the College Activities Office. Jobs in the Athletics Department range from lifeguarding at Harlow Swimming Pool to managing admission at varsity events.

Satisfactory Progress Standards

All students receiving financial aid must meet Western Maryland College's academic satisfactory progress standards in order to continue receiving aid each year. The U.S. Department of Education mandates that standards of satisfactory progress be set and maintained by all students receiving federal funding.

Students not making satisfactory progress will be notified and placed on a one-semester probation. If the standards are not met following the one-semester probation, financial aid will be withheld.

Students with extraordinary circumstances may appeal in writing to the Director of Financial Aid. Students who have been denied assistance based on unsatisfactory progress must successfully meet the satisfactory progress standards before being reinstated on financial aid.

Students who have earned greater than 150 credit hours and wish to receive financial aid should provide documentation with an appeal to the Director of Financial Aid demonstrating why they have not yet received a Bachelor's degree.

Army ROTC Scholarships

The Army Reserve Officers' Training Corps program at Western Maryland College offers four-, three-, and limited two-year scholarships to qualified applicants. Army ROTC scholarships are awarded by a national board based on academic merit and leadership potential. The scholarship amount is \$16,000 plus textbooks and \$150 per month for up to ten months of each academic year. WMC awards ROTC scholarship recipients with tuition, room and board grants which, when combined with the ROTC funds covers the total cost of education. These awards are renewable annually, contingent on the student maintaining a minimum 2.50 cumulative grade point average. Four-year scholarship applications must be submitted by November 1 of the year prior to college entry. Information and applications may be obtained from high school guidance offices, the Military Science department at the College, or by writing to Army ROTC Scholarships, Fort Monroe, VA 23651.

Air Force ROTC Scholarships

Air Force ROTC is available to students at Western Maryland College through an agreement with the University of Maryland at College Park, MD. Western Maryland students are eligible to compete for all Air Force ROTC scholarships. The two-, three-, and four-year scholarships cover tuition at both institutions and all required textbooks. They also provide \$150 per month subsidy, and pay for pilot and navigator training programs. Students who are interested in Air Force ROTC should contact the Military Science department at the College or write to Air Force ROTC, Det. 330, Cole Fieldhouse, Room 2126, University of Maryland, College Park, MD 20742-1021.

Veterans' Administration Benefits

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

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

Installment Plans

Western Maryland makes available an installment plan for convenience in paying college expenses; the College also provides information on commercial tuition payment plans. (See College Expenses: Payment of Bills.)

This financial aid information was correct at the time this catalog was written. Changes in required forms, filing dates, amounts of money and other matters, many beyond the control of the College, are constantly taking place. Because of possible changes, financial aid applicants should contact the Office of Financial Aid for current information.



Expenses/Services

Western Maryland has always attempted to keep its fees within the reach of those students coming from families with moderate incomes while offering a liberal arts education of outstanding value. The success of this effort has been recognized by Edward B. Fiske, education editor of the *New York Times*: Western Maryland College is one of 220 colleges featured in Fiske's book *The Best Buys in College Education*, Times Books, 1987.

The regular academic year for undergraduates consists of a fall semester, the January Term, and a spring semester. Students enrolling for 12 or more credit hours in the fall and spring semesters are charged tuition as full-time students. Students enrolled for more than 22 credits are billed \$400 for each credit hour over 22. Students enrolling for less than full time will be charged at the part-time rate. Full-time undergraduates are entitled to enroll in one January Term without paying additional tuition. For information concerning our January Term, please refer to the January Term catalog.

Tuition and Payment of Bills

The College attempts to make the tuition charge comprehensive; thus, it includes Student Health Service fees and Student Activities fees. The tuition for part-time and special students is \$642 per credit hour. Students who are at least 24 years of age and are seeking an undergraduate degree are eligible for a reduced tuition rate. Students who meet these criteria qualify to enroll for the first 12 undergraduate credits at 1/2 the regular tuition rate.

Nondegree-seeking students who meet the aforementioned criteria and who additionally have no previous college credits are eligible to take one undergraduate course (4 credits) tuition free and are required to pay a nonrefundable \$30 deposit. To apply for these grants, students should contact the Admissions Office.

The College divides basic charges into two half-year billings, the first payable by August 3, 2001, and the second by January 4, 2002. An additional charge (late payment penalty) of 1-1/2% a month on the unpaid balance or \$25, whichever is greater, will be added if payment is not received in the Bursar's Office on or before the payment due date and on the unpaid balance of each succeeding month throughout the session. The proceeds of a Federal Stafford Loan or Federal Supplemental Loan are exempt from the late payment penalty provided a completed application is received by the Financial Aid Office at least four weeks prior to the first day of the semester. Additional bills for miscellaneous fees, library fines, property damages, etc. are mailed as charges are incurred. Checks should be made payable to Western Maryland College and mailed to the Bursar's Office. No student will be permitted to enter class, receive grades or transcripts, advance from one class to another, or be graduated until all financial obligations are met. The student is responsible for attorney's fees and other costs necessary for the collection of any amount due.

Students normally preregister for the following semester during assigned periods as outlined in the Registrar's Courses of Instruction booklet.

Students may receive their class schedules and complete their registration prior to the first day of the semester. A \$35.00 late registration fee will be charged to students completing their registration on or after the first day of the semester.

For the convenience of parents desiring monthly payment arrangements, Western Maryland in partnership with Tuition Management Systems offers choices to afford your education. Whether you prefer to pay the annual expenses by an interest free 10 month Tuition Contract or a low interest loan, TMS's counseling services helps keep your payments affordable and loan debt at a minimum. Families may make inquiries at TMS's toll-free number 800-722-4867 or on-line at www.afford.com. Other commercial plans are available and may be obtained from the Bursar or Financial Aid office.

A schedule of tuition and fees follows:

Average Undergraduate Student Expenses

College Year 2001–2002	Resident	Nonresident
Tuition per semester ¹	\$ 10,275.00	\$ 10,275.00
Matriculation fee ²	\$ 350.00	\$ 350.00
Residence Halls/semester ³	\$ 1,320.00	
Residence Security Deposit ⁴	\$ 100.00	
Board/semester ⁵	\$ 1,405.00	
Average total/semester (includes tuition, room & board)	\$ 13,000.00	\$ 10,275.00
Average total/year	\$ 26,000.00	\$ 20,550.00

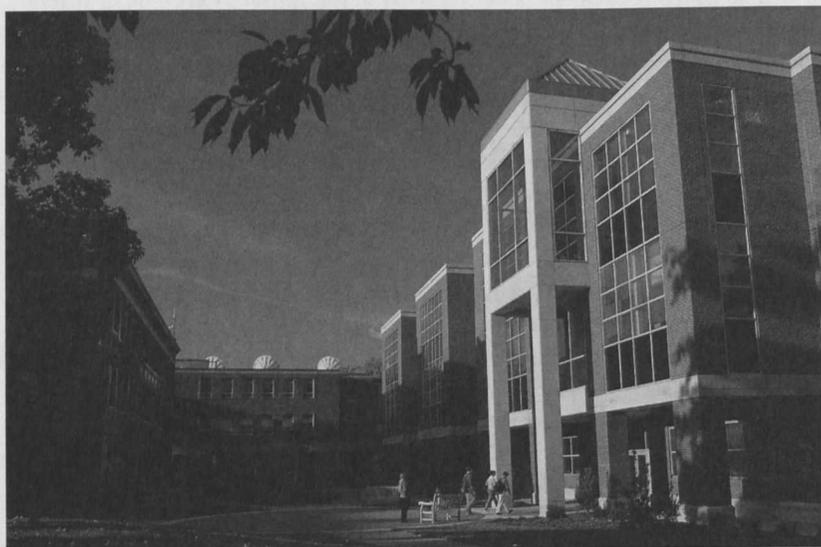
¹ Comprehensive fee. Students enrolled for more than 22 credit hours are billed an additional \$400 for each credit hour over 22.

² One-time fee required to reserve the student's place in class. The deposit paid at the time of acceptance is deducted from the first semester's charges.

³ Two persons per room in campus residence halls.

⁴ One-time deposit; returned when student leaves campus housing. See Section—"Residence Security Deposit."

⁵ Board is optional to residents of Garden Apartments, Pennsylvania Avenue houses, and commuters. Represents cost for 15 meals average per week or 220 meals per semester. Modest increases in tuition, room, and board may be expected each year.



Miscellaneous Fees

A current listing of miscellaneous fees is available in the Bursar's Office. Examples of those fees follow:

	Semester	Annual
Student Teaching fee	\$ 350.00	
Music fee (private lessons)	\$ 200.00/1/2 hr.	
	\$ 400.00/hr.	
Physical Education fees:		
Bowling	\$ 28.00	
Lifeguarding	\$ 60.00	
Skiing	\$ 105.00 no rental	
	\$ 140.00 full rental	
Racquetball	\$ 20.00	
Wallyball	\$ 20.00	
Late Registration fee	\$ 35.00	
Transcript fee	\$ 5.00 (per copy)	
Parking Registration fee		\$ 40.00
ID Replacement fee	\$ 10.00 (each replacement)	
Post Office Key Replacement fee	\$ 10.00 (each replacement)	
Yearbook		\$ 50.00
Photography Class fee	\$ 50.00	
Ceramics fee	\$ 25.00	
Jewelry fee	\$ 30.00	
Sculpture fee	\$ 15.00	
Prejudice & Power Class fee	\$ 35.00	
Audit Tuition rate		
(1/2 of regular credit hour)	\$ 321.00	

Room fees

Freshman, sophomore, and junior students are required to live on campus unless they live with their parents, are married, or are over age 25. Exceptions are made by the Residence Life Office. Students are assigned single, double, or triple rooms in the Residence Halls. Double and single rooms are available in the Garden Apartments and Pennsylvania Avenue houses. The semester rates for these rooms follow:

Residence Halls

double	\$1,320.00
single	\$1,500.00

Garden Apartments

double	\$1,550.00
single	\$1,750.00

Pennsylvania Avenue Houses

double	\$1,500.00
single	\$1,700.00

The Garden Apartments and Pennsylvania Avenue houses are equipped with kitchen facilities.

All students living in College-owned housing will be charged full-time tuition.

All students desiring College housing must make a deposit of \$200 in the spring before room assignment will be made for the following fall. This is subsequently credited toward the room charges when billed.

Board Fees

The College offers a “block plan” rather than the “traditional meals per week” in order to provide maximum flexibility. The plan provides a block of meals to be allocated by the student over the course of the semester. The number of meals consumed each week (or day) is at the discretion of the student and unused meals may be carried forward throughout the semester.

Students residing in the residence halls are required to subscribe to the 220 meal block plan in Englar Dining Hall and the Grille and Pub. This meal plan averages 15 meals per week. Residents of the Garden Apartments and Pennsylvania Avenue houses and commuters may select any meal plan option by submitting a request to the Bursar's Office. The block plans and the semester costs for 1999–2000 are as follows:

220 Block Plan: \$1,405.00 per semester. The student is given \$50 debit dollars per semester and 5 guest passes at one-half price. Thirty meals may be used in the Grille and Pub from 7:00 p.m. to midnight.

90 Block Plan: \$655.00 per semester. The student is given \$50 debit dollars per semester and 5 guest passes at one-half price. Thirty meals may be used in the Grille and Pub from 7:00 p.m. to midnight. Students completing their “Student Teaching Certification” that reside in a residence hall may select this plan for that one semester. This meal plan averages 6 meals per week.

5 Lunch Only Plan: \$310.00 per semester. Students may have lunch in Englar Dining Hall Monday through Friday.

Additional meals may be purchased in small blocks as needed. January Term also provides a 36-meal plan to students residing in residence halls for the 3-week session. The cost is \$225.00 and averages 12 meals per week.

Students with meal plans have their I.D. cards activated as Allcard debit accounts. Commuter students also have debit card capabilities. The card is used to gain access into the Dining Hall; purchase books, supplies, and clothing at the Book Store; purchase meals and snacks at the Grille and Pub; or pay telephone charges. The I.D. cards of ALL students have vending debit card capabilities for the soda and snack machines, washers, dryers, and the Hoover Library copiers. Please refer to the Allcard Dining Plan and Vending brochure for more information.

For more information on any of the meal plans, contact the Bursar's Office.

Health Insurance Fees

A Student Health Insurance fee of approximately \$320 is charged to all students each academic year. Waiver forms are included with the billing information and must be submitted by the due date to the Bursar's Office to cancel the charge. Information concerning the insurance and waiver forms may be obtained from the Student Health Center.

Refund Policy

The College must make financial commitments to its faculty, staff, and service contractors on an annual basis. It is assumed a student will not withdraw from the College during a semester. Should withdrawal become necessary because of prolonged illness or similar unusual circumstance, the following refund policy will prevail:

Tuition refund in event of withdrawal:

First week	80%
Second week	60%
Third week	40%
Fourth week	20%
After fourth week	no refund

Room

There will be no refund unless the room can be occupied by a nonresident student. If the room is filled, the refund will be prorated from date of withdrawal.

Board

A pro rata refund will be made from date of withdrawal. For students enrolled in the Allcard Meal Plans, there is no refund of monies deposited in the plan except upon official withdrawal from the College. A \$20 administrative fee will be charged.

The effective date of withdrawal is the date upon receipt of the Withdrawal Form in the Office of Academic Affairs. Should a credit balance be generated due to a reduction in tuition or other charges when a student withdraws, policies regarding refunds to federal aid programs will take precedence. Any remaining credit balance will be mailed to the billing address at the end of the academic semester.

It may happen that financial aid postings may exceed the cost of tuition, room, and board. If this occurs, a credit balance will appear on the billing statement. The College will maintain the credit and apply other cost-of-attendance charges such as books, supplies, transportation, miscellaneous personal expenses, or other institutional charges incurred at the student's discretion. The student may rescind this procedure at any time. The student may request a refund of the credit from the Bursar's Office at any time.

Academic Achievement

Western Maryland College Honors Program

Students with outstanding academic records and standardized test scores are invited to apply for the WMC Honors Program. As members of the program, they may take specially designed courses together each semester, may participate in special activities together, and may reside in common housing.

Honors students who complete the Honors Program and earn a cumulative GPA of 3.40 or better receive certificates designating them College Scholars at graduation.

Phi Beta Kappa Society

Phi Beta Kappa was established in 1776 as a philosophical society. Eventually, it evolved into the paramount honor society for the liberal arts in the United States and consists at present of 262 local chapters. Its goal is to support, foster, and recognize the excellence of liberal arts scholarship in the institutions of higher education in America. The Delta of Maryland Chapter at Western Maryland College was established in 1980. The chapter consists of members of the society who conduct the business of the society and elect student members, usually in the second semester of their senior year.

The requirements for membership include a major in the arts and sciences, exceptional scholarly achievement, broad cultural interests, and good character. Candidates must present a program including no fewer than 96 credit hours of liberal studies (or at least $\frac{3}{4}$ of the courses required for the B.A. degree) and have obtained a minimum average grade point specified by the chapter. Liberal studies shall be considered to be those designed principally for knowledge or understanding or appreciation of the natural and social world in which we live. Grades earned in applied or professional work may not be counted in computing the liberal arts hours or the grade point average for eligibility.

In considering a candidate's eligibility, weight will be given to the breadth of the program as shown by the number, balance, and variety of courses (including some at the upper-level) taken outside the major. Also, students must have demonstrated knowledge of mathematics and a foreign language at a level appropriate for a liberal education. Election to membership in Phi Beta Kappa is wholly within the discretion of the local chapter, subject only to the limitations imposed by the constitution and by-laws of the chapter.

Eligible candidates will have completed at least three full semesters of work at Western Maryland College and be registered as full-time for the fourth semester. Students who complete their college studies at the end of the summer session or before the end of January will be considered for membership during the following spring.

Questions may be directed to the president or secretary of the Chapter.

Honor Societies

In addition to Phi Beta Kappa, there are nineteen other honorary societies on campus. Two societies oriented toward general accomplishment are Omicron Delta Kappa, a national society recognizing leadership qualities, and the Trumpeters, a local society honoring senior students dedicated to service.

National and international honor societies which recognize academic accomplishment in specific fields are Beta Beta Beta (Biology), Phi Lambda Upsilon (Chemistry), Lambda Pi Eta (Communication), Omicron Delta Epsilon (Economics), Kappa Delta Pi (Education), Phi Alpha Theta (History), Lambda Iota Tau (Literature), Phi Sigma Iota (Foreign Languages), Kappa Mu Epsilon (Mathematics), Omicron Psi (Nontraditional Students), Phi Sigma Tau (Philosophy), Sigma Pi Sigma (Physics), Phi Sigma Alpha (Political Science), Psi Chi (Psychology), Pi Gamma Mu (Social Sciences), Phi Alpha (Social Work), and Alpha Psi Omega (Theatre Arts).

Dean's List

The Dean's List recognizes full-time (12 or more letter graded credit hours) undergraduate students with outstanding academic performances each semester on the following basis:

- Highest honors, requiring a semester grade point average of 3.80 or higher.
- High honors, requiring a semester grade point average of 3.60–3.79.
- Honors, requiring a semester grade point average of 3.40–3.59.

Students who receive a grade of "I" or "NR" in any of their courses are not eligible for Dean's List.

General Honors at Graduation

General honors citations are recognized at graduation and recorded on the diplomas and on the students' permanent records. These honors are:

- Summa Cum Laude, *for a cumulative grade point average of 3.80 or higher.*
- Magna Cum Laude, *for a cumulative grade point average of 3.60–3.79.*
- Cum Laude, *for a cumulative grade point average of 3.40–3.59.*

Eligibility for general honors requires a minimum of 64 credit hours at Western Maryland College or affiliated programs such as overseas programs, the Washington Semester, the U.N. Semester, the Appalachian Semester, the Drew Semester in Brussels, and courses taken at WMC-Europe in Budapest.

Departmental Honors at Graduation

Departmental honors are recognized at graduation and are recorded on the students' permanent records. To receive departmental honors, students must:

- Have a grade point average of 3.40 in all courses taken in the major.
- Satisfy any departmental requirements, such as engaging in a seminar or in independent study, submitting an essay, or passing with distinction a comprehensive examination in the major field.
- Be recommended by the department.

This option is also available to those students with student-designed majors.

Edith Farr Ridington Phi Beta Kappa Writing Award

The Edith Farr Ridington Phi Beta Kappa Writing Award was established by the College's Phi Beta Kappa Chapter to honor Edith Farr Ridington (Senior Lecturer, Emerita, until her death), long-time member of the faculty and charter member and historian of the Delta of Maryland Chapter of Phi Beta Kappa. The award goes to the graduating senior whose paper, written in consideration for honors in a major field, is judged to be the best of those submitted by the various departments or programs.

The Argonaut Award

The Argonaut Award, named for the College's original honor society founded in 1935 and superseded by Phi Beta Kappa in 1980, is given to the graduating senior or seniors with the highest cumulative grade point average in the class. For purposes of this award, the cumulative grade point average will be calculated based upon the student's entire transcript, using both transfer and WMC credits.

Academic Regulations

For a full discussion of academic regulations and procedures, including information on academic loads, change of courses, change of academic advisers, minimum scholastic requirements, class absences, residence requirements, and related topics, students should consult the Student Guide and Datebook and the Guidance Bulletin.

Grades and Educational Records

For each course, the instructor determines the progress of the individual and the class by means of class work, tests, special assignments or papers, projects, conferences, and other procedures that might prove valuable.

Grading System

The scholastic standing of students is indicated by a system of grades designated by the letters A⁺, A, A⁻, B⁺, B, B⁻, C⁺, C, C⁻, D⁺, D, D⁻, F, CR, NR, and I.

A, B, C, and D are passing grades, A⁺ indicating work of the highest rank, D⁻ of the lowest. Students receiving the grade of F must repeat the course if they wish to receive credit for it.

Students receiving the grade of I (Incomplete) for a course must complete the course within one year from the date of record, unless a shorter time has been set by the course instructor or the Admissions Retention and Standards Committee. If the work for which the incomplete was granted is not finished within one academic year, the instructor will determine the grade for the course or an "F" will be assigned. The granting of an incomplete is not an option for graduating seniors in their final semester.

NR (not reported grades) are given when no grade is reported for the student by the instructor. These grades will be changed to an "F" if they are not resolved within one academic year.

Qualified juniors and seniors may elect one course per semester under the Credit-Fail option. To receive credit (CR) for a course under this option, a student must attain a grade of C⁻ or better, but the letter grade is not recorded on the student's record. Grades of "D⁺" or lower are converted to "F" under this option. Although a student must declare the Credit-Fail option prior to the end of the second week of class, he/she can request a change from Credit-Fail to letter grade prior to the end of the semester. Courses taken Credit-Fail will not count toward a minor, nor satisfy basic liberal arts requirements. No more than 4 credits of a major may be taken credit-fail, in accordance with each individual department's rules. All internships and some January Term courses are graded on a Credit-Fail basis only, with the exceptions of student teaching and social work.

Repeat Policy

A student has the option to repeat and pass a course previously failed in order to gain credit hours towards graduation. The student will receive the quality points for the new grade, and the original failing grade will no longer be used to determine the grade point average. The original grade will remain on the student's transcript. If a student repeats a course previously passed, he or she will not gain any new hours toward graduation. If the second passing grade is higher than the first, it will be used to determine the grade point average. If it is not higher, then the first grade will continue to be used. Transcripts will be marked indicating repeated courses. There is no limit to the number of times a course may be repeated.

Grade Point Average (GPA)

The general quality of students' work is determined numerically and is called the grade point average (GPA). The GPA is calculated in two steps. First, letter grades are converted to numerical values on the following scale: A⁺=4.30; A=4.00; A⁻=3.70; B⁺=3.30; B=3.00; B⁻=2.70; C⁺=2.30; C=2.00; C⁻=1.70; D⁺=1.30; D=1.00; D⁻=0.70; F = 0.00. A student earns quality points for each course completed equal to the number of credit hours for the course multiplied by the point value for the grade. Then, the semester grade point average is calculated by dividing the total quality points achieved by the number of credit hours attempted in letter graded courses. Thus, a student taking 4 four-hour courses (totaling 16 hours) who received one A, one B and two Cs would have earned a GPA of 2.75 for the semester. $(4 \times 4.00) + (4 \times 3.00) + (8 \times 2.00) = 44.0 \div 16 = 2.75$.

Similarly, an overall GPA for all work attempted at Western Maryland is calculated by dividing the total number of quality points earned by the total number of credit hours attempted. Transfer credit, AP credit, CLEP credit, and "credit" grades are not calculated in the College's GPA.

To maintain class standing, students must successfully complete the normal program of credit hours with at least a 2.00, or C, average. Any student's record whose cumulative grade point average is less than 2.00 will be reviewed by the Admissions, Retention, and Standards Committee.

The standard rate of progress is 32 credit hours a year, but students should undertake programs they can handle successfully, no matter what the credit hour totals. The number of credit hours that each course carries is stated in the Schedule of Classes.

Retention of Records

Transcript records are permanently held by the Registrar's Office. Documentation pertaining to the registration for each semester is held only for a period of five years. If any questions should arise regarding documentation of enrollment more than five years beyond registration for a course, it will be the student's responsibility to produce proper documentation to support any claim for a change to their record.

Academic Class

Western Maryland College assigns students' class levels according to the following credit criteria:

- 0 to 23 credits = freshman
- 24 to 56 credits = sophomore
- 57 to 84 credits = junior
- 85 or more credits = senior

Minimum Scholastic Requirements

1. While a student planning to graduate in four years should average 32 semester hours a year—from courses taken during the fall and spring semesters, January Term, or summer school—there may be circumstances under which it may be necessary for a student to take fewer than this number of hours in one academic year. However, action may be taken regarding athletic eligibility, financial aid, and college housing because of underloads (fewer than 12 credit hours in a semester).
2. A student whose cumulative grade point average in courses taken at Western Maryland drops below 2.00 will receive a letter of academic warning from the Office of Academic Affairs. This letter may contain certain requirements—such as an interview with members of the Admissions, Retention and Standards Committee or a required improvement in cumulative grade point average—in order for the student to continue at the College.
3. A student whose grade point average in courses taken at Western Maryland falls below the limits listed in the following table may be dismissed from the college. These limits vary with the number of semesters enrolled at Western Maryland and, for transfer students, with both the number of semesters enrolled at Western Maryland and the numbers of transfer hours accepted. In the case of transfer students, credit hours obtained during high school or from advanced placement tests will not be included in assigning the categories shown in the table. A student entering as a freshman who obtains college credit while in high school, from advanced placement tests, or following graduation but prior to full-time enrollment at Western Maryland will not be considered as a transfer student (see chart below).

WMC enrollment in semesters	0 transfer hours	1–15 transfer hours	16–30 transfer hours	31–45 transfer hours	46–60 transfer hours	61 or more transfer hours
1	1.00	1.00	1.25	1.35	1.50	1.50
2	1.50	1.50	1.50	1.60	1.70	1.70
3	1.60	1.60	1.70	1.75	1.90	1.90
4	1.70	1.70	1.80	1.90	1.95	2.00
5	1.80	1.80	1.90	1.95	2.00	
6	1.90	1.90	1.95	2.00		
7	1.95	1.95	2.00			
8	2.00	2.00				

Successful completion of a course requires a letter grade of A⁺ through D⁻, or CR for a non-graded course. Students not making satisfactory progress will have their records reviewed by the Admissions, Retention, and Standards Committee.

Satisfactory Progress Standards (Academic) for Financial Aid

To remain eligible for financial aid, a student must successfully complete at least 75% of credit hours attempted, earn the required total credits, and maintain the required GPA for the semesters listed below:

<i>Number of Semesters</i>	<i>GPA</i>	<i>Credits Earned</i>
1	1.00	12
2	1.50	24
3	1.60	36
4	1.70	48
5	1.80	60
6	1.90	72
7	1.95	84
8	2.00	96

Auditing

An audit is entered on the record as "AU", no credit hours attempted, and no grade or quality points are awarded. The amount of participation required in the course is set by the professor. For a full-time student, there is no additional charge. For a part-time student, the charge is one-half the regular tuition. Students may elect to switch from audit to regular graded status prior to the withdrawal date listed in the Schedule of Classes. Students who choose this option must complete course requirements as assigned, must have the instructor's approval to change from audit to credit, and must pay the price differential. While audited courses appear on student transcripts, they do not carry grades or credit. If the student does not meet the instructor's requirements, the instructor has the right to delete the course from the student's record. For further details on Audits, see the Student Guide and Datebook and Schedule of Classes.

Withdrawal

A student may withdraw from a course and receive a grade of "W" before the deadline specified for that term in the Catalog, Schedule of Classes, and Student Guide and Datebook. This course is not counted in calculating the student's GPA. After the stated date exceptions to this rule may be permitted only by an Academic Dean and only in cases of genuine emergency, such as protracted illness late in the semester. In such cases, a grade of "W" may be permitted provided the student's work was satisfactory ("C" or better) at the time of withdrawal. In the event of withdrawal from the College after the date specified, a student will receive a grade of "WP" (withdrawn passing for grades of "D" or better) or "WF" (withdrawn failing for grades of "F").

Grade Reports

All students and their academic advisers are sent grade reports at mid-semester and at the end of each semester.

The Admissions Retention and Standards Committee reviews student's academic records each semester. A student may be dismissed from the College when his/her academic record is so low as to justify such action. See the Student Guide and Datebook for more information.

Educational Records

Educational records are those records, files, documents, and other material directly related to a student and maintained by the College or any of its agents. Western Maryland College assumes an implicit and justifiable trust as custodian of these records. Access to and release of student records are determined by WMC policy, which complies with Public Law 93-380 (the Family Educational Rights and Privacy Act of 1974, often referred to as the Buckley Amendment). Copies of the Western Maryland College Policy on Release of Information About Students and of the U.S. Department of Education regulations implementing Public Law 93-380 are available in the Registrar's Office. Students receive notification of the rights accorded them under the above documents at the beginning of each academic year. A more complete description of these policies appears in the Student Guide and Datebook.

Academic Program

Western Maryland College offers the undergraduate degree of Bachelor of Arts, which is generally earned in four years. The College also offers two graduate degrees: the Master of Liberal Arts and the Master of Science.

Requirements for the Bachelor of Arts degree allow students to acquire the skills and body of knowledge which are traditionally the benefit of a broad liberal arts education, and also to undertake concentrated study in one or more specialized areas in preparation for graduate or professional school or for post college employment. The requirements include the structured flexibility of the College's Basic Liberal Arts Requirements, and academic majors, dual majors, minors, pre-professional programs, and student designed majors and minors. Although each student is solely responsible for the selection of an academic program that meets the requirements of the College and fulfills his or her educational objectives, academic advisers as well as a career counselor, peer advisers, and other members of the College are available to facilitate this process.

The College's educational programs serve students who enter with firm choices of majors or career ambitions and students who are undecided. Students who enter college with clearly defined majors or career ambitions can immediately begin a specific course of study to achieve their goals, and these studies will be augmented by the College's Basic Liberal Arts Requirements.

It is, however, neither necessary nor always advisable for students to commit themselves to a particular major early in their college careers. Students who enter college undecided about a major or a career, as well as students who discover during the course of their studies that their initial choice of a major or career is no longer appropriate, can

benefit from the exposure to various disciplines offered by the Basic Liberal Arts Requirements. In addition to their broader educational role, these requirements provide students with fresh perspectives on established areas of interest, with opportunities for new experiences in previously unconsidered subjects, and with insights that will assist them in making an informed choice when choosing an academic major.

Western Maryland College reserves the right to change any provision or requirement at any time within your period of residence. However, if a change is made, you have the option of following the requirements in the catalog in effect when you first matriculated at WMC.

Requirements for the Bachelor of Arts Degree

Students must meet the following requirements to graduate from Western Maryland College with a Bachelor of Arts degree:

1. Completion of at least 128 credit hours, the last 32 of which must be taken at Western Maryland. (The 32 hour WMC requirement does not include student teaching for the Education minor.) The 128 credit hours are distributed among major requirements, basic liberal arts subjects, at least one January Term course, and electives.
2. Completion of the Basic Liberal Arts Requirements and competence requirements as outlined below.
3. Completion of at least one of the academic majors offered by the College with an overall 2.00 GPA in the major.
4. Completion of at least one January Term.
5. A cumulative grade point average of 2.00 ("C") or above in all work taken at Western Maryland. (See Grades and Educational Records on pages 32-33).
6. Successful completion of one first-year seminar.

All undergraduate students take 30 percent of their course work in the liberal arts: humanities, the fine arts, mathematics, and the natural and social sciences. A 4-1-4 calendar features a January Term, three weeks of intensive study during which students pursue special topics.

Transfer students and others seeking advanced placement should consult with their academic adviser, a faculty representative of their major department, and the Registrar's Office to determine applicable requirements.

Basic Liberal Arts Subjects

Given the First Principles of the College and its orientation to the liberal arts, the following basic requirements must be completed by every student. Except where indicated, no one course may be used to satisfy more than one liberal arts requirement, and each must be at least a four-credit course.

A student may not carry courses that meet the Basic Liberal Arts Requirements under the Credit-Fail option.

A. HERITAGE SEQUENCE (HS)

The two courses used to fulfill the Heritage Sequence cannot be used to satisfy any other Basic Liberal Arts Requirement.

This two-semester sequence must be chosen from the following:

- History of Western Art I and II (*Art History 1113 and 1114*);
- Great Works of the Western World I and II (*Comparative Literature 2219 and 2220*);
- History of Scientific Thought I: Ancient to 1500 AD and History of Scientific Thought II: 1500 AD to Present (*General Science 2203 and 2204*);
- Western Civilization I, Origins to 1700, and Western Civilization II, 1700 to the Present (*History 1105 and 1106*);
- Understanding Europe I and II (*History 1134 and 1135 - offered at WMC-Budapest*);
- Women in Western Culture I and II (*Interdisciplinary Studies 1107 and 1108*);
- Music of the Western World I and II (*Music 2203 and 2204*);
- History of Ancient and Medieval Philosophy and History of Modern Philosophy (*Philosophy 1113 and 1114*);
- Early Western Political Thought and Modern Western Political Thought (*Political Science and International Studies 1111 and 1112*);
- Theatre of the Western World I and II (*Theatre Arts/Comparative Literature 2225 and 2226*).

B. DISTRIBUTION REQUIREMENTS

Distribution requirements may be satisfied or reduced by scores on Advanced Placement (AP), or College Level Examination Program (CLEP) tests, International Baccalaureate (IB) work, on "Higher" level exams. These results will be determined on an individual basis by the Registrar's Office and will be made known to the student and his/her adviser.

The designations for courses which satisfy the various Distribution and Competency requirements can be found in the Schedule of Classes, available from the Registrar's Office prior to the enrollment period for each semester.

Global Perspective (GP)

All cross cultural studies courses fulfill this requirement as does any other course so designated by the faculty. Global Perspective courses are indicated in the catalog.

Courses designated as fulfilling the Foreign Language (FL), Humanities (HU), and Social Science (SS) requirements, and which are cross-listed as Global Perspective (GP) courses, may be used to satisfy BOTH the Global Perspective Requirement AND all or part of another distribution requirement.

Humanities (HU)

Three courses, from three different categories, among the following: Art History; History; Literature (American, British, Comparative, French, German, Latin, Spanish, and EPE3345); Cinema Studies; designated Interdisciplinary Studies; Music History or Appreciation; Philosophy; Religious Studies; Theatre History or Appreciation.

Natural Science and Mathematics (NSM)

Two courses, from different categories, among the following: Biology; Chemistry;

General Science; Mathematics; Physics; and EPE 2230 and 3325.

Social Sciences (SS)

One course from Economics, Political Science and International Studies, Psychology, or Sociology; and Communication 2202.

C. COMPETENCE REQUIREMENTS

English Composition (EC)

With the exceptions noted below, all students must demonstrate competence in English composition both by passing English 1101/1105 and 1102 and by passing the English Competence Test administered as the final examination in English 1101. Students who do not pass the writing exam the first time will be given additional opportunities to do so prior to their graduation.

Students who have received grades of 4 or 5 on the Advanced Placement (AP) Test have satisfied the requirement and will receive 8 additional credits. Students who have received a grade of 3 on the Advanced Placement (AP) English Test are exempt from the ENG 1101/1105 portion and the departmentally administered exam only and will receive 4 additional credits.

Incoming students who have received grades of 670 or higher on the Verbal portion of the Scholastic Aptitude Test (SAT) will be exempted from ENG 1101/1105 and the departmentally administered exam, but will not receive any additional credits.

Students who have received a grade of "C-" or better for courses comparable to English 1101/1105 and 1102 prior to their enrollment at Western Maryland are not required to take the departmentally administered writing exam.

Exercise Science and Physical Education

With the exceptions noted below, all students must present evidence of an acceptable level of knowledge and competence in courses involving (PEF) fitness (EPE 1001–1055 and EPE 1101–1155) and (PES) skill (EPE 1066–1099 and EPE 1166–1180). The requirement includes the completion of four such courses, with at least one coming from each category.

Students may reduce all or some of this competence requirement by acceptable performance on departmentally administered proficiency tests or by participation on one or more of the teams in the College's intercollegiate athletic program. Evidence of such performance or participation must be certified by the Exercise Science and Physical Education Department Chairperson.

Foreign Language (FL)

You are required to take and pass one or two courses in a foreign language, depending upon your performance on the Foreign Language Department placement exam. If you place at the 1102/1103 level or higher, you need to complete one course in that language. If you place at the 1101 level, you need to complete 1101 and 1102 in that language.

International students whose native language is not English are exempt from this requirement.

Mathematics

All students are required to demonstrate competence in both arithmetic and basic algebra.

Students have two methods to satisfy this requirement:

1. The College administers proficiency tests in arithmetic and basic algebra during the summer guidance days and four times during the academic year—in September prior to the start of classes, in November, at the end of the January Term, and in April—for all enrolled students. Students who pass these examinations also receive placement into various mathematics courses and are eligible to enroll in various classes, in a variety of programs, for which these tests are prerequisites.
2. Students may also enroll in the non-credit workshops in Arithmetic (MA 0001) and Basic Algebra (MA 0002), either as preparation for taking and passing the proficiency tests or as an alternative method for demonstrating competency in these subjects by performing at a satisfactory level during the semester-long workshops.

Majors

Art	Mathematics
Art History	Music
Biology	Philosophy
Business Administration	Physics
Chemistry	Political Science/International Studies
Communication	Psychology
Economics	Religious Studies
English	Social Work
Exercise Science and Physical Education	Sociology
French	Spanish
German	Theatre Arts
History	

Major Requirements

Each major offers a basic program, involving up to 50 credit hours of required course work within the discipline and sometimes from supplementary disciplines. No more than 52 credit hours in any one subject may be counted toward the 128 hours required for graduation. A student must have a 2.00 or better average (on a 4.30 scale) in courses required for the major. A description of each major is given in the Guidance Bulletin, available from the Registrar's Office.

In addition to the basic major, many departments offer additional programs that involve particular courses to help students focus on or achieve specific goals. The Guidance Bulletin provides further information.

Dual Majors

Many departments offer students the option of combining work from two or more disciplines to achieve a program with a broader perspective. Usually a dual major requires more hours than a basic major in a single department. For dual majors, the student will be required to have a 2.00 GPA for all courses required by each separate discipline. The available dual majors are listed below.

ART

Art-Communication

ART HISTORY

Art History-History

BIOLOGY

Biology-Chemistry (Biochemistry)

Biology-Mathematics

BUSINESS ADMINISTRATION

Business Administration-Business German

Business Administration-Economics

CHEMISTRY

Chemistry-Biology (Biochemistry)

Chemistry-Exercise Science and Physical Education (Exercise Chemistry)

COMMUNICATION

Communication-Art

Communication-English

Communication-Theatre Arts

ECONOMICS

Economics-Business Administration

Economics-Business German

Economics-Foreign Language

Economics-Mathematics

Economics-Political Science

ENGLISH

English-Communication

English-History

English-Political Science

English-Theatre Arts

EXERCISE SCIENCE AND PHYSICAL EDUCATION

Exercise Science and Physical Education-Chemistry

FOREIGN LANGUAGES

Business German-Business Administration

Business German-Economics

Foreign Language-Economics

Foreign Language-History

Foreign Language-Political Science

HISTORY

History-Art History

History-English

History-Foreign Language

History-Political Science

MATHEMATICS

Mathematics-Biology

Mathematics-Economics

Mathematics-Physics

MUSIC

Music-Theatre Arts (Musical Theatre)

PHILOSOPHY

Philosophy-Religious Studies

PHYSICS

Physics-Mathematics

POLITICAL SCIENCE

Political Science-Economics

Political Science-English

Political Science-Foreign Language

Political Science-History

Political Science-Social Work

PSYCHOLOGY

Psychology-Sociology

RELIGIOUS STUDIES

Religious Studies-Philosophy

SOCIAL WORK

Social Work-Political Science

SOCIOLOGY

Sociology-Psychology

THEATRE ARTS

Theatre Arts-Communication

Theatre Arts-English

Theatre Arts-Music (Musical Theatre)

Student-Designed Major

A student-designed major is an option for students whose academic interests cannot be served by an existing program. It provides for those students an opportunity to investigate several branches of knowledge in some depth. Such a program is designed by the student, with the help of a faculty adviser, to attain his/her particular goals and must be as comprehensive, as well-integrated, and as far-reaching in some discipline of thought as a conventional major. The initial proposal should be submitted to the Curriculum Committee in the sophomore year. More detailed instructions for student-designed majors can be found in the Guidance Bulletin. The necessary forms are available in the Registrar's Office.

Examples of some recently approved Student-Designed Majors:

Art in Deaf Culture

Bio-Cultural Anthropology

Classical Civilizations

Criminal Psychology

Medical and Biological Illustration

Public Relations and the Performing Arts

Sports Journalism

Theatre Arts Management

First-Year Seminar

A first-year seminar is a graduation requirement for all first-year incoming students. Although these courses are offered in a wide variety of disciplines, they share the common goal of easing the transition from high school to college. While teaching the content specific to its discipline, each course will emphasize a variety of important skills including writing, speaking, and critical thinking. Each of these skills are necessary for academic success. These seminars are also unique in that they are limited to only 15 students. Each student's first-year seminar professor will serve as his/her academic advisor for the first year.

Transfer students with 16 or more credits do not need to take a first-year seminar.

Minor Programs

Many students have strong secondary interests and elect one or more minor programs in addition to their primary commitment to a major program. This option not only gives students a format for exploring secondary areas, it also gives recognition on a student's transcript that the student has completed a significant amount of study in an area outside the declared major.

Most departments offer minors, various departments cooperate to sponsor interdisciplinary minors, and some offer vocational or career minors. Additional information and requirements for the various minor programs appear in the Guidance Bulletin.

Minors

Accounting	Journalism
American History	Mathematics
Art History	Music
Athletic Training	Outdoor Education
Biology	Philosophy
Business Administration	Physics
Chemistry	Political Science
Classical Civilizations	Psychology
Communication	Religious Studies
Comparative Literature	Secondary Education
Cross Cultural Studies	Sociology
Deaf Studies	Spanish
Economics	Sports Coaching
Elementary Education	Sports Journalism
English/American Literature	Sports Management
European History	Sports Science
French	Studio Art
German	Theatre Arts
Gerontology	Writing
Human Relations Management	Women's Studies
International Studies	

Student-Designed Minors

A student-designed minor is also an option for students. Such a program is designed by the student, with the help of a faculty adviser to attain his/her particular goals and must be as comprehensive, as well-integrated, and as far-reaching in some discipline of thought as a conventional minor. More detailed instructions for student-designed minors can be found in the Guidance Bulletin. The necessary forms are available in the Registrar's Office.

Pre-Professional Studies and Cooperative Programs

Students who have received early admission to graduate or professional schools may petition Western Maryland College to receive the B.A. degree after the successful completion of one year of graduate or professional study. In order to be awarded the degree, the student must have completed Western Maryland College's Basic Liberal Arts Requirements, have his/her total program approved by the major department(s), and have completed sufficient hours of course work at WMC and in the graduate or professional school to equal the 128 credit hours required for Western Maryland College graduation. The Provost and the chair of the major department(s) will determine whether these requirements have been met. Having met the requirements, the student will receive his/her degree and may participate in graduation ceremonies.

A broad liberal arts education is an asset for students who wish to pursue a professional education, and entrance examinations and admissions requirements for many professional schools favor individuals who have benefited from an undergraduate liberal arts education. For over a century Western Maryland has offered pre-professional education, and graduates of the College have proceeded to study and practice the learned professions with distinction. A recent survey of Ph.D. productivity during the period 1951–1980 found that Western Maryland ranks in the top 50 institutions in the country in the percentages of its graduates who went on to earn Ph.D.'s in the life sciences. The College currently offers the following programs:

Pre-engineering studies	Pre-ministerial studies
Pre-forestry studies	Pre-museum studies
Pre-legal studies	Teaching Certification
Pre-medical and health professions studies	

Advisers and suggested curricula assist students who aspire to post-graduate professional education. Pre-professional students should discuss their goals with both their faculty adviser and the appropriate pre-professional program coordinator as early as possible.

Pre-Engineering Studies

Coordinator: Dr. Vasilis Pagonis, Physics

Students interested in becoming engineers can do so by completing three years at Western Maryland and two years at the University of Maryland at College Park; Washington University, St. Louis, MO; or another qualified engineering school. Successful completion of this 5-year program qualifies the student to receive both the Bachelor of Arts degree from Western Maryland and the Bachelor of Science degree in Engineering from the engineering school.

Pre-Forestry Studies

Coordinator: Dr. Esther Iglich, Biology

Western Maryland College participates in a cooperative program with the School of Forestry and Environmental Studies at Duke University. Through this 5-year program, students can earn both a bachelor's degree from Western Maryland and a master's degree from Duke. Students spend their first three years at WMC in a program which includes fulfillment of the basic liberal arts requirements and the prerequisites for admission to Duke, and electives.

Pre-Law Studies

Coordinator: Dr. Charles Neal, Political Science and International Studies

Law schools give preference to students with high academic achievement and backgrounds of broad cultural and social education. A student may major in any department. The most useful courses are those which offer training in writing and speaking, literature, philosophy, history, economics, and political science.

Pre-Medical and Health Professions

(Medicine, Dentistry, Optometry, Pharmacology, Physical Therapy, Podiatry, Veterinary Science)

Coordinators: Dr. Michael Brown, Biology, and Dr. Louise Paquin, Biology

Since 1874 men and women graduates of Western Maryland College have gone on to practice medicine and the other health professions. In addition to the science courses required for admission to professional schools, the College recommends a number of courses in other disciplines and an internship experience that allow the student to gain admission and to develop the knowledge and skills necessary for the study and practice of medicine and the other health professions. Professional schools expect that candidates for admission will achieve well-above-average grades in their undergraduate studies.

Pre-Ministerial Studies

Coordinator: Dr. Gregory Alles, Philosophy and Religious Studies

Students considering the ministry as a profession should consult with their religious bodies to determine precisely what educational preparation is required. Most religious bodies, but not all, will require special professional education after the Bachelor of Arts degree at a denominational seminary or a divinity school. Such institutions have traditionally sought a well-rounded education in the liberal arts rather than a specific major such as religious studies. Courses in sociology, psychology, history, literature, communication, philosophy, and religious studies can all be helpful, as can others. Greek, Hebrew, or Latin will be indispensable to students with serious interests in studying the Bible. Spanish may be helpful for those interested in urban ministries or liberation theologies.

Pre-Museum Studies

Coordinator: Ms. Susan R. Bloom, Art and Art History

This program is for students planning careers in the areas of museum curatorship, management, public education, and administration. Students major in Art and/or Art History and complete a program which includes art history and studio art, business administration, foreign language study in German or French, and an internship.

Teaching Certification

Coordinator: Dr. Francis M. (Skip) Fennell, Education

Students who minor in education at Western Maryland College receive certification in either elementary education or one of the following secondary education fields: art, biology, chemistry, English, French, German, mathematics, music, physical education, physics, social studies, and Spanish. The Exercise Science and Physical Education program also offers a K-12 certification option.

Students should select a college major that is compatible with their teaching interests.

Maryland certification includes certification reciprocity with over 35 states.

Students who desire certification to teach should contact the Education Department as early as possible for assistance in planning their programs. A minimum overall GPA of 2.50 and an interview are required for acceptance into the student teaching semester. A state qualifying score on the Core Battery, Professional Knowledge, and Specialty Area Tests (subject or level) of the National Teacher Exam (NTE) is also a program and state requirement.

Although work should be planned so that one semester of the senior year may be kept entirely free for student teaching, many students delay this experience until after their graduation. Teacher certification is addressed in detail in the Guidance Bulletin.

Military Science

Although no major is offered in this field, Military Science can be an integral part of a student-designed major or an elective supporting any major. The courses are designed to develop each student's leadership ability and to prepare the student for commissioning as an officer in the Active Army, Army Reserve, or Army National Guard. Courses are open to both men and women. Students will find that Military Science provides instruction and practical experience which complement any undergraduate major.

Electives

The additional courses to total 128 or more credit hours for the baccalaureate degree should be selected with care and imagination in consultation with the academic adviser. It is here that the opportunity exists to balance and round out a college education, perhaps acquiring perspectives, information, and skills that will prove invaluable in many areas of life in the future.

January Term

The January Term has been an important part of the Western Maryland College curriculum since 1969 because it provides both students and faculty with an unusual educational experience. Breadth and depth, while vital components of a liberal arts education, should not constitute the only objectives of students or faculty in their common pursuit of learning. There is a third dimension in this pursuit—intensity—a dimension which the January Term experience is designed to provide. Students and faculty are encouraged to view January Term as a cooperative venture where all of those involved can explore new areas and expand their intellectual horizons.

The January Term takes several directions. For some students it is the opportunity to pursue independently, in an organized and guided way, projects or areas of study that deeply interest them. For others it is an opportunity to enroll in a course even though they have no previous background in the field. For others it means a time for exploration in an area of interest unrelated to their regular academic programs. For students interested in travel, it is a fine opportunity to join others in a study tour. For all, it is a period of concentrated study normally beyond the range of the more conventional course experiences. This flexibility and experimentation in learning, which is the special feature of the January Term, will supplement and enrich the pattern of course work in the two regular semesters.

The January Term may be envisioned as a time to cultivate special interests in depth; a time for creative work; a time for experimentation; a time for interdisciplinary dialogue; a time to explore art galleries, museums, and libraries in the area; a time to engage in special projects; a time for travel and study abroad; a time for study and reflection.

Students are required to complete one January Term program successfully and may choose to participate in additional January Terms for nominal tuition.

January Term courses are described in a separate publication available from the Office of Academic Affairs after September 1. Registration usually takes place during the third week of September.

Independent Studies

Independent studies provide students with the opportunity for individual study under the direction of a faculty member. The study, agreed upon by the sponsoring faculty member and the student, should be an experience not available within the regular college offerings. To enroll for an independent study students complete a form available in the Registrar's Office. Individual departments or programs may formulate additional policies for independent studies; they may also have additional guidelines on independent studies for candidates for departmental honors.

Gallaudet Visiting Student Program

One semester of study is available to juniors and seniors. The grades and credit hours received at Gallaudet are recorded on the Western Maryland College transcript. Residency on the Gallaudet campus is optional.

Contact: Dr. Judith Coryell, Education

Gallaudet University, Office of Admissions, Visiting Student Adviser, at 202-651-5355 for application forms and to inquire about the application and admissions fees.

WMC, Office of Financial Aid and Bursar's Office to complete appropriate forms for available aid.

WMC, Registrar's Office, for transfer of courses.

Internships

The College conducts an active program of student internships through cooperative programs with government, business, industry, institutions, and individuals. Internships are generally arranged directly through the academic departments or programs of the College, and each internship must be sponsored by a member of the faculty. To enroll for an internship students complete a form available in the Registrar's Office.

No more than twelve credit hours of internships may be counted toward the 128 credit hours required for graduation.

Internships are graded credit/fail ONLY.

Registration at Other Colleges

Students interested in enrolling in courses at other institutions must complete a Transfer Request form in the Registrar's Office. Each student is responsible for having an official transcript sent from the other institution for posting to their permanent record. Please Note: transfer credits do not affect the student's WMC grade point average.

Undergraduates enrolling in Graduate Courses

Second semester seniors at WMC may apply to the Provost to enroll in a graduate course if they have a 3.20 cumulative grade point average. A maximum of two courses may be taken. These courses will count toward the student's undergraduate degree and can not be used as credit toward a graduate degree.

Special Off-Campus Semester Programs

Western Maryland offers several single-semester programs designed to enable students to pursue specialized interests. The Washington Semester Program administered by The American University enables students to study public affairs in the nation's capital. The United Nations Semester offers a limited number of students the opportunity to participate in the Drew University semester in New York. The Drew Semester in Brussels focuses on the politics of the European community. The Appalachian Semester, offered in cooperation with Union College in Kentucky, gives mature students an opportunity to study the Appalachian region.

WMC-Budapest Program

This special program educates students from eastern and central Europe and other parts of the world who are interested in preparing for careers in the new global marketplace. WMC-Budapest, in cooperation with College International Budapest and International Studies, Inc., offers a four-year undergraduate program in Business Administration and/or Economics, Communication, and Political Science, leading to a Bachelor of Arts degree. Students accepted into the WMC-Budapest programs, spend two years in Budapest and two years at Western Maryland's Westminster campus. This program fulfills newly-born European needs by combining American "high-tech" business principles with student-centered liberal arts study tempered by both European and American intellectual traditions. Successful completion of the entire four-year program will result in the awarding of a Bachelor of Arts degree from Western Maryland College.

Students from the Westminster campus are permitted to study for a semester in Budapest. WMC financial aid may be applied to this program.

Studying Abroad

Every year a number of Western Maryland College students choose to study abroad. Western Maryland has entered into formal association with several colleges and programs. Many other options for world-wide study are also available.

Students should start planning for study abroad early in their college years. While no definite commitments have to be made early, careful academic program planning is necessary. Study abroad information is available from the program coordinator, Dr. Colette Henriette, Foreign Languages.

Continuing Education

Western Maryland welcomes the growing number of students who are choosing either to begin or to continue their college studies at a point later in their lives. Recognizing that these non-traditional students have special needs, they are assigned special advisers.

For information please contact the Office of Academic Affairs and see also under Admissions the entry on Nontraditional Students.

Second Bachelor's Degrees

The second bachelor's degree program at Western Maryland is designed to meet the needs of students who have completed an undergraduate degree in one field and wish to become proficient in another.

Students may elect any major offered at the College and must meet all academic requirements for that major. It is recommended that students consult with the department chair about requirements and course schedules. (A minimum of 32 credit hours beyond the first degree must be taken at Western Maryland; if the new major requires more than 32 credit hours, the additional credit hours must be taken before the degree is awarded.) A second degree requires a minimum grade point average of 2.00 in all work attempted at Western Maryland. The College's basic liberal arts requirements are assumed to be met, and 96 credit hours are automatically transferred from the original degree program. In some programs with prerequisites and/or requirements outside the student's discipline, it may take more than one academic year to complete the program. Tuition is reduced to the graduate rate per credit hour.

Applications for the second bachelor's degree and more specific policies and procedures for the degree are available from the Office of Academic Affairs.

Courses of Instruction

KEY TO FINDING AND INTERPRETING COURSE DESCRIPTIONS

Departmental or Program Listings

The academic departments or programs are generally listed in alphabetical order. All courses are listed under the department or program which offers them. Courses which are cross-listed will appear in more than one place.

Course Designations

Courses of instruction are designated by a system of four-digit numbers within each department. The first digit in the number indicates the class standing that a student must attain to be eligible for the course. To interpret the numbering system, students need to know that:

Courses generally for freshmen are numbered in the series beginning 1000. Freshmen may not register for any course numbered 2000 or above, except by placement or with the permission of the instructor. Similarly, sophomores may not register for courses numbered 3000 or above, nor juniors 4000 or above, with exceptions permitted only by the instructor.

Cross-listed courses are courses appropriate to more than one department or area.

The number of credit hours per course is indicated below the course title. Courses which can be taken for variable credit (applied music lessons, independent studies, internships, etc.) or which can be repeated for credit are so indicated.

Courses required for major, dual major, and minor programs are stated in full in the Guidance Bulletin published annually and available in the Registrar's Office.

Courses which fulfill particular Basic Liberal Arts Requirements have the category(ies) listed.

Prerequisites for each course are so indicated following the description.

A sequence of courses in which the first course is prerequisite to the second will be listed jointly, the numbers separated by a comma (e.g. English 1101, 1102 Composition and Reading I, II means that English 1101 is prerequisite to English 1102).

Special Topics, Internships, and Independent Studies courses are listed with numbers separated by semicolons. These courses may be taken in any order.

The (FR) designation after a number indicates that the course is offered only as a first-year seminar.

The College reserves the right not to offer any particular course, when the demand is limited or instructional time is not available.

Academic Programs

Art and Art History

Professors Bloom (Department Chair) and Paliiczuk; Associate Professor Losch; Lecturer Van Hart; Adjunct Lecturer Hankins.

Areas of particular teaching interest: Professor Bloom: drawing, photography, graphic design, computer graphics; Professor Paliiczuk: drawing, watercolor, life drawing, painting, sculpture, print-making; Professor Losch: European art history, Native American and African art; Professor Hankins: ceramics; Professor Van Hart: jewelry, design, and drawing.

Students majoring in art may plan their programs for graduate study in studio art, graphic design, art history, or museum studies, or for public school teaching. Many students add art to their course of study for personal enrichment and a desire for creative satisfaction.

There are six basic approaches to the art major: graphic design, art history, pre-museum studies, studio art, combined studio art and art history and medical or scientific illustration. Students should consult the Guidance Bulletin for details. The following combined studio art and art history program illustrates one of these approaches.

Combined Studio Art and Art History Major:

BASIC MAJOR:

Required Courses:

Art 1101, 1117, Art History 1113, 1114, 2240, and twenty additional hours of studio art and/or art history.

Other Educational Options in Art:

Teacher certification (middle/high school), medical illustration, and dual majors with history or communication.

Studio Art

Studio Art courses do not fulfill the Humanities requirement.

1101 Drawing I

4 credits

A studio course concentrating on basic principles and variations in lines, texture, value, composition, and use of drawing skills.

1117 Design

4 credits

An introductory investigation of two-dimensional design principles involving the elements of art in solving visual problems. Issues of consumerism and the development of a personal portfolio in a variety of media are stressed.

2201 Life Drawing

4 credits

Drawing from live models to learn proportion and anatomy of human head and figure. Various drawing media and techniques are emphasized.

Prerequisite: Art 1101, or permission of the instructor.

2206 Computer Graphics

4 credits

A study of the fundamentals of computer graphics. Work will include paint and draw programs as well as photo manipulation and desktop publishing.

2211 Sculpture

4 credits

Clay modeling of the human head and figure, making of plaster molds and castings.

Prerequisite: permission of the instructor.

2214 Jewelry

4 credits

An intensive study of problem-solving in body adornment through historic and

multicultural perspectives. Processes employed include piercing, forging, beading, fabrication, and repousse. There is an extra fee for materials. Priority is given to art majors.

2215 Photography

4 credits

A study of the technical processes, aesthetics, and history of photography. The course requires a 35 mm camera with manual settings, and emphasizes the production of black and white prints. There is an extra fee for materials.

2216 Graphic Design I

4 credits

A studio activity stressing the importance of the imaginative and creative talents of the artist in today's commercial art world.
Prerequisites: Art 1101, 1117.

2219 Ceramics

4 credits

A studio course investigating the coil, slab, and wheel methods of clay construction. Firing techniques and glazing procedures are introduced.

3306 Printmaking

4 credits

A study of the principles of printmaking, with emphasis on wood and linoleum printing, serigraphy, intaglio, and, in special cases, lithography.
Prerequisite: Art 1101, or permission of the instructor.

3310 Watercolor

4 credits

Experimentation with at least ten different techniques of watercolor painting.
Prerequisite: Art 1101, or permission of the instructor.

3313 Painting

4 credits

An introductory course in oil painting with emphasis on realistic or recognizable objects. The mixing and application of paint to the painting surface and at least five painting techniques are studied.

3318 Graphic Design II

4 credits

A studio course dealing with the technical realm of advertising graphics, illustration, and informative and promotional art. Field trips to a variety of art agencies are included.

Prerequisite: Art 2216.

4492 Portfolio Preparation (capstone)

1 credit

Preparation of a portfolio under the supervision of appropriate faculty.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics in Studio Art

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internship in Studio Art

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in Studio Art

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Art History

All art history courses consist of a survey of one or more stylistic periods. Students also engage in research and creative analysis of specific works and relate their studies where possible to other disciplines. Instruction includes field trips to museums each semester.

1113 History of Western Art I

4 credits

A survey of painting, sculpture, and architecture from 15,000 B.C. to 1400 A.D. Included are Near Eastern, Egyptian, Greek, Roman, and Medieval Art. Heritage Sequence, Humanities.

1114 History of Western Art II

4 credits

Continuation of the survey of History of Western Art I, 1400 to present. Emphasis is placed on the Renaissance, Baroque, Romantic, and Modern periods. Heritage Sequence, Humanities.

1151 (FR) The Arts as a Quest for Expression

4 credits

This course explores the meanings of five major works of art chosen from drama, literature, painting, and architecture. This course emphasizes analysis and appreciation to allow students to understand each of these great works as reflecting the worldview of its time and also to appreciate it as a universal expression of humanity's search for meaning. Humanities

2207 Archaeology of Greece

4 credits

Introduction to the history of classical archaeology and to the current theories and methods of the discipline through study of archaeological sites and material remains from the Bronze Age to the fourth century B.C.E. The course also includes examination of architecture, painting and sculpture in their original private, civic, and religious context. Humanities.

Cross-listed with History 2207.

2222 Art of the Medieval World

4 credits

A study of the Early Christian, Byzantine, Romanesque, and Gothic Arts in Europe. Humanities.

2225 Survey of American Art

4 credits

An examination of painting, sculpture, and architecture in America from Colonial times to the second World War with an emphasis on nineteenth and early twentieth century painting. All works will be discussed as visual reflections of the specific cultural and historical contexts in which they were created. Humanities.

2229 Arts of India, China, and Japan

4 credits

The development of painting, sculpture, and architecture in India, China, and Japan.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 2229.

Offered in 2002–2003 and alternate years.

2235 Arts of the Renaissance, 1300–1600

4 credits

The development of European Arts from Giotto to Michelangelo in the south, and Van Eyck to Bruegel in the north. Humanities.

2236 Baroque and Rococo

4 credits

A study of the architecture, sculpture, and painting of the period 1600–1800. The masters Bernini, Caravaggio, Rubens, Rembrandt, Velazquez, and Watteau are included. Humanities.

2239 Romanticism and Impressionism

4 credits

A study of the major artists of the nineteenth century including David, Goya, Delacroix, Courbet, Manet, Monet, Degas, Van Gogh and Gauguin. Both European and American art are included.

Humanities.

2240 Twentieth Century Art*4 credits*

Painting and sculpture in Europe and America from 1900 to the present day. Emphasis is placed on emerging artistic trends.

Humanities.

2241 The Arts and Architecture of the African Continent and Beyond*4 credits*

A survey of the ancient and traditional arts of the African continent, including North Africa. Works will be discussed as visual reflections of the specific cultural and historical contexts in which they were created. Some consideration will also be given to the influence of these varied artistic traditions on the art and architecture of the Caribbean, America, and especially the modern European artistic traditions seen in the works of such artists as Picasso, Braque, Matisse, and others.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 2241.

Offered as needed.

2242 Art and Culture of Islam*4 credits*

An investigation of the architecture, painting, and other arts of the Islamic world. Areas covered include the arts of Syria, Iran, Turkey, Medieval Spain, North Africa, Central Asia, and Moghul India.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 2242.

2250 Traditional Native American Arts and Architecture*4 credits*

An examination of the unique varieties of Native American cultures and the works of art and architecture that were created from ancient times to the twentieth century. While the course examines the arts from all the Americas, emphasis will be placed on the arts of the regions now

referred to as the United States and Canada.

Cross-listed with Cross Cultural Studies 2250.

Offered 2001–2002 and alternate years.

3305 Sacred Architecture*4 credits*

A historical and systematic examination of both formal and symbolic aspects of structures built for religious purposes, along with their associated religious activities.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 3305 and Religious Studies 3305.

Offered as needed.

4492 Seminar in Art History*1 credit*

An examination that involves writing essays concerning art pieces which constitute the basic core of art history knowledge.

**2265; 2266; 3365; 3366; 4465; 4466
Special Topics in Art History***4 credits*

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

**2295; 2296; 3395; 3396; 4495; 4496
Internship in Art History***0–4 credits*

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

**2298; 2299; 3398; 3399; 4498; 4499
Independent Studies in Art History***0–4 credits*

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Biology

Professors Alspach, M. Brown, Iglich, Long, and Paquin (Department Chair); Assistant Professors Mitschler and Morrison; Lecturer Schmall.

Areas of particular teaching interest: Professor Paquin: genetics (human and molecular), cytogenetics, bioethics; Professor Alspach: comparative physiology of vertebrates and invertebrates, marine biology, physiological ecology; Professor Brown: microbiology; Professor Iglich: ecology, evolution, botany; Professor Long: developmental biology, anatomy, evolution; Professor Mitschler: parasitology, immunology; Professor Morrison: cell biology, vertebrate diversity.

Biology offers a major that provides the essential background for students who wish to pursue graduate or professional studies and those who wish to find careers in biological research, as well as those who wish to gain certification for secondary school (middle/high school) teaching. From its founding, the College and the Biology Department have prepared men and women to enter medical school and graduate programs in the life sciences.

BASIC MAJOR:

Required Courses:

Biology 1111, 1112; Chemistry 1101, 1102, 2217. One course from Biology 2203, 3301, 3310, 3311, 3315; one course from Biology 2206, 3309, 3316, 3323, 3324; one course from Biology 2204, 2205, 2218, 3307; one course from Biology 2209, 2217, 2234, 3321. Special topics courses are assigned to particular groups. Three additional Biology courses chosen from at least two groups; at least four courses must be laboratory courses. All seniors must participate in the senior research poster presentations and Biology 4492, which serve as their senior capstone experience.

Other educational options in Biology:

Through an added system of advising, internships, and suggested ancillary courses in a Pre-Professional Curriculum for the Health Sciences, the biology department assists those who wish to enter professional schools (in medicine, dentistry, veterinary science, optometry, nursing, etc.). Students may also select a dual major in Biochemistry or in Math and Biology.

1111 Principles of Biology I

4 credits

This course is intended for prospective science majors and is required, along with BIO 1112 before all Biology courses at the 2000 level or above. Unifying concepts of species and adaptations of species to change. The first semester is an overview of cell biology including cell structure, cell metabolism, cell reproduction, enzyme action, DNA, protein, and genetics. The laboratory emphasizes basic techniques and is an integral component of each semester.

Courses include laboratory.

Required before any Biology courses at the 2000 level or above.

Natural Science and Mathematics.

Note: an AP Biology score of 4 or 5 may allow waiver of Biology 1112 but not of Biology 1111.

1111 (FR) Principles of Biology

This course is designed for science majors and focuses on the unifying concepts of species and adaptations of species to change, an overview of cell biology including cell structure, cell metabolism, cell reproduction, enzyme action, DNA, proteins, and genetics. The laboratory emphasizes basic techniques and is an integral component of the course. Natural Science and Mathematics.

1112 Principles of Biology II

4 credits

This course is intended for prospective Biology majors and is required before all Biology courses at the 2000 level or

above. Unifying concepts of species and adaptations of species to change.

Adaptations at the organismic level are investigated in the second semester with emphasis on maintenance and control systems as they evolved for organisms to live in various habitats. The laboratory emphasizes basic techniques and is an integral component of each semester.

Prerequisites: Biology 1111, Mathematics 1001 or passing the arithmetic section of the mathematics proficiency test, Mathematics 1002 or passing the algebra portion of the mathematics proficiency test.

Natural Science and Mathematics.

1115 Human Heredity: A User's Guide

4 credits

Human genetics and evolution. Themes of the course include our own heredity, the technology of cytogenetics and genetic engineering that enables us to study and, in some cases, to manipulate genetic material, the genetic basis of evolutionary theory, and the assessment of such information that is reported to the public.

Intended for non-science majors.

Prerequisite: Mathematics 1001 or passing the arithmetic portion of the math proficiency test.

Natural Science and Mathematics.

1116 Biodiversity

4 credits

A survey of the diversity of living organisms with an emphasis on conservation. Occasional field trips will be a required component of the course.

Intended for non-science majors.

Natural Science and Mathematics.

1118 Human Biology

4 credits

The biology of people, including study of human evolution, human ecology, anatomy, physiology, and genetics. These topics are studied with a view toward the appreciation of scientific and medical research affecting all our lives.

Intended for non-science majors.

Natural Science and Mathematics.

1121 Biology of Aging

4 credits

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

Intended for the Minor in Gerontology.

Natural Science and Mathematics.

1125 The Impact of Human Disease

4 credits

Study of historical and contemporary interactions between disease and the individual, society, economics, medicine, research, and ethics. Infectious disease, genetic disease, and cancer will be examined, as well as disease which results from both biological and environmental factors.

Intended for non-science majors.

Natural Science and Mathematics.

2201 Vertebrate Diversity

4 credits

A study of vertebrate structure with an emphasis on taxonomic diversity.

Phylogenetic systematic approaches to vertebrate phylogeny will be explored.

The laboratory will survey the vertebrates; trips to the field will be used to explore the local fauna.

Prerequisite: Biology 1112.

Biology major Group III.

2203 Genetics

4 credits

A study of the concepts of classical and contemporary genetics. The action of genetic mechanisms at various levels of biological organization (molecular, cellular, organismal, and population) and in a variety of cells and organisms is included.

Prerequisite: Biology 1112

Biology major Group I course.

2204 Botany

4 credits

Ecology and evolution of plants. The morphology, physiology and genetic systems of plants are studied as adaptational responses set by evolutionary history and environmental constraints.

Course includes laboratory.

Prerequisite: Biology 1112

Biology major Group III course

2205 Invertebrate Zoology

4 credits

Structural and functional adaptations of invertebrate animals studied in relation to their habitats and evolution.

Course includes laboratory.

Prerequisite: Biology 1112

Biology major Group III course

2206 Epidemiology

4 credits

A study of the science of disease incidence, spread, prevention, and control in human populations. The course will examine descriptive and quantitative methods, public health surveillance methods, and outbreak analysis techniques. Centers for Disease Control (CDC) Morbidity and Mortality reports will be emphasized.

Prerequisite: Biology 1112

Biology Major Group II course

2209 Environmental Health

4 credits

The ecotoxicological effects resulting from environmental changes initiated of human origin. Both human and ecosystem health are studied.

Prerequisite: Biology 1112; Pre- or co-requisite, Chemistry 1101.

Biology major Group IV course.

2211 Human Physiology

4 credits

A study of the functions of the human organism: digestion, circulation, respiration, excretion, nervous control, endocrine regulation, and muscle action.

Course includes laboratory.

Intended for those majoring in Exercise Science and Physical Education.

Prerequisites: Biology 1111, Chemistry 1101 or 1121.

This course does not fulfill requirements of a Biology major.

2217 Ecology

4 credits

A study of the interactions between organisms and their environment and among organisms of the same and other species. Emphasis is on organismal, population, community, and ecosystems ecology. Course includes laboratory.

Prerequisite: Biology 1112

Biology major Group IV course.

2218 Parasitology

4 credits

Systematics, structures, and functions of major parasitic groups from protists through arthropods. Topics such as the cell biology and pathology of selected human parasites and their medical treatment will also be included.

Course includes laboratory.

Prerequisites: Biology 1112 and Chemistry 1102.

Biology major Group III course.

2234 Marine Biology

4 credits

A study of organisms inhabiting marine and estuarine environments including structural and functional adaptations to these ecological regions. Emphasis will be placed on ecological principles involving marine organisms. Course includes laboratory.

Prerequisite: Biology 1112;

Biology major Group IV course.

3301 Immunology

4 credits

Principles of the immune system, including overview of cells and organs, experimental systems and techniques, generation of T and B cell responses, and immune effector mechanisms. The course

will also include vaccines, autoimmune and immunodeficiency diseases, and responses to infection. Course includes laboratory.

Prerequisites: Biology 2203 or Biology 3310; Chemistry 1102.

Biology major Group I course.

3307 Microbiology

4 credits

A study of structure, metabolism, growth, and reproduction of microorganisms with emphasis on bacteria. Course includes laboratory.

Prerequisites: Biology 1112, Chemistry 1102.

Biology major Group III course.

3309 Advanced Genetics – Human Molecular

4 credits

A seminar course whose major focus is human genetics. The course extends the general principles learned in Biology 2203.

Prerequisites: Biology 2203, Chemistry 2217

Biology major Group II course.

3310 Cell Biology

4 credits

A study of the structure and internal processes of eukaryotic cells. Includes cell energetics, the working of internal compartments (e.g. endoplasmic reticulum and mitochondria), and membrane transport. The interface between cells and their environment and factors allowing cooperative behavior of cells are also examined. Course includes laboratory.

Prerequisites: Biology 1112, Chemistry 1102.

Biology major Group I course.

3311 Advanced Genetics - Molecular

4 credits

A seminar course whose major focus is molecular genetics. The course extends the general principles learned in Biology 2203.

Prerequisites: Biology 2203, Chemistry 2217.

Biology major Group I course.

3315 Cell Biology of Model Organisms

4 credits

This course will focus on the cell biology of selected model organisms including yeast, nematodes, fruit flies and zebrafish. The course includes a laboratory which will focus on using these model organisms to investigate aspects of cell biology that are amenable to analysis in each species.

Prerequisite: Biology 3310.

Biology Group I course.

3316 Animal Physiology

4 credits

A study and analysis of functional processes in animals and the involvement of these processes in homeostatic regulation. Topics include osmotic and ionic regulation, excretion, respiration, circulation, muscles, nervous communication, and hormones. This course is designed for students majoring in biology. Course includes laboratory.

Prerequisites: Biology 1112, Chemistry 1102.

Biology major Group II course.

3321 Evolution

4 credits

The evidence, the mode, and the implications of organic evolution treated in such a manner as to emphasize the function of evolution as the greatest general unifying principle in biology. Special attention is paid to the many recent contributions of research to this field.

Prerequisite: Biology 2203.

Biology major Group IV course.

3323 Developmental Biology

4 credits

A study of morphogenesis, including structural and biochemical changes during development and the mechanisms which control developmental processes. Control, patterns, and the mechanisms of the morphogenetic cell movements are considered in depth. Course includes laboratory.

Prerequisite: Biology 3310.

Biology major Group II course.

3324 Comparative Anatomy of Vertebrates

4 credits

A study of vertebrate structure in relation to phylogeny, ontogeny, and function, emphasizing morphological adaptation for function. The laboratory investigation compares the detailed anatomy of a fish (shark), an amphibian (*Necturus*), and a mammal (cat). Course includes laboratory.

Prerequisites: Biology 1112, Mathematics 1001 or passing the arithmetic portion of the mathematics proficiency test, Mathematics 1002 or passing the algebra portion of the mathematics proficiency test.

Biology major Group II course.

3350 Bioethics

4 credits

A study of ethical issues in biology and medicine including health care policies, euthanasia, scientific fraud, and reproductive technologies. This course will explore these and similar issues and case studies and create a framework for ethical decision making based on philosophical principles.

Humanities. This course does not satisfy the Natural Science and Mathematics requirement or the requirements of the Biology major.

Cross-listed with Philosophy 3350.

3392 Internship in Gerontology

2 credits

Supervised field experiences in appropriate settings designed to assist students in acquiring and using skills and knowledge of the field of study unique to gerontology. Possible settings for internships include long term care facilities, voluntary health organizations, professional associations, senior centers, churches, pastoral counseling centers, social service agencies for the aged, and research centers.

Cross-listed with Psychology 3392, Religion 3392, Social Work 3392, and Sociology 3392.

4492 Senior Poster Presentations

1 credit

Poster presentations of laboratory or clinical findings on topics of current biological research interest. Credit requires participation in a series of workshops during the spring semester prior to graduation and culminates in the poster presentations in December or April. This course serves as the capstone experience for seniors in Biology, Biochemistry, or any other dual or student-designed major which includes Biology.

4494 Biochemistry Seminar

1 credit

Presentation of laboratory or literature findings on current topics of biochemical interest to students, faculty, and visiting lecturers. This course is the capstone experience in bio-chemistry and is required of all senior bio-chemistry majors. Juniors and non-majors may be admitted by permission of the Biology and Chemistry Departments.

Prerequisites: Chemistry 3321, Biology 2203 and 3310

Cross-listed with Chemistry 4494.

2265; 2266; 3365, 3366 Special Topics In Biology

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396 Internship In Biology

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Study In Biology

0-4 credits

Directed study planned and conducted

with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the department.

Business Administration

Professors Claycombe, Milstein, J. Olsh (Department Chair), Seidel, and Singer; Assistant Professor McIntyre; Senior Lecturer Carter; Lecturer McDonald.

Areas of particular teaching interest: Professor Claycombe: industrial organization, managerial economics; Professor Milstein: intermediate and advanced accounting; Professor Olsh: economic development, history of economic thought; Professor Seidel: money and banking; Professor Singer: auditing and taxation; Professor McIntyre: macroeconomics, international economics.

Students major in this department to prepare for careers in business and finance; for careers in government such as economic analysis, administration, and foreign service; and, by completing graduate study in a university, for professional careers in law, business, and economics. A student may also prepare to teach social studies in public secondary schools (middle/high school).

BASIC MAJOR:

Required Courses:

Business Administration 1101, 1102; Economics 2201, 3303, 3320; Statistics 2215, 2216; four hours of mathematics; four hours from Economics 3304, 3319, 3326, 3327, 4310; four hours from Business Administration 2201, 2209, 2213, 2215, 3324, 4323; four hours from Business Administration 2205, 2214, 2220, 3305, 3325; four hours from English 1160, 2208, 2212 or Communication 1110; capstone Business Administration 4323 or Economics 4310.

Other Educational Options in Business Administration:

Because of the substantial number of Economics courses required by the major, many students complete either a dual or double major with Economics which combines the advantages of both theoretical and applied disciplines.

1101, 1102 Principles of Accounting

4, 4 credits

Fundamental principles of accounting with emphasis on the preparation and interpretation of financial statements. Attention is given to the collection and reporting of pertinent information for creditors, management, and investors. The second semester includes the preparation of data for internal management purposes; the collection, presentation, and interpretation of information for the purposes of decision-making, cost control, and managerial planning.

Prerequisite: Mathematics 1001 or passing Arithmetic Proficiency Exam.

1151 Introduction to Business

4 credits

Introduction to Business is designed to provide first-year students with an overview of business in today's world. Topics which will be covered include: American business, international business, ethical and social responsibilities, operations, managing human resources, marketing, finance, accounting, and computers and information technology. Introduction to Business provides a foundation from which students may further explore the world of business and economics.

2201, 2202 Intermediate Accounting

4, 4 credits

A comprehensive treatment of accounting theory and practice emphasizing accounting principles, techniques and procedures of evaluation, problem solving, and report preparation.

Prerequisites: Business Administration 1101, 1102.

Offered in 2002–2003 and alternate years.

2205 The Legal Environment of Business

4 credits

The nature of the court system, constitutional law, and legislation. Topics covered include law by judicial decision, law by administrative agencies, and the regulation of business and taxation. Special attention is given to antitrust law and the law of employment and labor relations.

2209 Principles of Marketing

4 credits

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

2210 Ethics and Business

4 credits

A consideration of some of the major ethical issues in business: the profit motive and the public good, social responsibility of corporations, environmental concerns, consumer and employee relations, the role of the state, advertising practices, conflict of interest and of obligation, and hiring practices.

Humanities.

Cross-listed with Philosophy 2210.

Offered as needed

2212 Tax Accounting

4 credits

Theoretical and practical analysis of federal taxation under the current Internal Revenue Code as it relates to individuals, corporations, and partnerships. Includes preparation of federal tax forms.

Prerequisite: Business Administration 1102.

Offered in 2002–2003 and alternate years.

2213 Auditing

4 credits

A basic study of the standards and procedures followed in the audit of financial statements.

Prerequisites: Business Administration 1101, 1102.

Offered in 2001–2002 and alternate years.

2214 Principles of Management

4 credits

An introduction to the management function, focusing on the theory and fundamental concepts of management including planning, organization, leadership, and control. The class reviews the evolution of management thought, function, and practice and stresses current approaches and emerging concepts. Several case studies and a research project supplement the required text and lecture contents.

2215 Cost Accounting: A Managerial Emphasis

4 credits

The role of accounting information in management decision making. Particular emphasis is placed on internal planning and control regarding such topics as manufacturing costs under job order, process, and standard cost accounting systems, variance analysis, budgeting, direct and absorption costing, and tax planning.

Prerequisite: Business Administration 1102.

Offered in 2001–2002 and alternate years.

2220 Psychology in the Workplace

4 credits

An exploration of the principles of psychology as they are relevant to the work environment. Included will be a discussion of how psychologists can help improve the workplace and address organizational concerns. Topics include selection, training, personnel evaluation, and the characteristics of a variety of work environments. Discussions will also consider how these practices may affect organizational or individual effectiveness and attitudes.

Prerequisite: Psychology 1106.

Cross-listed with Psychology 2220.

3301 Advanced Accounting*4 credits*

A study of advanced topics in accounting, including partnerships, business combinations, consolidated financial statements, foreign currency transactions and translation, branches, governmental accounting, and nonprofit accounting

Prerequisite: Business Administration 2201, 2202.

Offered in 2001–2002 and alternate years.

3305 Public Administration*4 credits*

An examination of the nature and development of public administration in the United States with attention to policies of organization, management, personnel, budgeting, forms of administrative responsibility, and governmental services. Social Science.

Cross-listed with Political Science 3305.

3324 Managerial Economics*4 credits*

The application of economic theory and quantitative methods to solve business problems. Emphasis is on analysis of demand, cost, and profit under conditions of imperfect information and uncertainty. Business pricing strategies receive special attention.

Prerequisite: Economics 2201 or permission of the instructor.

Cross-listed with Economics 3324.

Offered in 2002–2003 and in alternate years.

3325 Managing Systems in a Macro Environment*4 credits*

The integration of concepts from human service organizations, culture, groups, and thinking styles with contemporary human relations issues in the American workplace. Ethnicity, changing societal norms, gender, and employee assistance programs are emphasized. Students work in small groups and do analytical study with private and public work organizations.

Students will be involved in field experiences with community organizations.

Prerequisite: Sociology 1103.

Social Science.

Cross-listed with Social Work 3325 and Sociology 3325.

4323 Corporate Finance and Financial Management (capstone)*4 credits*

The management of business funds, with emphasis on the techniques of financial analysis, the financial environment in which firms operate, the sources and forms of external financing, and the allocation of funds to competing alternatives such as plant and equipment, working capital, and financial investment.

Prerequisites: Business Administration 1101, Statistics 2215 or permission of the instructor.

4490 Senior Thesis*1–4 credits*

Directed individual research and writing. Open only to business administration majors. Honors students are normally expected to register for 3–4 semester hours.

4491; 4492 Economics and Business Administration Colloquium*1, 1 credit*

Readings and group discussions. Significant works in economics and business administration are read and analyzed. This course is open to all senior business administration majors.

Prerequisite: Economics 2201, or permission of the instructor.

Cross-listed with Economics 4491; 4492

2265; 2266; 3365; 3366; 4465; 4466 Special Topics in Business Administration*4 credits*

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interest and needs.

2295; 2296; 3395; 3396; 4495; 4496
Internships in Business Administration

0–4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499
Independent Studies in Business Administration

0–4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Chemistry

Professors Herlocker and R. Smith (Department Chair); Associate Professor Wladkowski; Adjunct Lecturers E. Brown and M. Smith.

Areas of particular teaching interest: Professor Herlocker: preparation and properties of transition metal complexes; Professor R. Smith: computational and experimental studies in the mechanism of action of anti-AIDS and cancer chemotherapeutic agents; Professor Wladkowski: computational studies of enzyme reaction mechanisms; Dr. Brown: molecular dynamics and kinetics of chemical reactions; Dr. M. Smith: application of computational methods to drug design.

The offerings in chemistry are intended to provide the essential background for students electing a major in the subject to qualify for graduate study, government and industrial work, and secondary education. When the offerings are combined with the appropriate courses in biology, students would be qualified for admission to medical, dental, veterinary, and optometry programs, as well as graduate

programs in medicinal chemistry, clinical chemistry, biochemistry, environmental studies, pharmacy, pharmacology, and related fields. The program in chemistry meets the undergraduate professional standards of and is certified by the American Chemical Society.

Extensive use is made of off-campus internships and on-campus summer research assistantships to give students practical experience in their chosen profession.

BASIC MAJOR:

Required Courses:

Chemistry 1101, 1102, 2201, 2202, 2217, 2218, 2219, 3307, 3308, 4492*; Mathematics 1117, 1118, or the equivalent; Physics 1101, 1102.

* This course fulfills the capstone requirement in chemistry.

Other Educational Options in Chemistry:

American Chemical Society Certified Chemistry Major; Biochemistry dual major; Exercise Chemistry (EPE-Chemistry dual major); Pre-Professional Curriculum for the Health Sciences; Industry; Teacher Certification Secondary (middle/high school).

1101 Introductory Chemistry I: Structure and Bonding

4 credits

The first half of the two semester, introductory chemistry course designed primarily for science majors. The course includes an overview of the macroscopic behavior of matter including the physical properties of solids, liquids and gases. An explanation for these macroscopic observations is then sought in a study of the structure of matter at the atomic level. This encompasses an introduction to atomic theory and the quantum mechanical view of atomic structure, explanations of ionic and covalent bond formation including valence bond theory and molecular orbital theory, the use of valence shell electron pair repulsion theory to explain

molecular shape, the interaction between molecules via intermolecular attractive forces, and kinetic molecular theory. The laboratory focuses on the observation of physical properties of matter by conventional and instrumental methods, and the application of these observations to identify and characterize different kinds of matter in a problem solving environment.

Prerequisites: Mathematics 1001 or passing of the arithmetic portion of the mathematics proficiency test, Mathematics 1002 or passing of the algebra portion of the mathematics proficiency test.

Natural Science and Mathematics.

1102 Introductory Chemistry II: Chemical Reactivity

4 credits

The second half of the two semester introductory chemistry course designed primarily for science majors. The course includes an overview of the study of chemical reactions including the major classes of reactions, writing and balancing chemical equations, reaction stoichiometry, and a detailed study of oxidation-reduction reactions, acid-base reactions, and ion exchange reactions. In addition, factors governing the rate and extent of reaction are explored in an introduction to chemical kinetics, the principles of equilibrium, and chemical thermodynamics. In the laboratory, students explore and discover principles of stoichiometry, kinetics, and equilibrium, using conventional and instrumental techniques. They then apply these principles in a problem solving environment.

Prerequisite: Chemistry 1101.

1121 Essentials of General, Organic, and Biochemistry

4 credits

A study of the fundamental laws of chemistry, including atomic structure, chemical periodicity, reaction kinetics, equilibria, redox reactions, pH, and an introduction to organic and biochemistry covering nomenclature, reactions, and the major

classes of biomolecules (carbohydrates, proteins, lipids, and nucleic acids).

Course includes laboratory.

Prerequisites: Mathematics 1001 or passing of the arithmetic portion of the mathematics proficiency test, Mathematics 1002 or passing of the algebra portion of the mathematics proficiency test.

Natural Science and Mathematics.

2201 Electronic Literature Searching for the Chemical Sciences

1 credit

An introduction to searching the scientific literature using electronic databases (STN International). Specific instruction is given in the techniques and strategies used in searching retrospective, forward and relational databases by electronic means.

This course does not satisfy the Natural Science and Mathematics requirement.

2202 Chemistry of the Elements

4 credits

A study of the synthesis, distribution, and chemistry of the elements. Emphasis is on the properties of important metallic and non-metallic compounds, their laboratory and industrial preparations, and their important reactions.

Prerequisite: Chemistry 1102.

Offered in 2001–2002 and alternate years.

2210 Physical Chemistry for the Life Sciences

4 credits

An introduction to the elements of thermodynamics, chemical dynamics, and quantum mechanics of life processes.

Prerequisites: Chemistry 1102, Mathematics 1117.

2217, 2218 Organic Chemistry I, II

4, 4 credits

A systematic study of the compounds of carbon based upon functional reactivity with emphasis on the physicochemical approach to reaction mechanisms. A coordinated laboratory incorporates classical techniques (recrystallization, distillation,

and extraction), analytical methods (chromatography and spectroscopy), and molecular modelling. Qualitative analysis of organic compounds comprises half of the second semester laboratory.

Courses include laboratory.

Prerequisite: Chemistry 1102.

2219 Quantitative Analysis

4 credits

Theory and application of analytical methods including chemical equilibria, volumetric methods, electrochemical methods, and gravimetric methods with a particular emphasis on quantitative analysis and the statistical treatment of data.

Course includes laboratory.

Prerequisite: Chemistry 1102.

3307 Physical Chemistry I: Quantum Chemistry and Spectroscopy

4 credits

A study of the principles of Quantum Mechanics and its application to problems of chemical interest including atomic and molecular structure, molecular motion, chemical bonding, molecular orbital theory, and atomic and molecular spectroscopy. Course includes laboratory.

Prerequisites: Chemistry 1102, Physics 1102, and Mathematics 1118

Cross-listed with Physics 3308.

3308 Physical Chemistry II: Thermodynamics and Equilibria

4 credits

A study of the laws of thermodynamics and their application to chemical and physical equilibria and the macroscopic properties of matter. Course includes laboratory.

Prerequisites: Chemistry 1102, Physics 1102, Mathematics 1118; Chemistry 2219 is strongly recommended.

Cross-listed with Physics 3308.

3319 Biochemistry I (no lab)

4 credits

An in-depth study of the structure and function of biological macromolecules, including techniques used for their isolation

and characterization. The course provides an exploration of enzyme kinetics, mechanism, and regulation and an investigation of major catabolic pathways including principles of bioenergetics and membrane function. Studies will include an independent, extensive survey of the biochemical literature, and a written and oral report on a topic of interest to the student.

Prerequisites: Chemistry 2218; Biology 1111, 1112 and Chemistry 2201 are strongly recommended.

Credit may not be received for both Chemistry 3319 and 3321.

3321 Biochemistry I

4 credits

An in-depth study of the structure and function of biological macromolecules, including techniques used for their isolation and characterization. This course provides an exploration of enzyme kinetics, mechanisms, and regulation and an investigation of major catabolic pathways including principles of bioenergetics and membrane function. The laboratory includes aspects of protein purification, enzyme kinetics, electrophoresis and blotting techniques, metabolic studies, and an introduction to the computerized molecular modeling of macromolecules. Course includes laboratory.

Prerequisites: Chemistry 2218; Biology 1111, 1112 and Chemistry 2201 are strongly recommended.

Credit may not be received for both Chemistry 3319 and 3321.

3322 Biochemistry II

4 credits

The study of metabolism, including major anabolic pathways. This is then followed by advanced topics in biochemistry, including the history of biochemistry and various aspects of receptor function. Membrane receptor structure, the analysis of receptor-ligand interactions, and the enzymology of signal transduction are included. Emphasis will be placed on use of the original scientific literature.

Includes two hour laboratory on the use of computer technology in bioinformatics.

Prerequisites: Chemistry 3319 or 3321, Chemistry 2201 or permission of the instructor.

3326 Advanced Organic Chemistry

4 credits

A study of physical organic chemistry (kinetics and linear free energy relationships) and topics selected from ^{13}C - and multidimensional NMR, molecular rearrangements, photochemistry, and heterocyclic compounds, with emphasis on the content and use of current literature. Molecular modeling will be used to answer chemical questions.

Prerequisites: Chemistry 2201, 2218.

Offered in 2001–2002 and alternate years.

4406 Advanced Analytical Chemistry

4 credits

Theory and practice in obtaining chemical data with instruments, with emphasis on the quantitative aspects. Studies include electrochemical techniques such as polarography, stripping analysis, amperometry, advanced chromatographic techniques, NMR, Mass Spectrometry, X-ray, Laser usage, and laboratory computer applications.

Course includes laboratory.

Prerequisites: Chemistry 2219, 3307.

Pre- or co-requisite, Chemistry 3308.

Offered 2002–2003 and alternate years.

4415 Inorganic Chemistry

4 credits

A survey of topics which comprise the broad area of inorganic chemistry. The topics studied will include atomic and molecular structure, solid state behavior, elements of symmetry, acid-base theory, non-aqueous solvents, and structures and properties of transition metal and organometallic compounds.

Course includes laboratory.

Prerequisites: Chemistry 2218, 3307.

Offered in 2002–2003 and alternate years.

4492 Chemistry Seminar

1 credit

Presentation of laboratory or literature findings on current topics of chemical interest by students, faculty, and visiting lecturers. This course is the capstone experience in chemistry and is required of all senior chemistry majors, and chemistry-exercise science dual majors. Juniors and non-majors may be admitted by permission of the department.

Prerequisite: Chemistry 2201.

4494 Biochemistry Seminar

1 credit

Presentation of laboratory or literature findings on current topics of biochemical interest to students, faculty, and visiting lecturers. This course is the capstone experience in bio-chemistry and is required of all senior bio-chemistry majors. Juniors and non-majors may be admitted by permission of the Biology and Chemistry Departments.

Prerequisites: Chemistry 3319 or 3321, Biology 2203, Biology 3310.

Cross-listed with Biology 4494.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics in Chemistry

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internships in Chemistry

0–4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in Chemistry

0–4 credits

Directed study planned and conducted with reference to the needs of those stu-

dents who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Classical Civilizations

Associate Professor D. Evergates

Areas of particular teaching interest: Professor Evergates: Greek and Roman history, literature, archaeology.

No major is offered in this field.

A minor in Classical Civilizations is available through the Department of History; see the Guidance Bulletin for required courses.

Communication

Professor Sapora; Assistant Professors Lemieux (Department Chair) and Meyer; Instructor Kirschner; Adjunct Lecturer Slade.

Areas of particular teaching interest: Professor Sapora: linguistics, film history and criticism; Professor Kirschner: cultural studies, popular culture, qualitative research methods; Professor Lemieux: interpersonal communication, health communication, quantitative research methods; Professor Meyer: gender, language and discourse, intercultural.

The discipline of Communication attempts to explain how messages arise from change, enable choice and bind communicators together in relationships. The communication paradigm provides explanations for a wide range of natural and social phenomena from the elementary level of subatomic particles to the highly complex level of social systems.

The faculty's objective is to graduate seniors who are well trained in thought and argument, who can view problems from many points of view and negotiate common solutions, who can express themselves clearly and with conviction in writing and in speech, and who have spent time contemplating the nature of

communication—in short, graduates who understand what communication is and who can themselves communicate well.

Required Courses:

Communication 1102, 1103, 2202; Statistics 2215; three courses chosen from Communication 1110, Computer Science 1106, English 2204, 2206 or 2207, 2208, 2212, Statistics 2216, Theatre Arts 1113, 3328; four additional four-credit courses at the 3000 level or above including at least one capstone course (internships do not apply). The major program in Communication is also offered at the Budapest Campus.

Other Educational Options in Communication:

Minors in Communication, Information Systems; dual majors in Art and Communication, English and Communication, Theatre Arts and Communication. See Guidance Bulletin for details.

1102 (FR) Interpersonal Communication

4 credits

A broad historical and theoretical introduction to the study of human communication in the context of face-to-face and small group interaction. Homework and classroom participation put a strong emphasis on writing and speaking.

1103 (FR) Mass Communication

4 credits

A broad historical and theoretical introduction to the study of human communication in the context of organizations and audiences. Homework and classroom participation put a strong emphasis on writing and speaking.

1110 Public Speaking

4 credits

The practical application of basic principles and techniques of public speaking. This is an introductory course designed to prepare students to meet a variety of public oral communication situations.

1149 Filmmaking: Apprenticeship*1 credit*

The first step in the filmmaker's mentorship. Students will introduce fellow filmmakers to their favorite, life-forming films and begin to cultivate a filmmaker's journal. Also, students will assist advanced students, in the capacity of production assistants, with their upper-level film projects.

Prerequisite: permission of instructor.

2202 Communication Research Methods*4 credits*

The purposes and methods of formal research in the study of human communication. The main focus of this course is the communication research process.

Quantitative and qualitative methods appropriate to the study of interpersonal and mass communication are introduced.

Prerequisites: Communication 1102, 1103 and Statistics 2215.

Social Science.

2249 Filmmaking: Production Design*1 credit*

A continuation of the filmmaker's mentorship. Students will research, design, script, budget, and propose a film project for Communication 3349 First Production. Students continue to assist upper-level filmmakers with their productions.

Prerequisite: Communication 1149.

2291 Sophomore Systems Problem*1 credit*

The systems analysis mentorship. Under the direction of the instructor, students conduct a project that introduces them to the problem-solving frameworks of systems analysis. The normal output of the project is a written feasibility report.

Prerequisite: permission of instructor.

3306 Approaches to the Study of Language*4 credits*

An introduction to the principles and methods of linguistics. This course surveys the history of the linguistic enterprise (including the application of linguistic findings to teaching in the schools) and provides a linguistic analysis of the history of the English language. Humanities.

Cross-listed with English 3306.

3314 Language and discourse*4 credits*

An analysis of the rules of social interaction and the functions of language in discourse. Topics include the fundamental features of language, its scope and its acquisition, the structure of conversation, conversational rules, and conversational styles. The course provides instruction in research methods for conversation analysis and discourse analysis.

Prerequisite: Communication 2202.

3321 The Origins of Human Communication*4 credits*

The development of human communication by close examination of the evolution of modern humans. Students read about and discuss archeologists' continuing search for human origins, prehistoric cave art, the evolution of language, and the invention of writing. Particular attention is given to theories concerning how non-verbal communication first developed and how and why verbal communication evolved.

Prerequisite: Communication 2202.

3322 From Orality to Print*4 credits*

The social, aesthetic, and psycho-dynamic consequences of the advent of manuscript and print cultures. Beginning with a survey of pre-literate oral cultures, this course explores the work of W. J. Ong,

Roland Barthes, W. V. Quine, and other theorists.

Prerequisite: Communication 2202.

3323 The Age of Information

4 credits

The personal and institutional implications of the employment of electronic mediated communication systems such as the telephone, television, and internet. Particular attention is paid to current thought regarding the development of new communication technologies.

Prerequisite: Communication 2202.

3326 Organizational Communication

4 credits

An examination of the communicative practices employed by organizations in their internal and external activities. Topics include: historical and current approaches to the study of organization communication; the development and application of theory to organizational communication problems; research methods used to evaluate organizations and their communicative practices. Students conduct on-site field studies and prepare written and oral presentations of their findings.

Prerequisite: Communication 2202.

3330 Film Analysis

4 credits

A study of film history and aesthetics and the techniques of film analysis. This course traces the process of filmmaking from script to screen. The course includes a weekly three-hour film viewing session.

Prerequisite: Communication 2202.

Humanities.

3332 Television Analysis and Criticism

4 credits

An introduction to analytical and critical theory in the study of television. Topics include analysis of television organization, content and structure, and critical approaches to television text. The course

includes a weekly two-hour television viewing/discussion session.

Prerequisite: Communication 2202.

3333 Fiction Into Film

4 credits

The process by which film adapts literary works. The course considers adaptations from short fiction, novels, and dramatic literature, exploring the formal traits unique to each individual genre, the formal traits shared by more than one genre, and the capacity of film adaptation to retain and transform narrative content.

Students will write critical essays and a filmscript adapted from a piece of short fiction. The course includes a weekly three-hour film viewing session.

Prerequisite: Communication 2202.

Humanities

3334 Semiotics of Photography and Film

4 credits

Notions of foundational semiotic thinkers in the context of still photographs and film passages. Students will attend especially to such issues as the arbitrariness of signs, iconic vs. symbolic representation, paradigmatic choice and syntagmatic appropriateness, codes, the variability of codes, the cultural and economic determinants of codes, and mythopoeia.

Prerequisite: Communication 2202.

Humanities

3338 European Film Art (taught only on the Budapest campus)

4 credits

Theoretical approaches to the study of film, the analysis of film-making techniques and styles with reference to the roots of European film (Fritz Lang, Eisenstein and the early work of Bunuel), but focusing on the important schools and trends of European cinema in the post-war period. Subjects include the major works of leading film directors, such as Fellini, Visconti, Antonioni, Bunuel, Truffaut,

Godard, Wim Wenders, Werner Herzog, and Tarkovsky.
Humanities

3349 Filmmaking: First Production

1 credit

A continuation of the filmmaker's mentorship. Students execute the proposal developed and approved in Communication 2249.

Prerequisite: Communication 2249.

3351 Gender and Communication

4 credits

Theoretical perspectives and current research on the relationships between gender and communication. This course explores the contributions human communication makes to the construction of gender and gender identity. Verbal and non-verbal communication are examined in a variety of context such as the family, educational institutions, the workplace, intimacy, and the mass media.

Prerequisite: Communication 2202.

3352 Intercultural Communication

4 credits

The influence of culture on communication processes. This course investigates the impact of values, languages, and non-verbal behavior on intercultural interaction. Topics include individualistic versus collectivistic cultures, high-context versus low-context cultures, proxemics, chronemics, verbal styles, and other aspects of cultural variability in communication patterns.

Prerequisite: Communication 2202.

3353 Cultural Studies

4 credits

An investigation into the dynamics of social power using the cultural studies approach. This course critically examines the role of cultural discourses in the reproduction and disruption of the social order. Topics include understanding theories of culture, globalization, ideology, hegemony, and consciousness.

Prerequisite: Communication 1103.

3355 Critical Theory and Popular Culture

4 credits

A detailed analysis of popular culture formations using critical theoretical tools. This course offers an abstract and contextual study of the way various trends in contemporary popular culture relate to larger, social issues. Topics include an historical overview of critical social theory, and the ways gender, race, and youth are articulated in popular music, film, and television.

Prerequisite: Communication 1103.

3371 General Systems Theory

4 credits

An investigation of the fundamental principles that underlie this important way of thinking about the world. Topics include observation, definition, boundary, identity, relationship, process, stability, communication, information, and autopoiesis.

3372 Information Theory

4 credits

Information theory and its implications in human communication. Topics include difference, pattern, data, variety, rule, code, noise, uncertainty, entropy, information, language and complexity.

Prerequisite: Communication 2202.

3381 Health Communication

4 credits

The communication of health care with a focus on physicians and other providers, health care organizations, special interest groups, and government agencies.

Particular issues include social support, gender, agenda setting, persuasive health campaigns, and health policy.

Prerequisite: Junior or Senior standing is recommended

3391 Junior Systems Problem

1 credit

A continuation of the systems analysis mentorship. Under the direction of the instructor, students work in small groups

to solve specific problems. The expected output of the project is a solution to the problem. During the course, students also develop their individual proposals for the senior systems project.

Prerequisite: Communication 2291.

4449 Filmmaking: Feature Production

1 credit

The conclusion of the filmmaker's mentorship. Students who enroll in this course will complete the production of a feature film proposed in Communication 2249 and started in Communication 3349.

Prerequisites: Communication 3349 and permission of the instructor.

4491 Senior Systems Problem

1 credit

The conclusion of the systems analysis mentorship. Each student identifies and attempts to solve a problem. Project proposals are normally developed during the preceding spring, initiated in the fall, and completed in the spring of the senior year. The expected output is a public talk that describes the problem and presents its solution.

Prerequisite: Communication 3391.

4594 Seminar in Relational Communication

4 credits

A review of current thought on the development and maintenance of private, organizational, and public relationships. This capstone seminar requires each student to design, execute, and present a significant research project.

Prerequisite: Communication 2202.

4595 Seminar in Communication Media and Information Systems

4 credits

A review of current thought on the relationships among communication media, information systems and human communication processes. This capstone seminar requires each student to design, execute, and present a significant research project.

Prerequisite: Communication 2202.

4596 Seminar in Cultural Studies

4 credits

A review of current thought in critical theory and media criticism using the cultural studies approach. Course focuses on qualitative research methods and discursive analysis. This capstone seminar requires each student to design, execute and present a significant research project.

Prerequisite: Communication 2202.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics in Communication

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internship in Communication

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in Communication

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Comparative Literature

Professor Panek (Director); Associate Professor D. Evergates; Senior Lecturer Palmer; other faculty members from the departments involved.

No major is offered in this field. A minor in Comparative Literature is available through the Department of English; see the Guidance Bulletin for required courses.

1125 Studies in Hispanic Literature in English Translation*4 credits*

Spanish and Spanish American literature in translation. The topic changes each year.

Humanities.

Cross-listed with Spanish 1125.

2219 Great Works of the Western World I*4 credits*

Representative masterworks of European culture from ancient times through the Renaissance.

Heritage Sequence, Humanities.

2220 Great Works of the Western World II*4 credits*

Representative masterworks of European culture from the Enlightenment to the present.

Heritage Sequence, Humanities.

2225 Theatre of the Western World I*4 credits*

A survey of major developments in Western theatre history and literature from the Golden Age of Greece to the Restoration. Included are the theatre and drama of Ancient Greece and Rome, Medieval Europe, Italy, England, and Spain during the Renaissance, the French classical period, and the English Restoration.

Heritage Sequence, Humanities.

Cross-listed with Theatre Arts 2225.

2226 Theatre of the Western World II*4 credits*

A survey of major developments in Western theatre history and literature from the Restoration to modern drama. The course begins with the eighteenth century theatre in England, France and Germany and treats the emergence of the major modern styles of romanticism, realism, expressionism, epic theatre, and theatre of the absurd.

Heritage Sequence, Humanities.

Cross-listed with Theatre Arts 2226.

2227 The Contemporary Theatre*4 credits*

Studies in dramatic literature, theatre practice, and performance theory since 1960.

Humanities.

Cross-listed with Theatre Arts 2227.

Offered in 2001–2002 and every third year.

2231 Women in German Literature and Society*4 credits*

An exploration of the changing literary and social roles and images of women in Germany in the 19th and 20th centuries through discussions and reading of representative works by German women writers presented in their sociopolitical and cultural context. Of special interest will be the developments in the Third Reich, after 1945, and after the fall of the Berlin Wall in 1989. Works discussed will include authors such as Rahel Varnhagen, Bettina von Arnim, Anna Seghers, Ingeborg Bachmann, Christa Wolf, May Ayim, and others. This course is taught in English.

Cross-listed with German 2231 and Interdisciplinary Studies 2231.

Humanities

2255 Topics in Classical Literature*4 credits*

A study of outstanding literary works of the classical world. Emphasis is on studying ancient authors and genres in their original context and analyzing them in the light of modern literature and criticism. Although readings will be in English, language students who have completed Latin 1102 may choose to study some texts in the original language and continue the study of grammar and composition at the intermediate level. Topics include poetry, comic and tragic drama, narrative, and the ancient novel.

Prerequisite: Latin 1102.
Foreign Language, Humanities.
Cross-listed with Latin 2255.

3321 Comparative Mythology

4 credits

A study of the myth-making process and the major mythological types and themes. Global Perspective, Humanities.
Cross-listed with Cross Cultural Studies 3321 and Religious Studies 3321.

2265; 2266; 3365; 3366 Special Topics in Comparative Literature

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2298; 2299; 3398; 3399 Independent Studies in Comparative Literature

0-4 credits

Qualified students who desire to do independent studies are admitted with permission of the Director.

Computer Science

Associate Professor Eshleman

Areas of particular teaching interest:
Professor Eshleman: programming languages, computer architecture, numerical methods, theory of computation.

No major is offered in this field. Students desiring to pursue a career in professional computing upon graduation may choose to complete a minor in Computer Science or select the Computer Science concentration within the mathematics major. Either option will make it possible for the student to pursue additional studies in computing at the graduate level.

Recent graduates with either the minor or concentration are employed in computing-related positions at IBM, Hewlett-Packard, the Pentagon, the National Security Agency, EDS, as well as by various private companies.

The minor in Computer Science provides any major with core courses in Computer Science which would make it possible for a student with good problem solving skills to pursue additional studies at the graduate level. The major in mathematics with a concentration in computer science provides a solid foundation for a career in professional computing immediately upon graduation or for graduate study in computer science.

Students planning to elect either the minor or concentration should take CS1106 no later than the first semester of their sophomore year. Students who have AP credit in Computer Science may, upon advisement, begin with CS1107.

MINOR IN COMPUTER SCIENCE

Required Courses:

Computer Science 1106, 1107, 3301; Mathematics 1118 or 2207; two additional four-credit Computer Science courses at the 3000 level or above

Other Educational Options in Computing:

Computer Science concentration in the Mathematics major; Information Systems minor offered by the Communications Department.

1104 Introduction to Computer Science

4 credits

An introduction to ideas and techniques that are fundamental to computer science, providing a broad survey of the discipline while emphasizing the computer's role as a tool for describing, organizing, and manipulating information. Topics include: the historical development of computers, comparison and evaluation of programming languages, algorithmic methods, artificial intelligence, and networking. This course is normally taken by students with no prior computer programming experience.

1106 Fundamentals of Computing I*4 credits*

An introduction to standard computer programming techniques including problem analysis, algorithm design, program coding, testing and documentation.

Course includes a laboratory

Prerequisites: Mathematics 1001 or passing the arithmetic portion of the mathematics proficiency test, Mathematics 1002 or passing the algebra portion of the mathematics proficiency test.

1107 Fundamental of Computing II*4 credits*

This course moves students into the domain of software design, introducing principles necessary for solving large problems and team programming techniques. Topics to be treated include abstract data types, specifications, trade-offs among different implementation strategies (such as lists vs. arrays), and complexity analysis. Basic data structures (queues, stacks, trees, sets, and graphs) and transformations (sorting and searching) are introduced as fundamental tools used to aid the software design process.

Course includes a laboratory

Prerequisite: Computer Science 1106 or permission of the instructor.

2210 Introduction to Numerical Methods*4 credits*

An introduction to numerical methods for solving problems from calculus and linear algebra, including the solution of a single nonlinear equation, the solution of linear systems, interpolation and approximation, differentiation and integration, and the solution of eigenvalue problems.

Prerequisites: Computer Science 1106, Mathematics 1118.

Cross listed with Mathematics 2210.

Offered in 2001–2002 and alternate years.

3301 Computer Organization*4 credits*

An Introduction to computer organization: memory, processors, input/output, virtual machines, and assembly language.

Prerequisite: Computer Science 1107.

Offered in 2002–2003 and alternate years.

3303 Modeling and Simulation*4 credits*

Concepts of modeling and simulating systems and objects using software tools such as object-oriented or simulation languages. Representative example systems will be drawn from the natural and social sciences. Topics include system abstraction and analysis, discrete event representation, the problem of random number generation on a computer, result verification, and comparison of simulation environments. Basic statistical principles will be reviewed.

Prerequisites: Computer Science 1107.

Offered as needed.

2265; 2266; 3365; 3366**Special Topics in Computer Science***4 credits*

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs. Recent offerings have include Automata Theory and Operating Systems.

Prerequisite: permission of the instructor

2295; 2296; 3395; 3396**Internships in Computer Science***0–4 credits*

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399**Independent Studies in Computer Science***0–4 credits*

Directed study for qualified students in more advanced topics in computer science theory, systems, or application areas.

Prerequisite: permission of the instructor

Cross Cultural Studies

Associate Professor Leahy (Coordinator); and faculty members from the departments involved.

No major is offered in this field. If you are interested in a minor in Cross Cultural Studies, please contact Professor Leahy. See the Guidance Bulletin for required courses.

1101 Introduction to Chinese Civilization

4 credits

A study of the historical development of Chinese civilization through an examination of philosophies, religions, literatures, arts, politics, economics, and relations with foreign countries (especially Russia, Korea, Japan, Vietnam, and the U.S.). The role of Confucian ethic and Daoist naturalism in the formation of the Chinese value system is a focus of the course. Global Perspective.

1108 Cultural Anthropology

4 credits

A study of culture with material drawn from pre-industrial, complex, and developing societies. The course examines the increasingly complex social, economic, and political relationships between cultures and nations from both a historical and modern perspective. Global Perspective, Social Science. Cross-listed with Sociology 1108.

1120 Japan: The Land of Contrast

4 credits

A study of Japan's synthesis of Eastern and Western cultures. The focus will be on the old and the new in philosophy, religion, literature, politics, and economics. Global Perspective.

1123 The French-Speaking World

4 credits

An examination of French-speaking countries outside of Europe—especially Africa and the Caribbean—prior to, during,

and after the establishment of French colonial rule. Special attention is given to the ways different cultures have reacted, in economic, religious, sociological, artistic, and literary spheres, to the experience of French hegemony. This course is taught in English. Global Perspective, Humanities. Cross-listed with French 1123.

2202 Zen and Creativity

4 credits

A study of Zen's way of life through a close look at the Zen classics, Zen practices, and the poetry and paintings which successfully express the Zen attitude in life. The Zen view of beauty (both in nature and art) and Zen exercises such as Chinese calligraphy, meditation, and discussions of koan (paradoxes) will be included. Global Perspective, Humanities. Cross-listed with Philosophy 2202.

2212 World Music

4 credits

Surveys in musical traditions other than those of the Western European-American stylistic periods. Global Perspective, Humanities. Cross-listed with Music 2212.

2219 East Asian Philosophy

4 credits

A study of the history and literature of the major East Asian philosophical schools, with emphasis on the presuppositions concerning man and nature. Schools of thought which will receive special attention include Confucianism, Daoism, Mohism, Yin-Yang, Neo-Confucianism, Zen, and Shinto. The course concludes with a comparison of the general characteristics of East Asian philosophy and Western philosophy. Global Perspective, Humanities. Cross-listed with Philosophy 2219.

2223 Cultural History of Latin America

4 credits

Historical and contemporary culture of Latin America.

This course is taught in English.

Global Perspective, Humanities.

Cross-listed with History 2223 and Spanish 2223.

2225 The Philosophy and Practice of Tai Chi (Tai Ji)

4 credits

Theory and practice of a Chinese meditative exercise which is calisthenics, martial art, breathing exercises, dance, meditation, and prayer. Interpretations and critiques of the writings of the Daoist masters such as Lao Zi and Zhuang Zi will be included. The complete Tai Chi sequence of 108 movements will be practiced. The course emphasizes understanding the Daoist philosophy at the level of intellectual cognition as well as at the level of affective penetration and concrete experience.

Global Perspective, Humanities.

Cross-listed with Philosophy 2225.

2229 Arts of India, China, And Japan

4 credits

The development of painting, sculpture, and architecture in India, China, and Japan.

Global Perspective, Humanities.

Cross listed with Art History 2229.

Offered in 2002–2003 and alternate years.

2230 Performance and Culture

4 credits

An examination of performance, performance history, and performance theory of non-Western cultures, including those of Asia, Africa, Native America, the Middle East, and South America. Intercultural performance will also be considered with an eye toward the global community.

Global Perspective, Humanities.

Cross-listed with Theatre Arts 2230.

2241 The Arts and Architecture of the African Continent and Beyond

4 credits

A survey of the ancient and traditional arts of the African continent, including North Africa. Works will be discussed as visual reflections of the specific cultural and historical contexts in which they were created. Some consideration will also be given to the influence of these varied artistic traditions on the art and architecture of the Caribbean, America, and especially the modern European artistic traditions seen in the works of such artists as Picasso, Brawue, Matisse, and others.

Global Perspective, Humanities.

Cross-listed with Art History 2241.

Offered as needed.

2242 Art and Culture of Islam

4 credits

An investigation of the architecture, painting, and other arts of the Islamic world. Areas covered include the arts of Syria, Iran, Turkey, Medieval Spain, North Africa, Central Asia, and Moghul India.

Global Perspective, Humanities.

Cross-listed with Art History 2242.

2250 Traditional Native American Arts and Architecture

4 credits

An examination of the unique varieties of Native American cultures and the works of art and architecture that were created from ancient times to the twentieth century. While the course examines the arts from all the Americas, emphasis will be placed on the arts of the regions now referred to as the United States and Canada.

Global Perspective, Humanities.

Cross-listed with Art History 2250.

Offered 2001–2002 and alternate years.

2254 Religions of Africa and the Indigenous Americans

4 credits

An examination of the myths and ideas, rituals, and institutions associated with

the religious traditions of prehistoric peoples and contemporary tribal peoples of Africa, and the indigenous Americans. Global Perspective, Humanities. Cross-listed with Religious Studies 2254. Offered as needed.

2255 Religions of Asia

4 credits

A study of the major Asian religions: Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. Attention is given to origins and historical development, beliefs, practices, and institutions as well as to the manner in which Europeans and Americans have imagined religion and the East ("Orientalism").

Global Perspective, Humanities. Cross-listed with Religious Studies 2255.

2256 Religions of the Ancient World

4 credits

An examination of the earliest evidence for human religious behavior as well as some of the religious traditions of the ancient Mediterranean and Near East (for example, Egypt, Mesopotamia, Iran, Greece) and the ancient Americas (for example, Aztec, Inca, Maya).

Global Perspective, Humanities. Cross-listed with Religious Studies 2256. Offered as needed.

3302 Classical Indian Philosophy

4 credits

A rigorous introduction to the classical Indian tradition of philosophical thought, from its roots in the Vedas and Upanishads to its systematization in the six orthodox (astika) schools. Attention is also given to the "heterodox" views of the Buddhists, the Jains, and the "materialists."

Global Perspective, Humanities. Cross-listed with Philosophy 3302 and Religious Studies 3302. Offered as needed.

3305 Sacred Architecture

4 credits

A historical and systematic examination of both formal and symbolic aspects of structures built for religious purposes, along with their associated religious activities. Global Perspective, Humanities. Cross-listed with Art History 3305 and Religious Studies 3305. Offered as needed.

3306 Hindu Rituals and Ethics

4 credits

An intense look at the Hindu "path of action" in its many dimensions: rituals of the life cycle and daily life, seasonal festivals and celebrations, castes and stages of life, related notions of purity and pollution, and the relations between action and liberation. Global Perspective, Humanities. Cross-listed with Religious Studies 3306. Offered as needed.

3310 The Politics of Developing Areas

4 credits

An examination of the political, social, and economic problems of "third world" development with Latin America as the regional area of focus. The models of corporatism, bureaucratic-authoritarianism, civil-military relations, and dependency theory are applied to case studies in Argentina, Brazil, Cuba, and Peru. An examination of the role of women in development as well as the impact of development on the environment is also included. Sustainable development models are offered as an alternative to the failed attempts at development.

Global Perspective, Social Science. Cross-listed with Political Science 3310.

3317 Comparative Politics of Communist and Post-Communist Political Systems

4 credits

A comparative exploration of the historical, cultural, social, political, and economic similarities and differences in the systems

of the Former Soviet Union and The People's Republic of China. Both systems attempted to implement Marxism in their systems. The failure of Marxism in the Former Soviet Union and the continuing application of the Marxist model in China are explored. Theoretical paradigms that attempt to predict the future of these regimes are also analyzed.

Global Perspective, Social Science.

Cross-listed with Political Science 3317.

3321 Comparative Mythology

4 credits

A study of the myth-making process and of the major mythological types and themes.

Global Perspective, Humanities.

Cross-listed with Comparative Literature 3321 and Religious Studies 3321.

3326 Economic Development

4 credits

The theories of economic growth and development applied particularly to underdeveloped areas of the earth. The interrelationships of economic, political, sociological, historical, and technological factors in growth and development are examined.

Prerequisite: Economics 2201 or permission of the instructor.

Global Perspective, Social Science.

Cross-listed with Economics 3326.

Deaf Studies

Associate Professor Coryell

Areas of particular teaching interest:

Professor Coryell: deaf education, curriculum and instruction for deaf, hard of hearing pupils.

The minor in Deaf Studies offers a variety of courses related to the language, culture, and literature of Deaf people in the United States and Canada as well as a glimpse at international perspectives in the field. This program of study includes various opportunities for immersion in the language and culture of Deaf people including a semester as a visiting student

at Gallaudet University in Washington, D.C., residence in the ASL Immersion House, and Jan Term internships in ASL environments such as schools and deaf-related organizations across the United States. For students wishing to pursue a career in teaching deaf students, WMC offers a nationally recognized graduate program in Deaf Education. The WMC Deaf Studies minor provides a critical foundation for the graduate degree and includes courses that satisfy prerequisites for Deaf Education.

All courses are taught in ASL except American Sign Language 2230. Voice interpreters are provided at coordinator's discretion.

No major is offered in this field.

2225 American Sign Language I

4 credits

An introduction to the grammar and structure of American Sign Language (ASL) as a second language learning experience for students with no knowledge of ASL.

Immersion and interpersonal communication will be emphasized. Students learn grammar in the context of communicative activities. The Signing Naturally I units 1 through 6 will be covered. A brief introduction on Deaf Culture will be included. (This course is taught in ASL only.)

2226 American Sign Language II

4 credits

A continuation of American Sign Language I, with the expansion of conversational language skills as the medium of communication. The Signing Naturally I units 7 through 12 including additional cultural information will be covered.

(This course is taught in ASL only.)

Prerequisite: American Sign Language 2225 with a grade of "B" or above.

2230 Educational and Life Experiences of Deaf People

4 credits

A general orientation to the life experiences of deaf people with emphasis on their

educational experiences. An overview of the historical, philosophical, and social aspects of deaf education and the lives of deaf people in the United States will be included.

Prerequisite: American Sign Language 2225 with a grade of "B" or above.

3301 American Sign Language III

4 credits

A continuation of American Sign Language II, with strategies for conversation on topics, vocabulary and grammar previously introduced. The Signing Naturally II units 13 through 15, including in-depth cultural information and appropriate cultural behaviors will be covered. (This course is taught in ASL only.)

Prerequisite: American Sign Language 2226, with a "B" grade or above.

3302 American Sign Language IV

4 credits

Advanced American Sign Language, focusing on proficiency in receptive and expressive skills. The Signing Naturally II units 16 and 17, including in-depth cultural information and appropriate cultural behaviors will be covered. (This course is taught in ASL only.)

Prerequisite: American Sign Language 3301 with a grade of "B" or above.

3303 American Sign Language V

4 credits

This course provides opportunities for advanced skill development emphasizing differences across various linguistic registers. Discourse analysis will be introduced and linguistic structures of ASL and English will be compared. (This course is taught in ASL only.)

Prerequisite: American Sign Language 3302 with a grade of "B" or above.

3338 Linguistics of American Sign Language

4 credits

This course provides an analysis of the major structural features of American Sign

Language phonology, morphology, syntax, semantics, and discourse.

Prerequisite: American Sign Language 3303 with a grade of "B" or above, 2230.

3339 ASL Literature and Deaf Literature

4 credits

A cultural and literary analysis of ASL and Deaf-related literature in contemporary society. This course presents a selection of major works in text, cinema, and video. It will explore literary style and register, grammatical features, and linguistics expression in a cultural context.

Prerequisite: American Sign Language 3302 with a "B" or above, 2230.

3369 American Deaf Culture

4 credits

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

Prerequisite: American Sign Language 3303 with a "B" or above, 2230.

3370 International Perspectives on Sign Languages and Deaf Culture

4 credits

The study of diverse signed language and sociopolitical structures of Deaf communities in various countries and the impact on society. This course provides a global perspective of a linguistic and cultural minority group.

Prerequisites: American Sign Language 3302 with a B or above, 2230, and 3369.

This should be the final course taken in the Deaf Studies minor.

Economics

Professors Claycombe, Milstein, J. Olsh (Department Chair), Seidel, and Singer; Assistant Professor McIntyre; Senior Lecturer Carter and Lecturer McDonald.

Areas of particular teaching interest: Professor Claycombe: industrial organization, managerial economics; Professor Milstein: intermediate and advanced accounting; Professor Olsh: economic development, history of economic thought; Professor Seidel: money and banking; Professor Singer: auditing and taxation; Professor McIntyre: macroeconomics, international economics.

Students major in this department to prepare for careers in business and finance; for careers in government such as economic analysis, administration, and foreign service; and, by completing graduate study in a university, for professional careers in law, business, and economics. A student may also prepare to teach social studies in public secondary schools (middle/high school).

The dual or double major of Economics and Business Administration combines the advantages of both theoretical and applied disciplines.

BASIC MAJOR:

Required Courses:

Economics 2201, 3303, 3320, 4405, and a minimum of twelve additional hours at 3000–4000 level; four hours of Mathematics; Statistics 2215, 2216; four hours from English 1105, 2208, 2212 or Communication 1110; capstone 4405

Other Educational Options in Economics:

Dual majors with Business Administration, a Foreign Language, Mathematics, or Political Science; Pre-Legal; Teacher Certification-Secondary (middle/high school).

1101 Introduction to Political Economy

4 credits

An introduction to economic reasoning and its application in analyzing economic problems and institutions.

Prerequisite: Mathematics 1001 or passing Arithmetic Proficiency Exam.

This course is not open to students who have taken Economics 2201. It is not normally taken by majors in economics or business administration.

Social Science.

2201 Principles of Economics

4 credits

The study of the economic foundations of any society: price theory-the market system, allocation of resources, and income distribution; macroeconomic theory-national income and employment, money and banking, growth, recession, inflation, and international trade.

Prerequisites: Mathematics 1001 or passing Arithmetic Proficiency Exam, Mathematics 1002 or passing Algebra Proficiency Exam.

Social Science.

3303 Microeconomic Theory

4 credits

The theory of demand, production, cost, and resource allocation in a market economy. Models of market structure are developed and various forms of market failure are analyzed. Also developed are models of risk and uncertainty and theories of factor pricing and income distribution.

Prerequisite: Economics 2201 or permission of the instructor.

3304 International Economics

4 credits

The principles international trade and finance; study of classic trade theories, trade policy, exchange rate markets, balance of payments, trade and growth/development, open economy business cycles, international organizations, and exchange rate policy.

Prerequisite: Economics 2201 or permission of the instructor.

Offered in 2002–2003 and alternate years.

3319 Public Finance

4 credits

Principles and problems of taxation; the theory, character, and trend of public expenditures; public choice; the sources and effects of public revenue and public indebtedness—national, state, and local.

Prerequisite: Economics 2201 or permission of the instructor.

3320 Macroeconomic Theory

4 credits

The study of national income and price determination, growth, and business cycles; the consumption/leisure tradeoff, expectations and dynamic decision making, asset markets and investment, nominal frictions, and the role of fiscal and monetary policy.

Prerequisite: Economics 2201 or permission of the instructor.

3324 Managerial Economics

4 credits

The application of economic theory and quantitative methods for solving business problems. Emphasis is on analysis of demand, cost, and profit under conditions of imperfect information and uncertainty. Business pricing strategies receive special attention.

Prerequisite: Economics 2201 or permission of the instructor.

Cross-listed with Business Administration 3324.

Offered in 2002–2003 and alternate years.

3326 Economic Development

4 credits

The theories of economic growth and development applied particularly to underdeveloped areas of the earth. The interrelationship of economic, political, sociological, historical, and technological factors in growth and development are examined.

Prerequisite: Economics 2201 or permission of the instructor.

Global Perspective, Social Science.

Cross-listed with Cross Cultural Studies 3326.

3327 Industrial Organization and Public Policy

4 credits

Study of structure, conduct, and performance of industry in the United States as they pertain to the goals and effects of public policy. Emphasis is on antitrust and regulation.

Prerequisite: Economics 2201 or permission of the instructor.

Offered in 2001–2002 and alternate years.

3387,4487 Reading List

1, 1 credit.

Open only to students declaring economics or business administration as a major. Reading is completed during the summer and tested by examination.

4310 Money and Banking (capstone)

4 credits

A study of the history of money and monetary policy, principles and structure of banking, monetary theory, and the international monetary system.

Prerequisite: Economics 2201 or permission of the instructor.

4405 The History of Economic Thought (capstone)

4 credits

The development of economic theory from ancient times to the present contributions of Greece, Rome, and the Middle Ages; major emphasis on mercantilism and nineteenth and twentieth century economic analysis.

Prerequisite: Economics 2201 or permission of the instructor.

4490 Senior Thesis

1–4 credits

Directed individual research and writing. Open only to economics majors. Honors

students are normally expected to register for 3–4 semester hours.

Prerequisite: Economics 2201 or permission of the instructor.

4491; 4492 Economics and Business Administration Colloquium

1, 1 credit

Readings and group discussion. Significant works in economics and business administration are read and analyzed.

Prerequisite: Economics 2201 or permission of the instructor. This course is open to all senior economics majors.

Cross-listed with Business Administration 4491,4492.

3365; 3366; 4465; 4466

Special Topics in Economics

0–4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

Prerequisite: Economics 2201 or permission of the instructor.

Education

Professors Coley, Fennell, Macht, Pool, Reiff, and Zirpoli; Associate Professors Coryell, Kerby, Lockard (Department Chair), D. Miller, and Orza; Assistant Professors K'Olewe, Laird, Medina, Parker, Schlossberg, and Virts; Instructor: Craig; Lecturer Conley and Instructional Support for ASL Studies Martin.

Areas of particular teaching interest: Professor Coley: diagnosis and remediation of reading disabilities, comprehension development; Professor Fennell: elementary and middle school mathematics, curriculum, and assessment; Professor Macht: special education, non-categorical service delivery, behavior problems; Professor Pool: elementary and middle school curriculum, educational psychology; Professor Zirpoli: behavior management, Target Community and Educational Services Inc.; Professor Lockard: educational

administration, character education; Professor Coryell: deaf education, curriculum and instruction for deaf, hard of hearing pupils; Professor Miller: reading assessment and instruction, reading difficulties - prevention, intervention, and remediation; Professor Reiff: exceptional children; Professor Kerby: media/library science, young adult non-fiction; Professor K'Olewe: curriculum and instruction; teaching in secondary schools; Professor Laird: deaf education/deaf studies; Professor Medina: psychological foundations of education, diversity, special education; Professor Orza: counseling psychology, empathy and counselor education; Professor Parker: curriculum and instruction, interdisciplinary programs; Professor Schlossberg: counseling psychology; Professor Virts: deaf education-literacy development, curriculum and instruction; Professor Craig: reading assessment and instruction, reading difficulties - prevention, intervention, and remediation; Professor Conley: deaf education/deaf studies, literacy; Professor Martin: deaf education/deaf studies.

No major is offered in this field.

Students desiring certification to teach in elementary or secondary schools complete a minor in Education. Students preparing to teach secondary school (middle or high school) select a major in their specialty area; students desiring certification to teach in the elementary school (grades 1–6) select any major, usually one which supports the field such as Communication, English, Mathematics, Sociology, or Psychology. Students receive certification in elementary or the following secondary education fields: art, biology, chemistry, English, French, German, instrumental or vocal music, mathematics, physical education, physics, social studies, and Spanish. The art and physical education programs also offer a K–12 certification option.

Maryland certification includes certification reciprocity with over 35 states.

Students who desire certification to teach in the various programs offered should contact the Education Department as early as possible for assistance in planning their programs. A Maryland qualifying score on Praxis I (test specified by the Maryland State Department of Education), completion of ED 1111 or 1141, ED 2240 (secondary education) or ED 2015 (elementary education) with a grade of C or better, and a candidacy interview are required for formal admission to the minor in education. A minimum overall GPA of 2.50, an average GPA of 2.50 or better in the academic major, and an interview are required for acceptance into the student teaching semester. A state qualifying score on Praxis II (test specified by the Maryland State Department of Education), and a program portfolio are required for eligibility for certification.

All coursework should be planned so that one semester of the senior year may be kept entirely free for student teaching. Teacher certification is addressed in detail in the Guidance Bulletin. Course requirements for the education minor are subject to changes reflecting State of Maryland certification regulations.

MINOR IN ELEMENTARY EDUCATION

Required for certification in grades 1–6 (and middle school):

Education 1111 or 1141, Education 2015, Education 3324; Education 4205, 3312, 3314; Library Science 3317; Mathematics 1106, 2241; Exercise Science and Physical Education 1043, 1174; Psychology 1106, 2207; History 2227 or 2225, Education Semester: Education 4425.

MINOR IN SECONDARY EDUCATION

Required for certification in grades 7–12 (middle/high school):

Education 1111 or 1141, 2240; Education 3340–3350 (choose the appropriate course for area of concentration); Education 4417, Psychology 1106, 3306;

Education Semester: Education 4418, 4432, 4434 (Physical Education and Art K–12 certification students complete Education 4418, 4442, and 4444). Note: all of the secondary and K–12 education fields have additional specific course requirements which are identified in the College's guidance bulletin and education department materials.

Education Semester

During the education semester, elementary education students complete 12 credits of student teaching at the primary or intermediate grade levels in a Professional Development School setting. Secondary education students complete Education 4418 and 12 credits of student teaching at the middle and high school levels. K–12 certification students complete Education 4418 and 12 credits of student teaching at the elementary and secondary school levels.

1111 (FR) Learning in a Diverse Society

4 credits

An overview of education in the U.S. including an introduction to the role of various personnel in the school environment. The cognitive, affective, and psychomotor characteristics, as well as the personal, social, and moral development of school age students are identified and explored with an emphasis on the class's own experiences in education. Topics include self-concept, motivation, ethics, mainstreaming, communication skills, at-risk populations, standardized tests, and multi-culturalism, as they relate to today's diverse learning environments.

1141 Teaching and Learning in a Diverse Society

4 credits

An overview of education in the United States, including identification of pupil characteristics at all three educational levels: elementary, middle, and high school. The course includes psychology

of teaching and learning, related educational foundations, and a research-based introduction to current issues in education. This course places a strong emphasis on understanding how students differ in their approaches to learning, and creating instructional opportunities that are adapted to diverse learners in order to meet individual needs. Incorporation of selected multimedia and technology and structured observations in elementary and secondary schools are included.

2015 Processes and Acquisition of Reading

4 credits

The acquisition of reading including the foundations of reading development, and the interactive nature of the reading process are key areas of emphasis in this course. Participants explore the purposes for reading and various text formats within a balanced literacy program. The course content addresses language acquisition, phonological awareness, phonics, vocabulary knowledge, comprehension strategies, and cognitive development in relation to literacy acquisition. A 40 hour practicum at a local elementary school is the field experience for this course.

Prerequisite Education 1111 or 1141, sophomore status. This course is for elementary education students only.

2240 Planning and Evaluating Instruction

4 credits

Planning and assessment for class and small group instruction is the major focus of this course. The course includes the study of long term and daily planning and the development of instructional outcomes. The course also emphasizes assessment from formative to summative and standardized to performance-based and portfolio. Students will complete a 40 hour practicum at a local elementary or secondary school during the semester.

Prerequisite: Education 1111 or 1141, sophomore status. This course is for secondary education students only.

3312 Teaching Science & Social Studies in the Elementary School

4 credits

Current trends in science and social studies for the elementary school level with an emphasis on the student involvement in the learning environment are studied. Students acquire familiarity with a variety of teaching techniques and curriculum materials in these two content areas.

A 40 hour practicum at a local elementary school is the field experience for this course. This course is to be completed concurrently with Education 3314.

Prerequisites: Praxis I, Education 1111 or 1141, 2015, junior status.

3314 Teaching Elementary School Mathematics

4 credits

A focus on reform issues in elementary and middle grade mathematics education. This includes an analysis of principles for mathematics teaching and learning.

Important course topics include content and pedagogy related to number and operation, algebra, geometry, measurement, and data analysis and probability. The course also focuses on problem based learning and the use of technology in instruction. A 40-hour practicum at a local elementary school is the field experience for this course. This course is completed concurrently with Education 3312.

Prerequisite: Praxis I, Education 1111 or 1141, 2015, Mathematics 1106, 2241, junior status.

3324 Balanced Reading Instruction and Materials

4 credits

Theoretical and practical issues related to the design and implementation of a balanced literacy program are examined in this course. Students will critically analyze and implement developmentally

appropriate instructional practices for motivation, word recognition, comprehension, vocabulary development and intervention. The course addresses the organization and management of balanced reading instruction and incorporates the selection and strategic use of effective instructional materials. A 40-hour practicum at a local elementary school is the field experience for this course. *Prerequisite: Praxis I, Education 1111 or 1141, 2015, junior status. This course is for elementary education students only.*

3340–3350 Methodology in (secondary subject)

4 credits

An in-depth study of specific methods for the student's teaching field including national and state curriculum standards in the field, classroom management techniques applicable to the discipline, and varied behavioral management strategies including affective concerns. A 40-hour practicum at a local secondary school is the field experience for this course. *Prerequisites: Praxis I, Education 1111 or 1141, Education 2240.*

3340 Choral Music

3341 English

3342 Art

3343 Foreign Language

3344 Mathematics

3345 Social Studies

3346 Instrumental Music

3348 The Teaching of Secondary

Physical Education

3350 Science

4205 Assessment for Reading Instruction

4 credits

Examines informal and formal assessment techniques, processes and instruments within an interactive assessment-instruction framework. Students analyze state, local, and classroom assessments in order to evaluate individual, group, and school performance. The course content incorpo-

rates administration, scoring, interpretation, and reporting procedures for a variety of assessment tools. Effective techniques for the communication of assessment results are also addressed. A 40-hour practicum at a local elementary school is the field experience for this course. *Prerequisites: Praxis I, Education 1111 or 1141, 2015, Education 3312, Education 3314, 3324, junior status. This course is for elementary education students only.*

4417 Reading in the Content Areas: Part I

4 credits

Examines the elements of the reading process that are essential for success in reading at the secondary level, including: types of reading for both narrative and expository text, methods of assessment, cognitive strategies to develop reading comprehension, classroom instructional strategies, and motivational factors. This course links theory with practice in content area reading. A 40-hour practicum at a local secondary school is the field experience for this course. *Prerequisite: Praxis I, Education 1111 or 1141, 2240, junior status. This course is for secondary education students only.*

4418 Reading in the Content Areas II

2 credits

This course is an extension of concepts presented in Reading in the Content Areas: Part I. The course focuses on teaching reading at the middle and high school levels in order to enhance student ability to construct meaning from text. Reading and writing strategies appropriate for secondary students are examined, including technical reading/writing, cognitive strategies in reading/writing, effective integration of reading/writing instruction into the secondary classroom, and various assessment methods. Classroom observations of experienced teachers in content areas are an integral component of this course. This course is completed during the student teaching semester.

Prerequisites: Praxis I, Education 1111 or 1114, Education 2240, 4417, 3340–3350, junior status. This course is for secondary education students only.

4425 Elementary Student Teaching – Professional Development School Placement

12 credits

internship teaching at the elementary school level in a Professional Development School (PDS). Experiences involve full-time teaching with all related planning responsibilities and the extra-curricular expectations of the classroom teacher.

Prerequisites: Praxis I, a minimum 2.5 GPA overall and in the academic major, a “C” or better in all ED program courses, completion of all the minor requirements leading to student teaching, and permission of the Education Department. There is an extra fee for this course.

4432 Secondary Student Teaching (Middle School)

6 credits

An internship teaching at the middle school level. Experiences proceed from introductory participation to the assumption of full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher.

Prerequisites: Praxis I, a minimum 2.5 GPA overall and in the academic major, a “C” or better in all ED program courses, completion of all minor requirements leading to student teaching, and permission of the Education Department. There is an extra fee for this course.

4434 Secondary Student Teaching (High School)

6 credits

An internship teaching at the high school level. Experiences proceed from introductory participation to the assumption of full teaching assignment with all related planning responsibilities and the extra-

curricular involvements of the professional teacher.

Prerequisites: Praxis I, a minimum 2.5 GPA overall and in the academic major, a “C” or better in all ED program courses, completion of all minor requirements leading to student teaching, and permission of the Education Department. There is an extra fee for this course.

4442 Student Teaching (K–6 Art or Physical Education)

6 credits

An internship teaching at the elementary school level. Experiences proceed from introductory participation to the assumption of full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher.

Prerequisites: Praxis I, a minimum 2.5 GPA overall and in the academic major, a “C” or better in all ED program courses, completion of all minor requirements leading to student teaching, and permission of the Education Department. There is an extra fee for this course.

4444 Student Teaching (7–12 Art or Physical Education)

6 credits

An internship teaching at the secondary school level. Experiences proceed from introductory participation to the assumption of full teaching assignment with all related planning responsibilities and the extra-curricular involvement of the professional teacher.

Prerequisites: Praxis I, a minimum 2.5 GPA overall and in the academic major, a “C” or better in all ED program courses, completion of all minor requirements leading to student teaching, and permission of the Education Department. There is an extra fee for this course.

English

Professors Mangan, Panek (Department Chair), Regis, and Sapora; Associate Professors Bendel-Simso, R. Carpenter, and Dalton; Assistant Professors Kachur, E. Smith; Senior Lecturers: S. Olsh, Palmer, Spence; Jesse Ball duPont Visiting Scholar: Williams-Forson; Adjunct Lecturers Breslin, Garrett, Hartman, Kohl, Myers, Raver, Sevick, Snyder, Wollenweber.

Areas of particular teaching interest: Professor Bendel-Simso: 19th and 20th-century American literature, southern literature; Professor Carpenter: modern British literature, Victorian literature, colonial/postcolonial literature and theory; Professor Dalton: journalism; Professor Kachur: 18th- and 19th-century British literature; Professor Mangan: creative writing, American literature, women's literature; Professor S. Olsh: composition; Professor Palmer: comparative literature; Professor Panek: Shakespeare, renaissance literature, popular literature; Professor Regis: colonial and 19th-century American literature, the novel, popular literature; Professor Sapora: medieval literature, linguistics, critical theory; Professor E. Smith: technical writing, electronic communication; Professor Spence: English as a second language, grammar. Professor Williams-Forson: 19th- and 20th-century African American social, cultural, and literary history. The English major combines broad coverage of the history, themes, and genres of literature written in English with analysis of and practice in the use of our language. This knowledge along with the practical and analytical skills attained through the dedicated study of literature and language have enabled Western Maryland's English majors to succeed in graduate study and a variety of career paths, including teaching, journalism, business, library science, social work, government service, public relations, and law.

BASIC MAJOR:

Required Courses:

One course in the structure of English (Eng 2211 or 3306); one writing course (from Eng 1160, 2206, 2207, 2208, 2212); five Period Courses (2230 or 2231; 2232 or 2233; 2234 or 2270; and two from 2241, 2242, 2243); two figure courses (from Eng 3350, 3360, 3363, 3364); one novel course (from Eng 3341, 3342, 3343); one special topics course (from Eng 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2258, 2260, 2271, Comparative Literature 2219, 2220); and the senior seminar (Eng 4492).

Other Educational Options in English:

Dual majors with Communication, Theatre Arts, History, and Political Science; minors in Comparative Literature, English/American literature, Writing, and Journalism.

First Year Seminars in English

1154 (FR) Historical Fiction

4 credits

How do imagination and history interact in the creation of historical fictions? What impulses lead authors to write historical fictions? What makes a historical fiction persuasive, convincing, compelling? Is it important that historical fictions be "accurate," and if so, accurate in what sense? Can a historical fiction re-write history? These overarching questions will form the backdrop of this course as we examine captivating historical fictions by authors such as Pat Barker, Margaret Atwood, and Tim O'Brien. We may also watch some historical films.
Humanities

1157 (FR) Reading and Writing the Harlem Renaissance

4 credits

This course will explore in-depth the period in African-American social and cultural history known as the Harlem

Renaissance. This was a period (marshaled by the Great Migration) which witnessed a pivotal change in the arts and letters of the African-American. Focusing primarily on literature, we will explore other aspects of this artistic movement.

Humanities

1158 (FR) The Outsider in American Society: A Literary Exploration

4 credits

This course will explore the concept of the “outsider” in American culture as represented in several late-nineteenth and twentieth century works of fiction. Through close reading, class discussion, and critical writing, class members will examine the many factors that may contribute to a literary character’s alienation from mainstream society. Such individuals may be rejected by their communities by virtue of their gender, economic rank, age, race, sexual behavior, ethnic background, or immigrant/migrant status; others may choose their role as outsider because they oppose the values of their society. Novels under consideration include Crane’s *Maggie: A Girls of the Streets*, Cather’s *My Antonia*, Steinbeck’s *The Grapes of Wrath*, Morrison’s *The Bluest Eye*, and Tan’s *The Joy Luck Club*.
Humanities

1159 (FR) Horror in Fiction and Film

4 credits

An introductory investigation of the dark and popular world of horror fiction and film. Students examine why horror stories fascinate so many of us, paying special attention to how anxieties about sexuality, the unconscious mind, science, social injustice, and other topics get translated into horror texts
Humanities

1160 (FR) Journalism in the 21st Century: The Real Story

A wide-ranging examination of contemporary journalism through the eyes (and words) of a Pulitzer Prize-winning

journalist/author, a collection of readings by and about journalists, and classroom visits by a variety of print and broadcast journalists.

Writing and Language

1001 Writing Workshop

0 credits

A course designed for students who have not met the College’s writing standards as established in English 1101 and the English Competence Examination. The course provides intensive instruction and practice in sentence and paragraph construction, correct mechanics and usage, and coherent and logical presentation in order to equip students to meet WMC’s writing standards.

1101 Composition and Reading I

4 credits

Instruction in how to write clear, correct, and effective expository prose; practice in careful, analytical reading of significant literature; training in research techniques.

1102 Composition and Reading II

4 credits

Instruction in how to write clear, correct, and effective expository prose; practice in careful, analytical reading of significant literature; training in research techniques.

Prerequisite: Passing the Writing Competence Test or concurrent enrollment in English 1001.

Successful completion of English 1101/1105 and 1102 with acceptable writing competence satisfies the English Competence requirement.

1105 Composition and Reading I: Journalism Emphasis

4 credits

Instruction in how to write clear, correct, and effective journalistic prose; practice in careful, analytical reading of relevant non-fiction literature and training in newsgathering and research techniques. Successful completion of English 1101/1105 and 1102 with acceptable

writing competence satisfies the English Competence requirement.

English 1101/1105 and 1102 or the equivalent or permission of the instructor are prerequisites for all English courses numbered 2000 and above.

2204 Journalism II

4 credits

Advanced skills in news reporting and writing. Students learn and practice interviewing and other forms of news gathering and apply those methods in a variety of news and feature stories.

Prerequisite: English 1105 or 1160.

2205 Media Ethics

4 credits

An examination of the various ethical dilemmas that confront members of the news media, including conflict of interest, "freebies," invasion of privacy, reporter-source problems, advertiser and corporate pressures, and the use of deception to gather news. Students analyze and debate actual ethical quandaries and attempt to find workable solutions.

2206 Creative Writing - Poetry

4 credits

A workshop in poetry writing. Students will read modern and contemporary poetry by such authors as Elizabeth Bishop, Robert Lowell, Philip Levine, Sharon Olds, and Robert Hayden. Student poems will be critiqued weekly in the class workshop.

2207 Creative Writing - Fiction

4 credits

A workshop in writing short fiction. Class discussion focuses on student writing and stories by recognized contemporary authors.

2208 Advanced Composition

4 credits

Designed to assist writers in making their prose more sophisticated and interesting to read. Students write a series of non-fiction essays on topics personal or

general, which workshops and revisions polish and refine.

2210 Media and Politics

4 credits

Examination of the "symbiotic" relationship between the news media and public officials in America. Special emphasis is placed on the interplay between the press and presidency and between the press and Congress.

Cross-listed with Political Science 2210.

2211 Grammar and Usage

4 credits

An overview of the structure of the English language, introducing the discipline of grammatical analysis. Students encounter both traditional grammar and more recent linguistic approaches and consider some current problems in the teaching of grammar in the schools.

2212 Professional Communication

4 credits

An opportunity for students to practice and think critically about communication in the workplace. Assignments will focus on writing forms and topics suitable for students' fields of major interest. Students will complete individual and collaborative projects designed to help them write clearly and effectively for audiences both within their professions and outside of them. Particular emphasis will be placed on electronic communication forms.

3306 Approaches to the Study of Language

4 credits

An introduction to the principles and methods of linguistics, the social science that treats language, with particular emphasis on productive uses of linguistics in the humanities. Students are encouraged to see linguistics as an evolving tradition of analysis, rather than a unified and complete system that arose full-blown.

Humanities

Cross-listed with Communication 3306.

Period Courses

English 1101/1105 and 1102 or the equivalent or permission of the instructor are prerequisites for all English courses numbered 2000 and above.

2230 Beowulf to Mallory

4 credits

A survey of the major works of English literature from the 7th to the early 16th century, with attention given to their artistry and the ways in which the works reflect the cultures from which they arose. In addition to Beowulf, students explore works by Chaucer, the Gawain poet, and others.

Humanities

Offered 2002–2003 and alternate years.

2231 Renaissance Literature

4 credits

A survey of English poetry and prose from 1530 to 1660 with attention to the development of a national literature, to the discovery of new forms of poetry and prose, and to the recurrence of significant themes. Among others, students consider the works of More, Sidney, Wyatt, Spenser, Donne, and Milton.

Humanities

Offered in 2001–2002 and alternate years.

2232 Enlightenment Literature

4 credits

An exploration of the diverse body of literature produced from 1660 to 1819. It begins with the writings of Locke, Newton, and others who shaped the thinking of the period and proceeds to the works of significant literary figures such as Dryden, Pope, Behn, Swift, Johnson, Walpole, Richardson, Austen, and others.

Humanities

Offered in 2002–2003 and in alternate years.

2233 Romantics

4 credits

A survey of the revolutionary literature of the late 18th and early 19th century

“Romantic” movement in England.

Students will explore Romantic poetry and prose in its historical context, beginning by examining how writers both perpetuate and rebel against Enlightenment ideas, and ending by considering how their legacy is felt today. Authors studied include Godwin, Wollstonecraft, Blake, Wordsworth, Coleridge, Mary Shelly, P.B. Shelly, and Keats.

Humanities

Offered in 2002–2003 and in alternate years.

2234 Victorian Literature

4 credits

A survey of the major literary and historical developments of the Victorian period. Authors covered will include a selection from the following: Charlotte Bronte, Emily Bronte, Dickens, Elliot, Thackeray, Tennyson, Robert Browning, Elizabeth Barrett Browning, Hopkins, and Wilde.

Humanities

Offered in 2002–2003 and in alternate years.

2241 American Literature: Colonial and Romantic

4 credits

A survey of American literature from its inception to the Civil War. Students explore the social, intellectual, and historical context of writers such as Franklin, Jefferson, Emerson, Thoreau, Hawthorne, Poe, and others.

Humanities

Offered in 2002–2003 and in alternating years.

2242 American Literature: Realism and Naturalism

4 credits

A survey of American literature from the Civil War to World War I. Students explore social, intellectual, and historical contexts of writers such as Whitman, Dickinson, Freeman, Jewett, Twain, James, Gilman, Chopin, Crane, Norris,

Wharton, Dreiser, and Cather.
Humanities
Offered in 2002–2003 and in alternating years.

2243 American Literature: Modern and Contemporary.

4 credits
A survey of American literature from World War I to the present. Students explore social, intellectual, and historical contexts of writers such as Frost, Eliot, Stevens, Fitzgerald, Faulkner, Hughes, Welty, O'Connor and Walker.
Humanities
Offered in 2002–2003 and in alternating years.

2270 Twentieth Century British Literature

4 credits
A study of the direction that British literature took in the first four decades of the twentieth century. Authors will include Conrad, Lawrence, Joyce, Woolf, Hardy, Eliot, and Yeats. Students will examine technical innovations such as stream of consciousness and fragmentation. Discussion of the impact of Freud and the Great War on England's psyche will also be a focus of studies.
Humanities
Offered in 2001–2002 and in alternate years.

Special Topic Courses

English 1101/1105 and 1102 or the equivalent or permission of the instructor is prerequisite for all English courses numbered 2000 and above.

2250 Post-Colonial Literature

4 credits
An exploration of literature written in English by people of the variety of races and cultures that once were part of the British Empire. Works covered reflect and represent their experiences and creative genius. Writers studied include Conrad, Rusdie, and Chinua Achebe.

Humanities and Cross Cultural Studies
Offered in 2001–2002 and in alternate years.

2251 Literature by Women

4 credits
A survey of literature written by women, including poetry, prose, drama, and non-fiction. Students examine selected works that explore women's evolving roles in society and the many facets of women's unique position, experience, and perspective on the world.
Humanities
Offered in 2002–2003 and in alternate years.

2252 Popular Literature

4 credits
An examination of the literary and cultural significance of a number of sub-genres of popular literature, including the detective story, spy story, western, science fiction, fantasy, love romance, and other popular forms. Writers covered include Conan Doyle, Hammett, Christie, Fleming, Wells, and Burroughs.
Humanities
Offered as needed.

2253 Southern Literature

4 credits
An examination of regional literature of the American South. Students examine the emergence and persistence of themes such as miscegenation, misogyny, racism, incest, the grotesque, and the power of the past. Writers covered include Angelou, Faulkner, O'Connor, Warren, Walker, Hurston, and Porter.
Humanities
Offered as needed.

2254 Nature Writing

A consideration of various responses to the natural world and the ways in which writers have described their encounters with it. Students focus on creative non-fiction by writers such as Thoreau and John Muir. They also have the opportunity to produce their own creative non-fiction

responses to wild nature.

Humanities

Offered as needed.

2255 The Short Story Cycle

4 credits

An examination of the literary genre of the short story cycle, a novel-length grouping of inter-related stories linked by character, setting, and theme. Typical American examples include Anderson's Winesburg, Ohio; Faulkner's *Go Down, Moses*; Welty's *The Golden Apples*; and Tan's *The Joy Luck Club*.

Humanities

Offered as needed.

2256 Twentieth-Century American Poetry

4 credits

An examination of significant American poetry of the twentieth century. Poets covered will include Masters, Williams, Stevens, Plath, Ginsberg, Baraka, Hughes, Rich, Sexton, and Moore.

Humanities

Offered as needed.

2258 African American Literature

4 credits

An examination of the African American oral and written literary legacy which traces its history as a distinct literary tradition and as an important part of the dominant American literary tradition. Students examine and discuss poetry, plays, short stories, essays, and novels from all literary periods.

Humanities

Offered in 2002–2003 and in alternate years.

2260 Horror Fiction

4 credits

An investigation of the dark and popular world of horror fiction, with special emphasis on the Gothic tradition within British and American literature since 1764. Students examine and discuss why horror stories fascinate, and how anxieties about sexuality, the unconscious mind,

scientific discoveries, social injustice, and other topics are translated into the horror literature we read.

Humanities

Offered as needed.

2271 Contemporary British Literature

4 credits

An introduction to British literature from the 1950s to the present. With a focus on topics including humor, politics, nostalgia, nihilism, and multiculturalism, students examine Booker and Whitbread prize-winning authors such as Murdoch, Rushdie, Ishiguro, Baker, Bryant, Lodge, and Winterson, as well as a selection of poetry and contemporary British films.

Humanities

Offered as needed.

Novel Courses

English 1101/1105 and 1102 or the equivalent or permission of the instructor are prerequisites for all English courses numbered 2000 and above.

3341 British Novel I

4 credits

A survey of the British novel from its beginnings in the seventeenth century through the eighteenth century and romantic periods. Students address the social, intellectual, and historical contexts of significant works as well as the themes and developing form of the novel.

Humanities

Offered in 2002–2003 and in alternating years.

3342 British Novel II

4 credits

A survey of the British novel from the Victorian era to the present day. Students address the social, intellectual, and historical contexts of significant works as well as the themes and continuing development of the form of the novel.

Humanities

Offered in 2001–2002 and in alternating years.

3343 American Novel

4 credits

A survey of American novels from its inception, Brockden Brown's *Wieland*, to the present day. Topics addressed include social, intellectual, and historical contexts as well as theme and the developing form of the novel.

Humanities

Offered 2002–2003 and in alternating years.

Figure Courses

English 1101/1105 and 1102 or the equivalent or permission of the instructor are prerequisites for all English courses numbered 2000 and above.

3350 Shakespeare

4 credits

A survey of Shakespeare's major poetic and dramatic works. In addition to background on Shakespeare's life and the Elizabethan theater, the early portion of the course covers the narrative poem "Venus and Adonis" and the Sonnets. The remainder of the course is dedicated to the study of major comedies from *Love's Labors Lost* to *The Tempest*, history plays from *Richard II* to *Henry V*, and the major tragedies.

Humanities

Cross-listed with Theatre Arts 3350.

3360 Chaucer

4 credits

An examination of *The Canterbury Tales*, *Troilus and Criseyde*, and the minor poems as well as focus on the influence of continental authors on Chaucer's works.

Humanities

Offered in 2002–2003 and in alternate years.

3363 Major Figures and Groups I (British)

4 credits

An intensive study of the work of a major British writer or related group of writers. Humanities

3364 Major Figures and Groups II (American)

4 credits

An intensive study of the work of a major American writer or related group of writers. Humanities

Senior Seminar, Independent Studies, and Internships

English 1101/1105 and 1102 or the equivalent or permission of the instructor are prerequisites for all English courses numbered 2000 and above.

2295; 2296; 3395; 3396; 4495; 4496 Internship in English

0–4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in English

0–4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

4492 Senior Seminar

4 credits

The capstone to the English major emphasizes techniques and methods of literary criticism. Seniors explore a different theme, genre, or topic each semester, and prepare a major paper.

Exercise Science and Physical Education

Professors J.R. Carpenter, Fritz, and Ober (Department Chair); Assistant Professor Owens; Interim Lecturer Boer; Coach/Lecturers Brooks, Easterday, Lachman, Manolovich, Martin, Molloy, Nibelink, Renner, Reitenbach, and Seibert.

Areas of particular teaching interest: Professor Carpenter: sport psychology and sport sociology; Lecturer Boer: exercise physiology; Professor Fritz: coaching; Professor Ober: sport history and biomechanics; Professor Owens: pedagogy and teacher certification.

Beyond the basic Exercise Science and Physical Education major, the department provides a variety of options for the major, including teaching certification in elementary-secondary school physical education. This K-12 certification program is approved by the Maryland State Department of Education.

BASIC MAJOR:

Required Courses:

Exercise Science and Physical Education 1211, 1245, 2230, 2240, 3222, 4492, and four activities beyond basic liberal arts requirements; Biology 1111, 2211; Chemistry 1121 or 1101, 1102; Psychology 1106.

Other Educational Options in Exercise Science and Physical Education:

Minors are offered in athletic training, outdoor education, sports coaching, sports journalism, sports management, and sports science. Teacher certification can be attained in elementary-secondary school physical education (K-12). A dual major is offered with the chemistry department.

Activity

The College requires that each student demonstrate competence in activities that fall into two broad categories: fitness (courses numbered 1002-1055,

1141-1155, and skill activities (all other activities). Of the four activity competencies required, at least one must be from each category. This requirement may be satisfied by demonstration of competence, by participation on intercollegiate sports teams, or by successfully completing courses chosen from those offered.

Many of the activity courses listed will be offered each semester. A list of specific courses to be offered in a particular semester is provided at the time of registration.

Students who satisfy all or part of the physical education requirement through certification, testing or athletic participation may not enroll for credit in any activity in which competency has been demonstrated. A student may not receive credit twice for the same activity.

The College accepts no financial responsibility for injuries resulting from participation in physical education activities.

Physical Education Activity

0.5 credit

Instruction in the fundamental skills and basic knowledge of the activity named.

Each activity meets approximately fifteen hours and carries 0.5 semester hour credit.

Fitness Activities

- 1002 Fencing**
- 1003 Judo**
- 1005 Wrestling**
- 1006 Gymnastics**
- 1008 Karate**
- 1016 Weight Training**
- 1017 Water Aerobics**
- 1018 Orienteering**
- 1020 Jogging**
- 1031 Ballet**
- 1033 Modern Dance**
- 1035 Jazz Dance**
- 1037 Tap Dance**
- 1039 Basic Aerobics**
- 1041 Step Aerobics**
- 1043 Creative Rhythms & Dance**

- 1045 Square & Western Dance
- 1047 Folk/Social Dance
- 1055 Special Topics in Fitness Activities

Skill Activities

- 1066 Special Topics in Skill Activities
- 1067 Archery
- 1068 Backpacking
- 1069 Badminton
- 1070 Fundamental Motor Skills
- 1071 Basketball
- 1072 Bowling
- 1073 Casting
- 1074 Canoeing
- 1076 Field Hockey
- 1077 Golf
- 1078 Kayaking
- 1079 Lacrosse
- 1081 Racquetball
- 1082 Rappelling
- 1083 Rock Climbing
- 1084 Skiing
- 1086 Soccer/Speedball
- 1087 Softball
- 1088 Team Handball
- 1089 Tennis
- 1091 Volleyball
- 1092 Wallyball

Each of the following activities meets approximately 30 hours per semester and carries one semester hour credit (except for 1176 and 1178).

Fitness Activities

1141 Fundamentals of Exercise and Conditioning

1 credit

The development and analysis of various exercise and conditioning programs including personalized fitness assessment and planning, exercise selection, weight training, and aerobic activities.

1149 Marathoning

1 credit

1155 Special Topics In Fitness Activities

1 credit

Skill Activities

1166 Special Topics in Skill Activities

1 credit

1170 Scuba Diving

1 credit

1176 Lifeguarding

2 credits

Principles, techniques, and skills of aquatic lifeguarding. Students must also complete or have completed standard First Aid and Adult CPR programs prior to the conclusion of the course to qualify for American Red Cross lifeguard certification.

Prerequisite: demonstrated swimming competency.

1178 Water Safety Instructor

2 credits

Principles, techniques, and skills of aquatic instruction leading to American Red Cross WSI certification. WSI certification qualifies individuals to instruct American Red Cross swimming progression courses - IPAP, LWT, BWS, and EWS.

Prerequisite: Exercise Science and Physical Education 1176 or the equivalent.

Theory

1185 Contemporary Health Issues

4 credits

An examination of current health issues confronting the individual and society. The emphasis is on analyzing health behavior and influencing attitudes. Topics include wellness concepts, stress, socially transmitted diseases, consumer health, substance abuse, and aging.

1211 History and Philosophy of Physical Education and Sport

4 credits

The historical and philosophical development of physical education and sport from ancient civilizations to the present era. Areas covered include cultures, leaders, events, programs, and guiding thoughts that have evolved into the current status of the academic discipline and the physical education profession as well as closely allied fields. Humanities.

1245 Sport in American Society

4 credits

The examination of sport and its relationship to the many facets of American society. Included are explorations of the structure and role of sport and its participants. Various dimensions of sport and society—religious, political, economic, language and literature, song, and art—are also considered. Humanities.

2215 Adapted Physical Education

4 credits

Organization of developmental, remedial, atypical, and programs for people with disabilities with an emphasis on the special competencies needed to deliver quality physical education programs to special populations. Consideration is given to legal and administrative aspects of service delivery; assessment of individuals; program planning and IEP preparation; specialized instructional techniques and teaching strategies; and modification of activities, materials, equipment, and facilities. Extensive field work is required.

2225 Prevention and Care of Athletic Injuries

4 credits

Prevention, care, and management of injuries associated with physical activity and medical emergencies. Topics considered include basic human anatomy, recognition, and evaluation of injuries.

Support measures such as wrapping and taping of various areas of the body are emphasized. CPR certification is an important component.

2230 Biomechanics and Applied Anatomy

4 credits

An integrated study of forces produced by and acting on the human body involved in the performance of physical activity. Attention is given to mechanical considerations and skill applications. Special emphasis is placed on the study of human anatomy, particularly the skeletal and muscular systems and their function. *Prerequisites: Mathematics 1001 or passing Arithmetic Proficiency Exam, Mathematics 1002 or passing Algebra Proficiency Exam.* Natural Science and Mathematics.

2234 Physical Education in the Elementary School

4 credits

An analysis of the physical education program in the elementary school and its place in the total educational experience. Consideration is given to the selection of activities, skill development, teaching styles and materials, program planning, class organization, and evaluation techniques. Knowledge, organization, and presentation of fundamental motor skills appropriate for elementary school children are also included.

2236 Principles of Sports Coaching

4 credits

Basic principles involved in the coaching of interschool athletics including various administrative aspects. Topics include philosophy, contest management, scheduling, championship determination, ethics, equipment selection, finance and budget, team selection and organization, public relations, and legal considerations. One particular sport will be selected by the student for an in-depth exploration.

2240 Sport Behavior

4 credits

The use of psychological principles to describe, explain, predict, and change human behavior within the framework of sport, motor learning, and motor development situations.

Prerequisite: Psychology 1106.

3222 Physiology of Exercise

4 credits

A study of the physiological principles governing physical activity. Energy sources, training and conditioning, ergogenic aids, diet, and other pertinent topics are considered through classroom instruction and laboratory experiences.

Prerequisite: Biology 2211 or 3316.

3303 Administration and Evaluation of Physical Education

4 credits

The administration of physical education in an educational setting including administrative theory and styles, organization of programs, and evaluation of programs and individuals. Objectives, scheduling, policies, and structure are considered. Evaluative devices including standardized tests and skill assessment along with basic statistical techniques are stressed.

3306 Advanced Athletic Training

4 credits

Advanced principles of athletic training including etiology, indications, evaluation, management, and rehabilitation of complex athletic injuries along with the administration of athletic training programs and facilities. Emphasis is on human anatomy, recognition of injuries, rehabilitation theory, theory and use of modalities, and the relationships among the health care professions.

Prerequisite: Exercise Science and Physical Education 2225.

3307 Practicum in Athletic Training

4 credits

Practical experience and extensive field work in athletic training.

Prerequisite: Exercise Science and Physical Education 2225.

3325 Nutrition

4 credits

A study of the nutritional needs of humans throughout the lifespan. Topics include energy nutrients, vitamins, minerals, recommended dietary allowances, and weight control. Fad diets, nutritional supplementation, and the world's food supply are also examined.

Prerequisite: Mathematics 1001 or passing Arithmetic Proficiency Exams.

Natural Science and Mathematics.

3345 American Sports Novel

4 credits

A study of the sports novel as a special type in American literary expression. Major themes, style, characterization, role of the sports hero, sports myth and legend, and symbolism are considered. Humanities.

4492 Senior Seminar in Exercise Science and Physical Education

1 credit

Presentation that synthesizes learning from earlier course work or curricular experiences such as student teaching or an athletic training internship. Required of all senior majors.

2265; 2266; 3365; 3366 Special Topics in Exercise Science and Physical Education

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396

Internship in Exercise Science and Physical Education

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399

Independent Studies In Exercise Science and Physical Education

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Foreign Languages

Professors Deveny and Motard-Noar (Department Chair), Associate Professors Esa, D. Evergates, Henriette, and Williams.

Areas of particular teaching interest: Professor Deveny: Golden Age Spanish literature, Spanish cinema; Professor Evergates: Greek, Latin; Professor Henriette: Renaissance and eighteenth century French literature; Professor Motard-Noar: nineteenth and twentieth century French literature; Professor Williams: nineteenth and twentieth century peninsular literature, Latin American literature; Professor Esa: German, German Women Writers, Novellas, Proverbs, and Idioms.

Recognizing that the study of language is essential to liberal arts education, the department is committed to the goal of providing a sequence of courses leading to competence in a foreign language. Concentration in a language may take the form of a major, thus preparing a student for graduate work in the field, or it may

be combined with education courses for secondary school teaching (middle/high school). Competence in a foreign language is increasingly important in other fields as well and provides a desirable dual major in combination with areas such as economics/business administration, history, and political science.

Several opportunities to enrich the academic program are provided both on and off campus. Students are encouraged to explore the opportunities for the language houses in the affinity housing program, to participate in language clubs, and to take advantage of the many special events which focus on foreign cultures. The department requires students majoring in foreign languages either to live in language housing on campus for one year or to live abroad for one semester. January Term trips provide short-term study tours of major French-, Spanish-, or German-speaking countries. Western Maryland also grants full academic credit for a number of programs that sponsor a summer, a semester, or a year abroad. Information on such programs is available from the Study Abroad Adviser.

A student may elect a major in French, German, or Spanish; courses in Greek or Latin may count toward a minor in Classical Civilization.

BASIC FRENCH, GERMAN, OR SPANISH MAJOR:

Required Courses:

A minimum of forty hours is required, such as courses numbered 1101, 1102 (or 1103), 2211, 2212, 3301, 3302, 3320, and 4410. (4410 is required, and must be taken at WMC.) The total number of hours may be reduced by placement. In order to complete a major in French, German, or Spanish, students must either live for one year in the appropriate language house on campus or live abroad for at least one semester.

Other Educational Options in Foreign Languages:

Dual majors with another language, Business Administration, Economics, History, or Political Science; Secondary Teacher Certification (middle/high School). The department also offers minors in each of the major languages. Only one course in English may count toward the minor.

French

1101, 1102 Elementary French

4, 4 credits

The acquisition of oral/aural skills through intensive exposure to French used both as the medium of communication and the object of study. It enables the student accurately to express his or her daily experiences in spoken and written French, and to understand communications of a moderate level of difficulty. Foreign Language.

1103 Elementary French for Advanced Beginners

4 credits

A review of basic grammar and the introduction of more advanced grammar, together with the acquisition of oral/aural skills that allow communication in French in everyday contexts. Foreign Language

1123 The French-Speaking World

4 credits

An examination of French speaking countries outside of Europe—especially Africa and the Caribbean—prior to, during, and after the establishment of French colonial rule. Special attention is given to the ways different cultures have reacted, in economic, religious, sociological, artistic, and literary spheres, to the experience of French hegemony. This course is taught in English. Global Perspective, Humanities. Cross-listed with Cross Cultural Studies 1123.

1131 Culture of France

4 credits

A study of influences that have molded France through the ages, with insights into all aspects of French culture (geography, history, the arts, folklore, gastronomy, etc.) as reflected in the main provinces (Ile-de-France, Normandy, Burgundy, Brittany, Provence, the Basque Country).

This course is taught in English. Humanities.

2211 The Francophone World and the Media

4 credits

A review and expansion of grammar, practice in oral and written French through the study of various Francophone media. *Prerequisite: French 1102 or the equivalent.* Foreign Language.

2212 France and the European Community

4 credits

A review and expansion of grammar, practice in oral and written French through the study of France's political and economical situation within the European Union.

Prerequisite: French 2211 or the equivalent. Foreign Language.

3301 Introduction to the Study of French Literature I

4 credits

Themes and topics related to periods and genres in French literary history. The course covers particular areas from the Medieval period through the Enlightenment.

Prerequisite: French 2211 or 2212 or the equivalent.

Foreign Language, Humanities.

3302 Introduction to the Study of French Literature II

4 credits

Themes and topics related to periods and genres in French literary history.

The course covers Romanticism to the present.

Prerequisite: French 2211 or 2212 or the equivalent.

Foreign Language, Humanities.

3310 Advanced Studies in French

4 credits

A course designed for upper-class French majors, with a different topic dealing with aspects of the French or Francophone literature or culture each semester. See topics under French 4410.

Prerequisite: French 3302 or the equivalent; placement in 3310 by permission of the instructor.

3320 French/English Translation

4 credits

Practice in the art of rendering a text from one language to another using both literary and non-literary sources. This will include a study of advanced French grammar.

Prerequisite: French 2212 or permission of the instructor.

4410 Advanced Studies in French

4 credits

A course designed for upper-class French majors, with a different topic dealing with aspects of the French or Francophone literature or culture each semester. Course offerings include: *Le cinéma français*; *L'autobiographie en France*; *La littérature française contemporaine comme prière athée*; *La littérature féminine francophone*; *Le théâtre classique*; *Les femmes-écrivains du Moyen Age au XVIII^e siècle*

Prerequisite: French 3302 or the equivalent.

2265; 2266; 3365; 3366; 4465; 4466

Special Topics in French

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496

Internships in French

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499

Independent Studies in French

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

German

1101, 1102 Elementary German

4, 4 credits

The acquisition of oral/aural skills through intensive exposure to German used both as the medium of communication and the object of study. It enables the student accurately to express his or her daily experiences in spoken and written German, and to understand communications of a moderate level of difficulty.

Foreign Language.

1103 Elementary German for Advanced Beginners

4 credits

A review of basic grammar and the introduction of more advanced grammar, together with the acquisition of oral/aural skills that allow communication in German in everyday contexts.

Foreign Language

4 credits

1111 German Cinema

4 credits

A study of 20th-century German identity, culture, history, and politics through film analysis and readings of literary and popular culture texts.

This class is taught in English.
Humanities

1125 (FR) From the Holocaust to German Unification

4 credits

A study in German culture from the darkest period of German history (1933–1945) to the present. This course includes an examination of the Nazis' rise to power, their political, economical, social, and racist programs, that not only led to WW II but also to the Holocaust; a close look at divided Germany, the fall of the Berlin Wall that led to German unification, and beyond.
This class is taught in English.
Humanities.

1131 Culture of German Speaking Countries

4 credits

A study of the influences that have shaped the three German-speaking countries through the ages, with insight into all aspects of German culture (geography, history, the arts, folklore, women's issues, politics, economics, gastronomy, etc.).
This course is taught in English.
Humanities

2211 Intermediate German I: Language and Culture

4 credits

A review and expansion of grammar, practice in oral and written German while exploring German language and culture.
Prerequisite: German 1102 or the equivalent.
Foreign Language.

2212 Intermediate German II: Conversation and Composition

4 credits

A review and expansion of grammar, practice in oral and written German while exploring the societies, politics, economics, media, etc., of the German-speaking countries in Europe.
Prerequisite: German 2211 or the equivalent.
Foreign Language.

2221 Principles of German for Business

4 credits

An introduction to basic vocabulary and practices of German business in such areas as communication, banking, marketing, retail/wholesale, export/import, energy, and transportation.
Prerequisite: German 2211 or permission of instructor.
Foreign Language.

2231 Women in German Literature and Society

4 credits

An exploration of the changing literary and social roles and images of women in Germany in the 19th and 20th centuries through discussions and reading of representative works by German women writers presented in their sociopolitical and cultural context. Of special interest will be the developments in the Third Reich, after 1945, and after the fall of the Berlin Wall in 1989. Works discussed will include authors such as Rahel Varnhagen, Bettina von Arnim, Anna Seghers, Ingeborg Bachmann, Christa Wolf, May Ayim, and others. This course is taught in English.
Cross-listed with Comparative Literature 2231 and Interdisciplinary Studies 2231.
Humanities

3301, 3302 Introduction to the Study of German Literature

4, 4 credits

Analysis of major representative works from German literature.
Prerequisite: German 2212
Humanities, Foreign Language

3310 Advanced Studies in German*4 credits*

A course designed for upper-class German majors with a different topic dealing with aspects of the German literature or culture each semester. See course offerings under German 4410.

Prerequisite: German 3302.

3320 German/English Translation*4 credits*

Practice in the art of rendering a text from one language to another using both literary and non-literary sources. This course will include a study of advanced German grammar and written translation of materials from the student's field of study.

Prerequisite: German 2212 or permission of the instructor.

3331 German for International Business*4 credits*

A review and expansion of German language as used in international trade, intercultural conduct, international banking, structure of industry, establishment of companies, advertising, trade fairs, exhibitions, etc.

Prerequisite: German 2221 or permission of instructor.

Foreign Language

4410 Advanced Studies in German*4 credits*

A course designed for upper-class German majors with a different topic dealing with aspects of the German literature or culture each semester. Course offerings include: Die deutsche Novelle; Deutsche Frauenliteratur; Kulturmetropole Berlin Deutsche Filmemacherinnen und Literatinnen; Franz Kafka: Sein Leben und Werk.

Prerequisite: German 3302.

2265; 2266; 3365; 3366; 4465; 4466**Special Topics in German***4 credits*

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496**Internships in German***0-4 credits*

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499**Independent Studies in German***0-4 credits*

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Greek**1101, 1102 Elementary Greek***4, 4 credits*

Introduction to the grammar and vocabulary of Ancient Greek with emphasis on the development of reading skills. The courses include an overview of ancient Greek history, literature and culture, as well as beginning readings in ancient texts.

Foreign Language.

Offered as needed.

2265; 2266 Special Topics in Greek*4 credits*

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2298; 2299 Independent Studies in Greek

0–4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Elementary Hungarian

1101, 1102 Elementary Hungarian (offered only on the WMC-Budapest campus)

4, 4 credits

The acquisition of oral/aural skills through intensive exposure to Hungarian used both as the medium of communication and the object of study. It enables the student accurately to express his or her daily experiences in spoken and written Hungarian, and to understand communications of a moderate level of difficulty.
Foreign Language.

Latin

1101, 1102 Elementary Latin

4, 4 credits

An introduction to the grammar and vocabulary of the Latin language with emphasis on the development of reading skills. The courses include an overview of Roman history, literature, and culture, as well as beginning readings in ancient texts.
Foreign Language.

2255 Topics in Classical Literature

4 credits

A study of outstanding literary works of the classical world. Emphasis is on studying ancient authors and genres in their original context and analyzing them in the light of modern literature and criticism. Although readings will be in English, language students who have

completed Latin 1102 may choose to study some texts in the original language and continue the study of grammar and composition at the intermediate level. Topics include poetry, comic and tragic drama, narrative, and the ancient novel.

Prerequisite: Latin 1102.

Foreign Language, Humanities.

Cross-listed with Comparative Literature 2255.

2265; 2266 Special Topics in Latin

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2298; 2299 Independent Studies in Latin

0–4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Spanish

1101, 1102 Elementary Spanish

4, 4 credits

The acquisition of oral/aural skills through intensive exposure to Spanish used both as the medium of communication and the object of study. It enables the student accurately to express his or her daily experiences in spoken and written Spanish, and to understand communications of a moderate level of difficulty.
Foreign Language.

1103 Elementary Spanish for Advanced Beginners

4 credits

A review of basic grammar and the introduction of more advanced grammar, together with the acquisition of oral/aural skills that allow communication in

Spanish in everyday contexts.
Foreign Language

1125 Studies in Hispanic Literature in English Translation

4 credits

Spanish and Spanish American literature in translation. The topic changes each year.
Humanities.

Cross-listed with Comparative Literature 1125.

1131 Cultural History of Spain

4 credits

A study of diverse aspects of the culture and history of Spain and the contributions of Hispanic culture to Western Society. This course is taught in English.

1151 (FR) Hispanic Novels to Films

4 credits

A study of screen adaptations of twentieth-century narratives from Spain and Latin America. Readings are in English translation. This course will provide insights into the Hispanic World as well as the aesthetics of screen adaptation. This course is taught in English.
Humanities.

2211, 2212 The Hispanic World: Language and Society

4, 4 credits

Practice in oral and written Spanish while analyzing the social elements and cultural expressions of the Hispanic World.

Prerequisite: Spanish 1102 or the equivalent.
Foreign Language.

2223 Cultural History of Latin America

4 credits

Historical and contemporary culture of Latin America.

This course is taught in English.
Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 2223 and History 2223.

3301, 3302 Introduction to the Study of Hispanic Literature

4, 4 credits

Analysis of major representative works from Spanish and Latin American literatures.

Prerequisite: Spanish 2212 or the equivalent.
Foreign Language, Humanities.

3310 Advanced Studies in Spanish:

4 credits

A course designed for upper-class Spanish majors with a different topic dealing with aspects of the Hispanic literature or culture each semester. See course offerings under Spanish 4410.

Prerequisite: Spanish 3302; placement in 3310 by permission of the instructor.

3320 Spanish/English Translation

4 credits

Practice in the art of rendering a text from one language to another using both literary and non-literary sources.

Prerequisite: Spanish 2212 or permission of the instructor.

4410 Advanced Studies in Spanish:

4 credits

A course designed for upper-class Spanish majors with a different topic dealing with aspects of the Hispanic literature or culture each semester. Course offerings include: Literatura medieval española; Teatro del Siglo de Oro; Cervantes; La Generación del 98; Teatro español del siglo XX; Novela / Cine de España; Literatura latinoamericana contemporánea
Prerequisite: Spanish 3302.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics in Spanish

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

Foreign Language

2295; 2296; 3395; 3396; 4495; 4496
Internships in Spanish

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499

Independent Studies in Spanish

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

General Science

Professors Alspach, Herlocker, Iglich, Pagonis, and R. Smith; Associate Professor Wladkowski; Assistant Professors Marx, Mian, and Mitschler; Lecturers M. Smith, Stempel, and Toller.

No major is offered in this field.

1111 Introductory Astronomy

4 credits

A study of the stars and stellar evolution, the solar systems, galaxies, and cosmology, with emphasis on contemporary topics.

Natural Science and Mathematics.

Cross-listed with Physics 1111.

1113 Sound, Music, and Hearing

4 credits

A study of sound in everyday experience. Topics considered include the physical nature of sound, description and measurement of sound, physiological and perceptual aspects of hearing, characteristics of human speech, electronic sound systems, noise, and musical acoustics.

Natural Science and Mathematics.

Offered as needed.

1115 A World Of Light And Color

4 credits

A survey of the behavior of light and its roles in human experience. Topics include basic light phenomena, wave and photon models of light, color and color theories, light energy, effects of light on living matter, atmospheric effects, optical instruments, human vision, and perception.

Natural Science and Mathematics.

Offered as needed.

1118 Society And The Weather

4 credits

An interdisciplinary study of the atmosphere with emphasis on understanding the basic science needed to judge recent environmental policy trends. Topics such as the greenhouse effect, the depletion of the Earth's ozone layer, and air pollution will be discussed.

Natural Science and Mathematics.

Offered as needed.

1131 Environmental Problem Solving

4 credits

The formulation of hypotheses and the implementation of experiments which explore specific environmental problems. Class discussion centers on experimental results and directions for technical and human behavior modifications which will improve the environment. Themes investigated include energy and air pollution, indoor air chemistry, sustainable agriculture, biodiversity, and bioengineering.

Natural Science and Mathematics.

1133 Introduction to Oceanography

4 credits

A basic introduction to the field of oceanography where we will study the integration of physical, chemical, biological, and geological oceanography. Topics will include understanding waves, currents, tides, salinity, sediments of the ocean floor, plate tectonics, and the biological communities within every depth of the oceans. Practical mini-labs will be included with lecture material.

Natural Science and Mathematics
Prerequisite Math 1001 or passing the arithmetic portion of the mathematics proficiency test.

1135 Radioactivity And Its Social Consequences

4 credits

A study of nuclear decay (radioactivity) from its discovery in the 1890's until the present. Topics include factors causing and affecting radioactivity and applications (weapons, power plants, medicine, dating, and art/archaeology).

Natural Science and Mathematics.
Prerequisite Math 0001 or passing the arithmetic portion of the mathematics proficiency test.

1140 Introduction to Forensic Science

4 credits

This course will serve as an introduction to the scientific study of crime solving. Possible topics to be considered include crime scene investigation, fingerprint analysis, DNA fingerprinting, drug identification, and ballistic studies. There are no prerequisites for this course. Natural Science and Mathematics.

1151 (FR) Computer Interfacing for Scientists

4 credits

Intended primarily for students majoring in the sciences and mathematics. Specifically, the course will focus on different methods by which scientists collect, analyze and present data using the computer. After collecting the data in the lab, students will setup a numerical model and will compare it to the actual experimental data. Specific examples will be taken from physics, biology and chemistry laboratories. The course will involve some computer programming using the language TrueBasic, but no previous programming experience is necessary. Natural Science and Mathematics.
Cross-listed with Physics 1151.

1153 Trees on the Hill: The Science of Wood

4 credits

What can one learn about science simply by studying a common substance, wood, found all around us? The biology of a tree investigates the growth and structure of trees, and methods for identifying different woods (for example, in antique furniture). The physics of wood explores the strength of wood and how simple machines apply to woodworking techniques. The chemistry of wood reveals what holds a tree together and how protective finishes are used to protect and beautify wood. Associated biographical readings explore wood in literature and the sociological aspects of humans in tune with nature. Mini-labs will provide opportunities to experience what it was like to work in a Nineteenth Century carpentry shop.

Natural Science and Mathematics.

2203 History Of Scientific Thought I

4 credits

A study of the development of theories to explain physical and natural phenomena from the earliest Egyptian, Mesopotamian, Greek, Arabian, Indian, and Chinese civilizations. The loss of impetus during the Medieval Age and the re-emergence in the Renaissance is traced. Heritage Sequence, Natural Science and Mathematics.

2204 History Of Scientific Thought II

4 credits

A course which traces the development of modern scientific theories in Astronomy, Biology, Chemistry, Geology, and Physics from the Renaissance to the present. Readings include excerpts of original writings by over 40 scientists. Heritage Sequence, Natural Science and Mathematics.

2206 Women in Science: From Antiquity into the Next Millennium

4 credits

A study of the contributions and experiences of women in the field of science. The course will include an introduction to the basic scientific principles underlying the subject areas studied by selected women scientists. The work of these women will also be explored as illustrations of holistic vs. reductionist approaches to science, the application of the scientific method and data evaluation, and the criteria used for "proof" of an idea. Throughout the course, emphasis will be placed not only on the scientific achievements of women, but also on their struggle for equality in a traditionally male-dominated field. Natural Science and Mathematics

2210 History of Modern Science (Honors)

4 credits

A course which traces the development of the natural and physical sciences from antiquity to the present. The emphasis will be upon the western scientific community; its origin in the Classical Period, its preservation by the Arabs of the Middle Ages, its reintroduction into Europe during Renaissance, and the emergence of the modern global scientific community. This route will be followed by reading original writings (in translation) of the scientists whose ideas marked the path to modern science. Course includes mini-labs. This course is limited to students in the Honors Program. Natural Science and Mathematics.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics In General Science

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internships In General Science

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in General Science

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Geography

The course in geography is offered in conjunction with the college graduate program. Students in the social studies education program are given enrollment priority and then all other students.

No major is offered in this field.

3316 Geography: A Modern Synthesis

4 credits

A focus on human geography, how humans impact the physical environment based on cultural alternatives and options. Consequently the emphasis is on applied analytical aspects of economics, political science, and sociology. Attention is given to systems, cycles, and trends within the disciplines as examples of modern geographic analysis. The course is also designed with an aim of understanding the application of the five geographic themes.

Gerontology

Associate Professor Rees

Areas of particular teaching interest:
Professor Rees: human relations in the workplace, family.

No major is offered in this field. A minor in Gerontology is available through the Department of Social Work; see the Guidance Bulletin for required courses.

History

Professor T. Evergates; Associate Professors Chase, D. Evergates (Department Chair), and Reed; Assistant Professor P. Miller.

Areas of particular teaching interest:
Professor T. Evergates: medieval and early modern Europe; Professor Chase: modern America; Professor D. Evergates: Greek and Roman history, women's history; Professor Reed: early America, race and gender; Professor Miller: modern Europe.

History is the study of elites and ordinary people, the changing character of civilizations, social and economic shifts, cultural and artistic trends. Historians ask questions about how people have lived, felt and thought from early times to the present. Ultimately history is the study of ourselves through engagement with the past—individuals, societies, nations and civilizations that have shaped the modern world. The history department offers courses in the social, political, and cultural history of America, Europe, and the ancient world. History majors have gone on to graduate school or to a wide range of careers including law, education, public policy, and business.

BASIC MAJOR:

Required Courses:

History 1105, 1106, 2292, 3398, 4492; seven additional courses in History including one upper level course in each of the following: Ancient, Medieval or Early Modern European history; Europe

since 1789; and American. Two of the seven courses must be seminars at the 3000 or 4000 level.

Other Educational Options in History:

Dual majors with English, a Foreign Language, History of Art, and Political Science; Teacher Certification Secondary (middle/high school) in Social Studies. Minors in American History, European History, and Classical Civilizations.

1105 Western Civilization I: Origins to 1700

4 credits

An introduction to the heritage of the Western world. Emphasis is on the evolution and achievements of the ancient, medieval, and early modern periods. Heritage Sequence, Humanities.

1106 Western Civilization II: 1700 to the Present

4 credits

Reflection on and analysis of Western traditions organized thematically: the Age of Absolutism, the Enlightenment, the French Revolutionary and Napoleonic period, the liberal, national and industrial forces of the 19th century, imperialism and the issue of power and domination, the political and moral crises of the 20th century. Heritage Sequence, Humanities.

1114 Biography as History

4 credits

The study of biography as a genre of historical writing. The course first will consider biographies written in the ancient, medieval, and early modern periods, then will review a variety of modern approaches, ranging from the traditional political and intellectual biography to psychobiography and prosopography. Humanities.

**1134, 1135 Understanding Europe I/II
(offered at WMC-Budapest only)**

4, 4 credits

This interdisciplinary course offers a comparative study of Europe's history, culture, heritage, political and economic development. Attention is focused on the 20th century: the two World Wars, the division of Europe after 1945, integration in the West, Soviet-type political and economic systems in East-Central Europe; the disintegration of the Communist Bloc and the Soviet Union; new tensions and crises; renewed hopes for a unified Europe; European institutions and organizations; Europe's role in world affairs. Two semester course.

Heritage Sequence, Humanities.

1136 (FR) America From the Sixties to 2001

4 credits

As an introduction to history at the college level, this course will explore the American experience in the 1960s and after – liberation and identity movements, “revolutions (biological, digital, economic, political, religious, social), and war – concluding with the American prospect for the new century.

Humanities

1151 (FR) 1899 vs. 1999: The End of the Century Then and Now

4 credits

A study of the late nineteenth century, known as the *fin-de-siecle*, or “end-of-the-century.” This course will compare the major issues of *fin-de-siecle* culture, society, and politics to those of our own Western cultural heritage at the end of the twentieth century. Topics include: the nineteenth-century Dreyfus Affair vs. the recent Lewinsky Affair, Imperialism in Africa and Asia vs. Westernization today, and the cultural revolution in the arts. Humanities.

1152 (FR) Ancient World in History and Film

4 credits

A study of visions of the Greek and Roman past. The course will explore historical sources and archaeology of the Hellenistic and Roman worlds and their reinterpretation by modern filmmakers. Discussion of ancient culture and society, historical authenticity, modern uses of the past. Readings in ancient and modern history and film criticism. Films will include “Alexander the Great;” “Last Days of Pompeii;” “Spartacus;” “Cleopatra;” “I, Claudius.” Humanities.

1191 Gender and Society in Ancient Greece

4 credits

A study of gender relations and the cultural roles assigned to men and women in the earliest western sources—from the epic society of Homer to the period of the Hellenistic monarchies. Topics will include myth and cult, family law, economy and slavery, medicine, sport, concepts of misogyny, sexuality, and male honor codes. Comparative evidence from ancient and modern Mediterranean societies will also be examined. Humanities.

2205 Ancient Greece

4 credits

A history of the Greek world from the archaic to the Hellenistic period. Topics include the growth of the polis and problems of early democracy; the religious, social, and cultural structures of classical Athens and Sparta; Alexander the Great and the creation of Hellenism. Readings will be from literature and drama, rhetoric, and history, with emphasis on Herodotus and Thucydides. Humanities.

2206 Republican Rome

4 credits

A survey of Roman history from the beginnings to the death of Augustus, the first emperor. Discussion will focus on sources from myth, history, epigraphy, and archaeology. Historians include Livy, Polybius, Plutarch, Sallust, and Cicero. Humanities.

2207 Archaeology of Greece

4 credits

Introduction to the history of classical archaeology and to the current theories and methods of the discipline through study of archaeological sites and material remains from the Bronze Age to the fourth century B.C.E. The course also includes examination of architecture, painting, and sculpture in their original private, civic, and religious context. Humanities.

Cross-listed with Art History 2207.

2208 Roman Women

4 credits

A study of Roman women within the evolving moral, religious, familial (patriarchal) political, and economic structures of the Roman world. Emphasis will be on recent methodological approaches to the study of ancient women through analysis of sources that include historians, legal and medical texts, literature, and art. Humanities.

2213 The High Middle Ages

4 credits

An examination of the distinctive civilization of Western Europe during the eleventh, twelfth, and thirteenth centuries. Emphasis will be on familial and feudal institutions, the rise of monarchies and urban economies, and intellectual and cultural achievements. The course is based largely on primary source readings from autobiographies, chronicles, courtly literature, and legal documents. Humanities.

2214 Early Modern Europe

4 credits

An examination of the transformation of Western Europe from the fourteenth through the sixteenth centuries. Topics include the fourteenth century crash, humanism and the Renaissance in Italy, the rise of the Atlantic economies, and reformation movements. Humanities.

2215 Medieval England

4 credits

The evolution of the English monarchy and society in the Anglo-Saxon, Norman, and Plantagenet periods. Readings include primary sources on the social and constitutional development of England to 1485. Humanities.

2218 Europe of the Ancient Regime and the Age of the French Revolution and Napoleon

4 credits

The nature of the Ancient Regime in Europe; the character and impact of the Enlightenment; the origins and development of the Revolution in France and its impact throughout Europe and the New World; the drama of Napoleon and his legacy. Special emphasis will be on historians' interpretations of the problems of the age. Humanities.

2219 Europe in the 19th Century

4 credits

The forces of liberalism, nationalism, and conservatism; the march of industrialism; the emergence of socialism; state building; imperial rivalries; the causes of the First World War. Social and economic themes are blended with political and diplomatic strains. Humanities.

2220 Twentieth Century Europe

4 credits

A survey of major scenes in the history of modern Europe. Emphasis will be on the

origins and impact of World War I and World War II; the struggle of democracies and the power of fascism and communism between the wars; the restoration of Europe after 1945 and European integration; and the collapse of communism in Eastern Europe.
Humanities.

2222 Gender and Society in America, Past and Present

4 credits

An examination of women's experiences in American society with special emphasis on attitudes toward sex, the family, the workplace, and the political arena in order to explore the interaction between context and ideology in the process of social change.
Humanities.

2223 Cultural History of Latin America

4 credits

Historical and contemporary culture of Latin America.
This course is taught in English.
Global Perspective, Humanities.
Cross-listed with Cross Cultural Studies 2223 and Spanish 2223.

2224 Becoming American: Topics in American History

4 credits

An examination of significant cultural, political, and social themes in the history of the United States from 1600 to 1866. Emphasis is placed upon critical reading and written analysis of primary and secondary sources.
Humanities.

2225 Colonial America, 1607–1763

4 credits

An in-depth study of early American culture and history, utilizing primary and secondary sources, focusing on the 17th and 18th centuries. Topics will include social structure, labor systems, family

life, political culture, and issues of race and ethnicity.
Humanities.

2226 Revolutionary America and the New Nation, 1763–1840

4 credits

An examination of the political, social, and economic issues that led to the American Revolution and that shaped the United States' early growth and development as an independent nation. Special attention will be given to issues of race and gender, industrialization and urbanization, and political culture.
Humanities.

2227 Development of Modern America

4 credits

An inquiry into the events and forces that have shaped the United States since 1865, including industrialization, urbanization, race relations, reform, social and cultural tension, and global conflict.
Humanities.

2228 America as a Great Power

4 credits

An exploration of America's world role since the late nineteenth century, with an emphasis on the era of the two World Wars and the period after 1945.
Humanities.

2229 America Since 1945

4 credits

An exploration of the transformation of American life, politics, and world position since 1945.
Humanities.

2230 Seminar in American Legal History

4 credits

An exploration of the nature and function of law in American history, and the education, professionalization, and role of the American lawyer, by means of group discussion and directed research and writing.
Humanities.

2292 Introductory Seminar for History Majors

4 credits

An introduction to the practices of historians and the development of history as a discipline.

Humanities.

3302 The Civil War and Reconstruction, 1840-1877

4 credits

An examination of political, social, and economic conflicts and change in mid-nineteenth century America that led to the Civil War. The course will also explore the impact of the war on American society and the process of national reunification.

Humanities.

3305 Seminar: Rome, The Early Empire

4 credits

A seminar on Rome and its empire in the first two centuries of the modern era. Topics include the development of monarchy and the decline of old Roman values, the growth of early Christianity, and the spread and transformation of Roman culture and technology through contact with Europe and the Eastern Empire.

Humanities.

3315 Seminar: Early European Society

4 credits

A seminar on the political, social, and familial life of the peoples who settled in Western Europe after the fall of the Roman Empire. The course will consider the reasons for the collapse of the Empire as well as the ways in which the new peoples accommodated and preserved Mediterranean culture. Readings will be drawn from both primary sources and recent interpretive studies.

Humanities.

3316 Seminar: The Crusades

4 credits

A seminar based on the close reading of

eyewitness accounts of the crusades. The course will include discussion of recent interpretations of the crusades and their significance for Europe and the Mediterranean world.

Humanities.

3324 Seminar: The American Revolution as a Social Movement

4 credits

An exploration of the Revolutionary experience. Emphasis is on a study of class structure, military conflict, and social and political consequences both during and immediately after the Revolution through a study of primary and secondary source materials.

Humanities.

3326 Seminar: American Diplomatic History

4 credits

An exploration of major themes in American foreign policy since 1789, by means of group reading and discussion, as well as directed research on topics of individual interest.

Prerequisite: History 2228.

3328 Seminar: African-American History

4 credits

Readings and discussions of selected topics in African-American history drawing on primary and secondary sources, novels, and material culture. The specific topic the seminar will examine, such as slavery, racism, community and family, and black nationalism, will change each offering of the course.

Humanities.

4492 History Colloquium

4 credits

A seminar in which senior history majors prepare and defend a substantial paper.

Prerequisite: A one-credit Independent Study in the preceding semester.

1165; 1166; 2265; 2266; 3365; 3366; 4465; 4466 Special Topics in History

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internships in History

0–4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in History

0–4 credits

Directed study with permission of the Department.

Interdisciplinary Studies

Associate Professor D. Evergates (Coordinator) and faculty members from the departments involved.

See the Guidance Bulletin for the required courses.

1107, 1108 Women in Western Culture

4, 4 credits

A two-semester interdisciplinary study of the status and role of women in the western world. The first semester covers the period from pre-classical to the French Revolution. The second semester covers the period from the French Revolution to the present.

Heritage Sequence, Humanities.

1152 (FR) African American Culture: Three Perspectives

4 credits

This interdisciplinary course explores African American culture from a literary, musical, and sociological perspective.

While these perspectives represent distinct fields of study, they also intersect

and complement one another. Exploring a text from various vantage points, provides a fuller context and broadens and complicates its interpretation. Such a multidisciplinary approach leads students to a fuller understanding and appreciation of the specific works under consideration and of African American culture as a whole.

Humanities.

1161 (FR) Crime and Detectives: Three Perspectives

4 credits

This team-taught interdisciplinary course explores both crime and its detection from a literary, criminological and scientific perspective. The literary portion of the course traces the development of the detective as hero, the antagonist as criminal, and the ways in which narrative patterns and societal attitudes have evolved in the Anglo-American detective story since the 1840s. The criminological section of the course focuses on the realities underlying fictional portrayals of crime solving, which vary markedly depending upon the identity of the victim and perpetrator, the setting, and the time period. The forensic section of the course explores the scientific aspect of crime solving. Topics include characterization of a crime scene, analysis of hair and fibers, arson and explosives, forensic serology, DNA testing, fingerprint, firearms, and document and voice analysis.

Humanities.

2201 Issues in American Studies

4 credits

An introduction to the interdisciplinary study of American Culture through the reading and discussion of selected significant primary works.

Humanities.

2231 Women in German Literature and Society*4 credits*

An exploration of the changing literary and social roles and images of women in Germany in the 19th and 20th centuries through discussions and reading of representative works by German women writers presented in their sociopolitical and cultural context. Of special interest will be the developments in the Third Reich, after 1945, and after the fall of the Berlin Wall in 1989. Works discussed will include authors such as Rahel Varnhagen, Bettina von Arnim, Anna Seghers, Ingeborg Bachmann, Christa Wolf, May Ayim, and others. This course is taught in English.

Cross-listed with Comparative Literature 2231 and German 2231.
Humanities

2401 Nations and Religions: Majorities and Minorities in Modern Central and Eastern Europe (offered only on the WMC-Budapest campus)*4 credits*

Topics of the course include the ethnic composition of the population and the formation of nations in the region as compared to other parts of Europe. Specific attention given to: Christians and pagans, Jews and Anti-Semitism, the aftermath of World War I, the Holocaust, national minorities and majorities in the Soviet Bloc, the so-called Annus Mirabilis and its aftermath.

Humanities.

4491 Honors Seminar*1 credit*

A seminar for the senior year of the Honors Program during which students pursue a topic in-depth and write an Honors paper. During the junior year, the topic for the following year's seminar is chosen and announced.

Prerequisite: enrollment in the Honors Program.

Library Science

Associate Professor M. Kerby

Areas of particular teaching interest:
Professor Kerby: School library mediaprogram, young adult non-fiction.

No major is offered in this field.

3317 Children's Literature*4 credits*

The study of print and non-print media, with emphasis on authors and illustrators of materials for children. Principles of selection, evaluation, and integration of these media into the elementary and middle school classrooms are included.

3318 Adolescent Literature*4 credits*

The study of print and non-print media, with emphasis on reading interests of young adults. Principles of selection, evaluation, and integration of these media into the middle school and high school classrooms are included.

Mathematics

Professors R. Boner (Department Chair), and Rosenzweig; Professor Emeritus Lightner, Associate Professors Clark and Eshleman; Lecturer C. Boner.

Areas of particular teaching interest:
Professor Boner: abstract algebra, combinatorics, graph theory, number theory; Professor Emeritus Lightner: geometry, history of mathematics, mathematics education; Professor Rosenzweig: differential topology, set theory and logic, singularity theory; Professor Clark: dynamical systems and chaos, Markov chains, complex analysis; Professor Eshleman: applied mathematics, numerical analysis, programming languages.

The mathematics department is dedicated to providing each mathematics major with the highest level program that a student can manage, providing individual help and attention to each student. To accomplish this, in addition to regular

courses, advanced courses are offered for one to four students who will benefit from a particular subject. Recent courses have included Differential Topology, Galois Theory, Set Theory, Tensor Analysis, and Chaos Theory and Dynamical Systems.

Every mathematics major who has applied to graduate school has been admitted to a highly ranked university and has received either a fellowship or a teaching assistantship. Alumni of our programs have gone on to do graduate work at such schools as Brandeis University, The University of California at Berkeley, The University of Pennsylvania, Michigan State University, Washington University in St. Louis, Cornell University, The Johns Hopkins University, North Carolina State University, SUNY at Stony Brook, and University of Virginia.

Almost every graduate of our program is currently working in a professional position. Places of employment include IBM, Hewlett-Packard, the Pentagon, NASA, the National Security Agency, the Department of Defense, and various actuarial firms. Graduates of our mathematics education program are eagerly sought by school systems throughout Maryland.

BASIC MAJOR:

Required Courses:

Mathematics 1118, 2218, 2219, 2221, 3305, 3316, 3323; two hours of problem seminar; twelve additional hours chosen from Mathematics courses at the 2000 level or above; Computer Science 1106, Capstone experience in mathematics.

Other Educational Options in Mathematics:

Computer Science concentration; Operations Research concentration; Teacher Certification Secondary (middle/high school); dual majors with Biology, Economics, Physics, or other disciplines. A minor is available in Mathematics.

1001 Mathematics Workshop

0 credit

Review of the arithmetical skills of students whose proficiency in these basic quantitative skills is below standards acceptable to the College. Topics include whole numbers, fractions, decimals, percents, proportions, and basic geometry.

1002 Basic Algebra Workshop

0 credit

Review of the algebraic skills of students to a basic functioning level. Topics include operations with polynomials, factoring, solutions of equations, graphs, and word problems.

Prerequisite: Passing the arithmetic section of the mathematics proficiency examination or permission of the instructor.

1106 Finite Mathematics With Applications

4 credits

Insight into the way mathematicians approach problems in other disciplines, through the study of the following topics with applications: lines, matrices, linear programming, counting techniques, discrete probability, graph theory, and game theory.

The course is designed primarily for non-mathematics majors.

Prerequisites: Mathematics 1001 or passing the arithmetic portion of the mathematics proficiency test, Mathematics 1002 or passing the algebra portion of the mathematics proficiency exam.

Natural Science and Mathematics.

1107 College Algebra And Trigonometry

4 credits

The basic concepts of algebra and trigonometry needed for the study of calculus. Included are properties of exponents; solving equations and inequalities; graphing; properties of polynomial, exponential, logarithmic, and trigonometric functions.

Prerequisites: Mathematics 1001 or passing

the arithmetic portion of the mathematics proficiency test, Mathematics 1002 or passing the algebra portion of the mathematics proficiency test.

Natural Science and Mathematics.

1117 Calculus I

4 credits

Initial study of limits, derivatives and integrals; review of trigonometric functions; differentiation techniques and formulas applied to rational and trigonometric functions; applications of derivatives including curve sketching; extrema and rate problems; definition of the integral; elementary applications of integrals.

Prerequisite: Mathematics 1107 or placement by the department.

Natural Science and Mathematics.

1118 Calculus II

4 credits

Further study of the trigonometric, exponential, and logarithmic functions and their derivatives, methods of integration; parametric equations; polar coordinates; sequences, infinite series, and power series.

Prerequisite: Mathematics 1117, or placement by the department.

Natural Science and Mathematics.

2207 Applied Combinatorics and Graph Theory

4 credits

An introduction to combinatorial problem solving and applied graph theory. Topics include arrangements and selections, generating functions, recurrence relations, graph isomorphisms, graph models, planar graphs, Euler and Hamiltonian circuits, and graph coloring problems. Additional topics are chosen from inclusion-exclusion formulas, trees, and network algorithms.

Offered in 2002–2003 and alternate years.

2210 Introduction to Numerical Methods

4 credits

An introduction to numerical methods for solving problems from calculus and linear algebra, including the solution of a single nonlinear equation, the solution of linear systems, interpolation and approximation, differentiation and integration, and the solution of eigenvalue problems.

Prerequisites: Computer Science 1106, Mathematics 1118.

Cross listed with Computer Science 2210. Offered in 2001–2002 and alternate years.

2218 Linear Algebra

4 credits

A study of the theory of finite-dimensional vector spaces, linear transformations, matrices, determinants, inner products, and eigenvalues.

Prerequisites: Mathematics 1117 or 1118 or placement by the department.

Natural Science and Mathematics.

2219 Calculus III

4 credits

A study of functions of several variables. Topics include partial derivatives, directional derivatives, multiple integrals, the structure of Euclidean n -space, E_n , functions from E_m to E_n , line and surface integrals, Green's and Stokes' Theorems.

Prerequisite: Mathematics 1118 or placement by the department.

Natural Science and Mathematics.

2221 Fundamental Concepts of Algebra

4 credits

An introduction to modern algebraic theory; emphasis on the nature of the structures of algebra including groups, rings, and fields; selected topics from elementary number theory and polynomial theory.

Prerequisite: Mathematics 2218 or permission of the department.

Natural Science and Mathematics.

2241 Mathematics for Elementary School Teachers

4 credits

An introduction to selected topics in mathematics, including sets and set operations, number and numeration systems, arithmetical operations and algorithms, measurement, reasoning and problem solving, and the basic concepts of algebra and geometry.

This course does not count toward the major in mathematics, and is open only to those students preparing to teach in the elementary school.

This course does not meet the Natural Science and Mathematics requirement.

Prerequisites: Mathematics 1001 or passing the arithmetic portion of the mathematics proficiency test, Mathematics 1002 or passing the algebra portion of the mathematics proficiency test, Mathematics 1106.

3304 Differential Equations

4 credits

Linear differential equations with applications in the physical, biological, and social sciences; series solutions; systems of linear differential equations; approximation methods; the Laplace transform; Fourier series; the heat equation.

Prerequisite: Mathematics 1118.

Offered in 2002–2003 and alternate years.

3305 Introduction to Mathematical Analysis

4 credits

A treatment of the theory of elementary calculus including functions, limits, sequences, series, uniform continuity, derivatives and Riemann integration, topological properties of the real numbers.

Prerequisite: Mathematics 2221.

3310 History of Mathematics

4 credits

A study of the development of mathematics from primitive counting systems to modern mathematics, with particular emphasis on the seventeenth century.

Prerequisites: Mathematics 1117, 2221.

Offered in 2002–2003 and alternate years.

3312 Real Analysis

4 credits

A study of the convergence of sequences and series of functions; polynomial approximation; interchange of limit processes; the Lebesgue integral.

Prerequisite: Mathematics 3305.

Offered as needed.

3316 Complex Analysis

4 credits

An introductory course in the theory of functions of a complex variable; properties of analytic functions, classical integral theorems, Taylor and Laurent expansions, and applications.

Prerequisite: Mathematics 2219 and Mathematics 3305 are recommended.

3322 Fundamental Concepts of Geometry

4 credits

The foundations and evolution of geometry; selected topics from Euclidean and non-Euclidean geometries, projective geometry, affine geometry; studies in the nature of proof and famous geometric problems.

Prerequisites: Mathematics 1117, 2221.

Offered in 2001–2002 and alternate years.

3323 Probability

4 credits

A study of sample spaces, counting techniques, discrete and continuous random variables and related moments; binomial, Poisson, normal and other probability distributions; Chebychev inequality, central limit theorem.

Prerequisite: Mathematics 1118; Mathematics 2219 is recommended.

3324 Mathematical Statistics

4 credits

A systematic treatment of statistics from a theoretical point of view; sampling distributions, decision theory, estimation,

hypothesis testing, modeling, and applications.

Prerequisite: Mathematics 3323.

Offered as needed.

3328 Operations Research

4 credits

A survey of topics from Operations Research: linear programming, computer applications using the Simplex Algorithm, dynamic programming, inventory control, queuing problems, network analysis, game theory.

Prerequisites: Computer Science 1106, Mathematics 3323; either Mathematics 3324 or 3335 is strongly recommended.

Offered as needed.

3335 Stochastic Processes

4 credits

A study of Markov Chains, stable distributions for regular chains, absorption probabilities, computer simulations, Poisson process, birth-death process.

Prerequisite: Mathematics 3323.

Offered as needed.

3336 Number Theory

4 credits

An introduction to the theory of numbers: divisibility, primes, unique factorization, congruences, Euler's phi-function, Fermat's and Wilson's theorems, quadratic reciprocity, perfect numbers and applications to Diophantine equations.

Prerequisite: Mathematics 2221.

Offered in 2001–2002 and every third year.

3391; 3392; 4491; 4492 Mathematics Problems Seminar

1 credit

Consideration of problems chosen from diverse areas of mathematics and mathematical ideas outside of a course context. The problems considered vary from year to year.

4406 Abstract Algebra

4 credits

A presentation of the theory of groups, rings, and fields through a study of topics selected from: homomorphisms, isomorphisms theorems, Lagrange's theorems, the Sylow theorems, principal ideal domains, Euclidean domains, unique factorization domains, polynomial rings over a field, construction with straight edge and compass, and finite fields.

Prerequisite: Mathematics 2221.

Offered in 2001–2002 and alternate years.

4409 Topology

4 credits

An introduction to the basic notions of topological spaces, which are the foundation for analysis and calculus. Topics include basic set theory, the axioms and specific examples of topological spaces, connectedness and compactness, separation axioms, continuous function, homotopy theory.

Offered as needed.

4494 Capstone Experience in Mathematics

1 credit

All senior mathematics majors will read an expository paper in one of the mathematics journals and make written oral reports on the topic discussed in the article. The article will be chosen in consultation with a member of the Department of Mathematics and Computer Science.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics In Mathematics

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internships in Mathematics

0–4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to

assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499
Independent Studies In Mathematics

0-4 credits

Directed study planned and conducted with reference to the needs of students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Military Science

Lieutenant Colonel Craig (Department Chair); Major Fehrenbach, Captain Torres, Master Sergeant Prioleau, Sergeant First Class Clark; Sergeant Carter.

No major is offered in this field. However, Military Science can be an integral part of a student-designed major or an elective in any major.

The Army Reserve Officers' Training Corps program, offered at Western Maryland College since 1919, is a means by which both men and women students, when they receive their college diplomas, also are commissioned as Army officers with the rank of Second Lieutenant. Students can be guaranteed part-time service as an officer with the Army Reserve or Army National Guard, or can compete for full-time positions in the Active Army.

Courses are open to both men and women. Freshman and sophomore students can enroll in the program without obligating themselves to service as an Army officer. Freshman courses meet for one hour each week and sophomore courses for two hours. Junior and senior courses are designed for cadets selected by the Professor of Military Science who have completed the freshman and sophomore courses or who have received constructive credit for them.

The total number of elective credit hours which can be earned for Military Science courses is 19 (plus 2 if a January Term course is taken). Military Science can be an integral part of a student-designed major or an elective in any major. The courses are designed to develop the leadership ability of each student.

Cadets attend a weekly one-hour leadership laboratory which provides practical training in skills such as rifle marksmanship, first aid, rappelling, dismounted drill, radio communications, and water survival.

Other optional activities are available for Army cadets. These include helicopter rappelling, mountaineering, parachuting, winter survival training in Alaska, and temporary assignments in active army units throughout Korea, Europe, and the United States. The Ranger Platoon, which specializes in adventure training (rappelling, patrolling, mountain operations, and river operations), is a student organization open to all Army cadets.

Freshman and sophomore students can compete for Army ROTC scholarships. These merit scholarships pay \$17,000 toward tuition, plus educational fees and expenses. Scholarship recipients also receive a substantial book allowance (\$600.00 per year) and \$250.00 per month during the academic year. Western Maryland College supplements the Army's scholarship benefits for all students who are Army ROTC scholarship winners. These additional benefits consist of a \$3,550 tuition incentive, a \$2,640 room incentive, and a \$2,230 board incentive.

Non-scholarship cadets entering the junior year and choosing to do so sign a contract with the government. Like scholarship cadets, they receive \$250.00 per month during the academic year, are paid for attending Advanced Camp (six weeks of training during the summer between their junior and senior years), agree to complete the Military Science course of

instruction, and to accept an officer's commission if offered. Officers serve in a variety of fields, including aviation, medical, personnel, armor, finance, communications, management, infantry, law enforcement, and engineering.

1101, 1102 The Army as an Institution

1.5, 1.5 credits

First semester: An introduction to the U.S. Army, including small unit organization, fundamentals of values-based leadership, and an introduction to oral communication skills. Second semester: An introduction to map reading, cross-country navigation, and problem-solving skills. One class period and one practical leadership laboratory period a week. Voluntary adventure training, tactical field training, and weapons firing off campus each semester.

2211, 2212 Military History / Leadership Development and Tactics

2.5, 2.5 credits

A study of American military history from the colonial wars of the seventeenth century to the wars of the twentieth century. An introduction to written and oral communications. Learn and apply leader skills, with a specific focus on ethics-based leadership that develops individual ability and contributes to effective team learning. Oral and written communication skills are taught and practiced.

Introduction to individual and team military tactics in small unit operations, including the use of radio communications, safety assessments, and planning, preparing, completing, and assessing training events.

Two class periods and one practical leadership laboratory period per week. At least one weekend field training exercise each semester.

3301, 3302 Applied Leadership

2.5, 2.5 credits

Theory and principles of small unit leadership and practical application; the

principles of war; the chain of command and the roles of the officer and non-commissioned officer; small unit tactics; advanced land navigation; physical and mental conditioning. Emphasis is placed on teamwork and mission accomplishment, and prepares the cadet for success at Advanced Camp.

Prerequisite: permission of the department head.

Two class periods and one practical leadership laboratory period per week. At least one weekend field training exercise each semester.

4401, 4402 Responsibilities of Officership

3, 3 credits

A study of the military profession from the junior officer perspective. Ethical considerations for leaders; understanding and application of the Uniform Code of Military Justice; command and staff functions; the Army training management system; written and oral communications; Army personnel management systems. This course is intended to prepare a cadet with the knowledge necessary to be a successful commissioned officer in the U.S. Army.

Prerequisite: permission of the department head.

One three hour class period and one practical leadership laboratory period per week. At least one weekend field training exercise each semester.

Music

Associate Professors Armstrong, Boudreaux (Department Chair) and Caldwell; Senior Lecturers Kirkpatrick and Kreider; Adjunct Lecturers Barrett, Barron, Baxter, Byrd, Cecille-Willey, Connell, Dix, Duree, Eckard, Engler, Griffiths, Hooks, Horneff, Jenkins, Seligman, Tippett and Ward.

Areas of particular teaching interest: Professor Boudreaux: choir, music history; Professor Armstrong: music history, world music, early music; Professor Caldwell:

theory and composition, single reeds; Professor Kreider: piano; Professor Kirkpatrick: band, flute, chamber music.

The Music Department provides opportunities for both the major and non-major student to develop their musical talents by offering courses for both disciplined growth and creative development. Recitals and concerts are performed each semester by faculty, students, and such organizations as the College Choir, Band, Jazz Ensemble, and various other performance ensembles.

College policy limits the number of credit hours taken in vocal and instrumental ensembles such as 1101–1109, 1110–1125 to 8 of the 128 hours required for graduation.

BASIC MAJOR:

Specific requirements for each music major might be adjusted on a yearly basis. Requirements as described in the annual music department handbook supersede the requirements listed in this catalogue.

Required Courses:

1131, 1132, 2201, 2202, 2203, 2204; four additional hours in music history at the 2000 level; four additional hours at the 2000 level in Music History or Music Theory, part or all of which may be special studies; 8 hours of applied music lessons, at least 6 on one major instrument. Majors other than piano must study 2 credits of piano at the discretion of the music faculty; majors must give one public recital. (The final 3 semesters of private study before the senior recital must be in the major instrument.) Majors must participate in a department musical performance group each semester in residence and must attend 5 department-sponsored recitals per semester.

Other Educational Options in Music:

The department also offers a minor in music, certification in Music Education (middle/high school, either choral or instrumental), concentrations in Music

Theory and Composition, Music History and a dual major in Musical Theatre. Applied Music courses do not fulfill the Humanities Distribution requirement.

1001–1024 Applied Music-Private Instruction

0.5–2 credits

Private instruction in voice, piano, guitar, orchestral and band instruments. Lessons are generally offered in half-hour periods (0–.5 credit) or hour periods (1 credit).

An extra tuition fee is charged for lessons. *Prerequisite: permission of the instructor.*

Consult the department for proficiency evaluation and major requirements for Applied Music Instruction.

1101 College Band

0–1 credits

All-college wind and percussion ensemble that performs compositions from all periods of musical history. At least two public concerts are given each year.

1102 College Choir

0–1 credits

All-college choral ensemble that performs compositions from all periods of musical history. At least two public concerts are given each year.

1103 Madrigal Singers

0–1 credits

A select ensemble of singers which explores unaccompanied choral music from diverse stylistic periods. Public performances are given throughout the year.

Prerequisite: permission of the instructor.

Corequisite, participation in the College Choir.

1104 Musical Theatre Workshop

0–1 credit

An opera and musical theatre performance class. Performances of scenes from the opera repertory and the American musical theatre are partially staged; at least one public performance is given.

Prerequisite: permission of the instructor.

Offered each year in the spring semester only.

1105 Gospel Choir

0-1 credit

An all-college choral ensemble that explores the sacred musical styles of the African-American traditions. Public performances are given throughout the year.

Prerequisite: permission of the instructor.

1106 Orchestra

0-1 credit

Provides students and community members of all ability levels the opportunity to play with the full complement of orchestral sounds. Two separate ensembles provide for excellent performing and educational opportunities to both novice and advanced players. The orchestra is an independent community organization.

Prerequisite: permission of the instructor.

1107 Collegium

0-1 credit

A joint venture with students and community members to sing and play replicas of Medieval and Renaissance instruments. Music written before 1700 is performed in a variety of settings both on and off campus.

Prerequisite: permission of the instructor.

1109 Jazz Choir

0-1 credit

A select ensemble of singers which explores a variety of jazz vocal styles. Public performances take place throughout the year.

Prerequisite: permission of the instructor.

Coresquisite: participation in the College Choir.

1110-1125 Chamber Ensembles

0-1 credit

A comprehensive survey by performance of the ensemble literature of diverse origins and styles for each of the ensembles listed. Public performances are given.

Prerequisite: permission of the instructor.

1110 Flute Choir

1111 Flute Quartet

1112 Woodwind Quintet

1113 Saxophone Quintet

1114 Jazz Combo

1115 Clarinet Choir

1116 Brass Quintet

1117 String Ensemble

1118 String Quartet

1119 Electric Bass Ensemble

1120 Jazz Ensemble

1121 Percussion Ensemble

1122 Keyboard Ensemble

1123 Guitar Ensemble

1124 Female Gospel Jubilee Group

1125 Male Gospel Jubilee Group

1126 An Introduction to MIDI

2 credits

This course will provide the student with opportunities to use the computer as a tool for creating and performing music. It will be taught using computer software and a MIDI keyboard with an emphasis on both MIDI sequencing and music notation programs.

Prerequisites: Ability to read music and permission of the instructor.

1130 Music Fundamentals

2 credits

Music Fundamentals is a very basic music theory course for those with little or no background in the formal study of music. The class will focus on studying the building blocks of music – scales, intervals and chords. The multi-faceted approach will include ear training, sight singing and basic keyboard skills. Students will learn to read rhythmic, melodic and harmonic notation.

1131, 1132 Music Theory

4, 4 credits

Basic knowledge of musical materials, written and keyboard harmony through the dominant seventh chord, sight singing, melodic and harmonic dictation. Some aspects of orchestration will also be included.

1134 Music Appreciation

4 credits

A study of music through its elements, rhythms, melody, harmony, form, timbre;

a survey of various musical styles. Increased listening perception in all types of music is the course goal. Humanities.

1136 History of Rock and Roll

4 credits

This class will analyze Rock and Roll music from its earliest beginnings and influences to the present. A wide array of popular music, topics and artists, including Elvis, Chuck Berry, The Beatles, Aretha Franklin, Eric Clapton, Led Zeppelin, James Taylor, Michael Jackson, Prince, Nirvana, Pearl Jam, Eminem, Run DMC, Rage Against the Machine, DMX and Britney Spears will be discussed and analyzed. Humanities.

1137 The Art of Great Songs

4 credits

The class will survey 20th-century American popular song literature and analyze popular music song structures and styles, from pop and hip-hop to country and jazz, and from this process, show the students to compose and original song. Humanities.

1140 World Music Survey

4 credits

What does music of India have in common with Mozart? How does Indonesian music compare with African music? This course presents a brief and broad survey of a variety of music cultures of the world. We will consider the common threads these musics have as well as learn to appreciate their beautiful differences. Humanities.

1141 Piano Lab I

2 credits

A study of basic keyboard skills with emphasis on reading, transposition, fundamentals of music theory, and the necessary physical skills to play simple pieces. This is a beginner's course which is not intended for those students who can already read music at the keyboard.

1142, 1143, 1144 Piano Lab II, III, IV

2, 2, 2 credits

A continuation of Piano Lab I at progressive levels of proficiency. Admission and placement is based on the instructor's evaluation of the student's ability.

1145 Guitar Class I

1 credit

A study of basic guitar skills with emphasis on classical style, reading, fundamentals of music theory, and the necessary physical skills to play simple pieces. This is a beginner's course which is not intended for those students who can already read music at the guitar.

1146 Guitar Class II

1 credit

A continuation of Guitar Class I. Admission and placement is based on the instructor's evaluation of the student's ability.

1148, 1149 Voice Class I, II

1, 1 credit

An introduction to the correct use of the voice in singing, including breathing, articulation, enunciation, expression, and various types of vocal literature.

1151 (FR) Music and Words as a Quest for Expression and Meaning

4 credits

This course explores the meaning of a variety of works chosen from drama, literature, poetry, and music. This course emphasizes skills of analysis and appreciation to allow students to understand each of these works as reflecting the worldview of its time and also to appreciate it as a universal expression of humanity's search for meaning.

Humanities

1152 Diversity and Meaning in Popular Music

4 credits

Exploration of various types of popular music, their historical origins, cultural contexts, and meanings to their audience. It also examines how the diversity of the United States is represented in the music its populations create and consume. Humanities.

1153 String Pedagogy

1 credit

An analysis of the principles and practices current in the teaching of string instruments.

Prerequisite: One year of music theory, permission of the instructor.

Offered alternate years.

1154 Woodwind Pedagogy

1 credit

An analysis of the principles and practices current in the teaching of woodwind instrument.

Prerequisite: One year of music theory, permission of the instructor.

Offered alternate years.

1155 Percussion Pedagogy

1 credit

An analysis of the principles and practices current in the teaching of percussion instruments.

Prerequisite: One year of music theory, permission of the instructor.

Offered alternate years.

1156 Brass Pedagogy

1 credit

An analysis of the principles and practices current in the teaching of brass instruments.

Prerequisite: One year of music theory, permission of the instructor.

Offered alternate years.

1157 Voice Pedagogy for Singers

1 credit

An overview of comparative vocal methods for the future teacher primarily

concerned with vocal and choral instruction. Emphasis is placed on the International Italianate School (Bel Canto method).

Prerequisite: At least two semesters of applied voice or voice class, permission of the instructor.

Offered alternate years.

1159 Voice Pedagogy for Instrumentalists

1 credit

An overview of comparative vocal methods for the future teacher primarily concerned with instrumental instruction. Emphasis is placed on the International Italianate School (Bel Canto method).

Prerequisite: permission of the instructor.

Offered alternate years.

1201 Piano Proficiency

0 credits

A piano proficiency exam required of all music education majors which is expected to be completed before the junior year. Students without prior piano study are expected to take sufficient piano to prepare for the exam—usually at least two semesters.

1202 Voice Proficiency

0 credits

A voice proficiency exam required of all music education majors which is expected to be completed before the junior year. Students without prior voice study are expected to take sufficient voice to prepare for the exam—usually at least two semesters.

1203 Guitar Proficiency

0 credits

A guitar proficiency exam required of all music education majors which is expected to be completed before the junior year. Students without prior guitar study are expected to take sufficient guitar to prepare for the exam—usually at least two semesters.

1204 Aural Training/Musicianship

0 credits

Students are required to pass the Aural Training/Musicianship Proficiency Exam in order to take music courses at the 3000 level or higher. This exam will be offered at the end of each semester. The student will be encouraged to take an independent-study course in aural training/musicianship in the Spring semester of his/her junior year if the exam has not been passed by the Fall semester of his/her junior year. The minimum passing proficiency is 86%.

1205 Senior Recital

0 credits

The last formal performance required of all music majors. Non-majors with private lesson experience at WMC may be eligible to give a senior recital, but only with permission of the private instructor. Refer to the Music department handbook for guidance on preparation for Senior Recitals.

2201, 2202 Advanced Music Theory I, II

4, 4 credits

The continuation of Music 1131, 1132 through the use of remote harmonies, twentieth century compositional styles, counterpoint, and form. Special emphasis will be given to analysis.

Prerequisite: Music 1132 or permission of the instructor.

2203, 2204 Music of the Western World I, II

4, 4 credits

A survey of music in the Western World from the earliest rhythms and songs to the complex subtleties of the twentieth century, observed against the backdrop of cultural history.

Heritage Sequence, Humanities.

2205 History and Literature of the Piano

4 credits

A survey of literature for harpsichord, clavichord, and piano; a study of the development of these instruments and the history of piano technique and performance.

Humanities.

2208 Music in the United States

4 credits

A survey of the cultivated traditions of American music, from colonial times to the present.

Humanities.

Offered in 2001–2002 and alternate years.

2210 History of Jazz

4 credits

A survey of the stylistic transformations that have taken place in jazz since 1900, with a study of the social and political conditions that have exerted a powerful influence on jazz artists.

Humanities.

Offered in 2002–2003 and alternate years.

2212 World Music

4 credits

Surveys in musical traditions other than those of the Western European-American stylistic periods.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 2212.

2214 Masters in Music

4 credits

A study of one major composer's life and representative composition.

Humanities.

Offered as needed.

2216 History of Musical Theatre

4 credits

A survey of musical theatre from its beginning to the present, studied in relation to its historical, literary, and cultural background. Included is study of such

musical theatre forms as opera, operetta, ballad opera, and musicals.
Humanities.
Cross listed with Theatre Arts 2216.
Offered in 2001–2002 and alternate years.

2217 Lyric Diction for Singers

1 credit

A one semester, highly condensed study of English, Italian, and German lyric dictions for singers. The IPA (International Phonetic Alphabet) system of phoeneticization will be used.

Prerequisite: at least two semesters of applied voice or voice class.

2220 Future Music

4 credits

An exploration of different types of composition in the 20th century including art musics such as chance, minimalism, and serial composition, as well as jazz, pop, and crossover strains. It considers the diverse influences on today's composition, such as Chinese philosophy, commerciality, African drumming, and music of India.

Humanities

Offered as needed.

2235 History of Gospel Music

4 credits

An overview of black gospel music in America covering spirituals, traditional and contemporary gospel. Sociological conditions and important works by key figures in a variety of styles will be coupled with lectures and reading.

Humanities

Cross-listed with Religious Studies 2235.

3309 Counterpoint

4 credits

Study of 18th century counterpoint with an emphasis on both analysis and composition.

Prerequisites: Music 1132, 1204 and permission of instructor.

Offered as needed.

3310 Form and Analysis

4 credits

Detailed study of the structural principles and forms of tonal music.

Prerequisites: Music 1132, 1204 and permission of instructor.

Offered as needed.

3311 Instrumental Conducting

4 credits

An analysis of the principles and practices of instrumental conducting, development of conducting pattern skills, score analysis, rehearsal procedures, and program development.

Prerequisites: Music 1132, 1201, 1204, 2202 and permission of the instructor.

Co-requisite, participation in the College Band.

3313 Choral Conducting

4 credits

An analysis of the principles and practices of choral conducting, development of conducting pattern skills, score analysis, rehearsal procedures, and program development.

Prerequisites: Music 1132, 1201, 1204, 2202 and permission of the instructor.

Co-requisite, participation in the College Choir.

3333, 3334 Methods for Teaching Piano

2, 2 credits

Methods of teaching piano to beginners of all ages; a survey of suitable teaching materials for all grades, including discussion of the technical and musical problems involved. One class period and one period of supervised teaching a week.

Prerequisite: permission of the instructor.

Offered as needed.

3353 Musical Theatre Scene Study

4 credits

This course is designed for advanced acting and music students interested in developing musical theatre skills. Using contemporary American and British

musical theatre texts, students will be taught to apply acting, singing and movement techniques to bring characters to life on stage. Professors from both the Music and Theatre Arts departments will collaborate to develop the student's craft.

Prerequisites: Theatre Arts 1113 or 1151, Music 1104, and by audition during first week of class

Cross-listed with Theatre Arts 3353

2265; 2266; 3365; 3366; 4465; 4466 Special Topics in Music

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internships in Music

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

Prerequisite: permission of the instructor.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in Music

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Philosophy

Associate Professors Alles and Wu; Assistant Professors Hadley and Jakoby (Department Chair).

Areas of particular teaching interest: Professor Alles: religions of South Asia and the Mediterranean world, method and theory in the study of religions; Professor Wu: contemporary philosophy, East Asian

studies, philosophy of science; Professor Hadley: ethics, Western religious thought, comparative religious thought; Professor Jakoby: nineteenth and twentieth century continental philosophy.

Philosophy has been called the queen of sciences because it deals with basic questions concerning our world and ourselves, the underlying ideas upon which the more specialized disciplines are based. Because its methodology is one of rigorous and critical thinking, students find it a valuable preparation for such fields as law, medicine, business, literature, history, and religion, to mention a few. Courses are offered in both the historical and contemporary perspectives, with many of them being issue-oriented.

Students may plan their programs for general liberal education, for graduate study, or for special objectives in related fields.

BASIC MAJOR:

Required Courses:

Philosophy 1101, 1113, 1114 and 2233; four hours from Philosophy 1105, 2210, 3350; four hours from Philosophy 2265, 2266, 3365, 3366; twelve hours of Philosophy from 2000 or 3000 level courses; Philosophy 4492.

Other Educational Options in Philosophy:

Dual major in Philosophy and Religious Studies, and special programs combining Philosophy and other disciplines.

1101 Fundamental Questions

4 credits

A study of selected thinkers dealing with basic epistemological, metaphysical, and ethical questions. The course may include issues such as theories of knowledge and reality, the relationship of philosophy to daily life situations, science, and religion. Humanities.

1102 Critical Thinking*4 credits*

A study designed to improve the student's critical thinking and reasoning skills.

This course will examine different styles of informal and formal reasoning found in a variety of contexts. Emphasis will be placed on identifying and avoiding common fallacies and forms of pseudo-reasoning, uncovering hidden assumptions and evaluating the relative merits of rational arguments and decision-making procedures.

Humanities.

1105 Contemporary Issues In Ethics*4 credits*

An introduction to the major ethical theories including Aristotle's Theory of Happiness, Kant's concept of duty, Act and Rule Utilitarianism, Pragmatism, Ethical Egoism, and their contemporary versions; and to the major issues of our day such as abortion, euthanasia, the rights of animals, racism and sexism, professional conduct, capital punishment, war and peace, civil disobedience, law versus conscience, and environment and biological topics.

Humanities.

1113 History Of Ancient And Medieval Philosophy*4 credits*

An introduction to philosophy from an historical approach. The course includes the writings of Homer and Hesiod and the early myths, the Pre-Socratics, Socrates, Plato, Aristotle, the Late Classical Period including the Stoics, Epicureans, Sceptics, and Neo-Platonists, and the thought of the Middle Ages with emphasis upon Augustine, the Mystics, Thomas Aquinas, Roger Bacon, and William of Occam's "Nominalism."

Heritage Sequence, Humanities.

1114 History of Modern Philosophy*4 credits*

A study of 17th- and 18th- century philosophy, the period from Bacon and Descartes to Rousseau and Kant. This course investigates the philosophers' attempts to deal with radical religious, political, and scientific upheavals.

Prerequisite: Philosophy 1113.

Heritage Sequence, Humanities.

1151 (FR) Philosophy Around the World*4 credits*

A selective survey of philosophical concepts from Eastern, Western and marginalized (e.g. African, Latin-American, Feminist, and working-class) perspectives. Themes of epistemological, ontological, ethical and metaphysical relevance will be analyzed across multidisciplinary boundaries (philosophical readings will be coordinated with literary and scientific texts) and find their pragmatic application in a built in service-learning component.

Humanities.

2202 Zen and Creativity*4 credits*

A study of Zen's way of life through a close look at the Zen classics, Zen practices, and the poetry and paintings which successfully express the Zen attitude in life. The Zen view of beauty (both in nature and art) and Zen exercises such as Chinese calligraphy, meditation, and discussions of Koans (paradoxes) will be included.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 2202.

2209 Existence, Alienation, and the Search for Meaning*4 credits*

A study of thinkers and schools that deal with the nature and meaning of human existence, the threat of modern anonymity and collectivism, and the search for meaning and value in an absurd world. The

course will begin with the roots of existentialist thought in the Greek and Hebraic-Christian traditions, continue through such thinkers as Blaise Pascal, Dostoevsky, Kierkegaard, and Nietzsche, and concentrate on 20th-century thought including Kafka, Heidegger, Jaspers, Sartre, Camus, and American writers such as John Barth, Walker Percy, and John Updike.
Humanities.

2210 Ethics And Business

4 credits

A consideration of some of the major ethical issues in business: the profit motive and the public good, social responsibility of corporations, environmental concerns, consumer and employee relations, the role of the state, advertising practices, conflict of interest and of obligation, and hiring practices.
Humanities.

Cross-listed with Business Administration 2210.

Offered as needed.

2217 Contemporary Philosophy

4 credits

A study of the major philosophical figures and movements of the 19th and 20th centuries. This course will consider the critical and radical changes in thinking about history, religion, morality, society, and the nature of human existence that occurred in this period. Thinkers will include Schopenhauer, Marx, Nietzsche, Wittgenstein, Heidegger, Derrida, Foucault and Rorty.
Humanities.

2218 Women and Philosophy

4 credits

A survey of the relationship of traditional philosophy to women and the development of feminist philosophical movements: liberal, Marxist, existentialist, radical, and postmodern. Themes will include the myth of woman, male/female

relationships, and gender ethics.
Humanities.

2219 East Asian Philosophy

4 credits

A study of the history and literature of the major East Asian philosophical schools, with emphasis on the presuppositions concerning man and nature. Schools of thought which will receive special attention include Confucianism, Daoism, Mohism, Yin-Yang, Neo-Confucianism, Zen, and Shinto. The course concludes with a comparison of the general characteristics of East Asian philosophy and Western philosophy.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 2219.

2225 Philosophy And Practice Of Tai Chi (Tai Ji)

4 credits

Theory and practice of a Chinese meditative exercise which is calisthenics, martial art, breathing exercises, dance, meditation, and prayer. Interpretations and critiques of the writings of the Daoist masters such as Lao Zi and Zhuang Zi will be included. The complete Tai Chi sequence of 108 movements will be practiced. The course emphasizes understanding the Daoist philosophy at the level of intellectual cognition as well as at the level of affective penetration and concrete experience.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 2225.

2233 Elementary Logic

4 credits

An introduction to formal logic, propositional and predicate. The study of various forms of inference, theorems, derivations, and proofs.

2291 Directed Readings in Philosophy and Religious Studies*1 credit*

A close reading of a major text in philosophy and/or religious studies. Students will also become familiar with selected critical studies of the text. Course may be repeated up to four semesters for credit.

3302 Classical Indian Philosophy*4 credits*

A rigorous introduction to the classical Indian tradition of philosophical thought, from its roots in the Vedas and Upanishads to its systematization in the six orthodox (astika) schools. Attention is also given to the "heterodox" views of the Buddhists, the Jains, and the "materialists."

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 3302 and Religious Studies 3302.

Offered as needed.

3311 Philosophy of Religion*4 credits*

A study of the rationality of religious beliefs and an examination of the traditional philosophical arguments for and against the existence of God. Humanities

3318 Philosophy Of Science*4 credits*

A critical analysis of science as an enterprise which produces knowledge. The course examines the conceptual structures and methods used in scientific investigation and discovery, focusing on the role of scientific laws and theories in the explanation and prediction of phenomena. The relationship between the physical and the social sciences as well as selected issues between philosophy of science and epistemology will be discussed.

Offered as needed.

Humanities.

3350 Bioethics*4 credits*

A study of ethical issues in biology and medicine including health care policies, euthanasia, scientific fraud, and reproductive technologies. This course will explore these and similar issues and case studies and create a framework for ethical decision making based on philosophical principles.

Humanities.

Cross-listed with Biology 3350..

4492 Thesis In Philosophy*4 credits*

A directed project of research and writing a major paper on a topic agreed upon by the instructor and the student. The project extends over two semesters, but with four credit hours given with the completion of the thesis for both semesters' work.

Prerequisite: permission of instructor.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics In Philosophy*4 credits*

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internships in Philosophy*0-4 credits*

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in Philosophy*0-4 credits*

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Physics

Professor Pagonis (Department Chair); Assistant Professors Marx and Mian; Adjunct Lecturers Stempel and Toller.

Areas of particular teaching interest:

Professor Pagonis: solid state physics, applications of microcomputers in the laboratory, archaeological dating; Professor Mian: non-linear optical properties; Professor Marx: Physics education research. Instructor Stempel: science education. Instructor Toller: Astronomy

The Physics department is dedicated to providing students with the essential skills and knowledge to pursue a wide range of professional careers. Alumni of the physics department have gone on to professional positions in private industry, engineering, the US Army, and local software companies as well as graduate studies in physics. The physics degree is appropriate for further study in law, medicine, teaching, the social sciences, engineering, mathematics, computer science, and the natural sciences (astronomy, biology, chemistry, geology, meteorology, and oceanography).

A large number of physics majors have been admitted to highly ranked universities to pursue graduate study in physics. Examples include the University of Maryland, Virginia Tech, University of Pennsylvania, College of William and Mary, Purdue University, Georgetown University and Washington University at St. Louis.

BASIC MAJOR:

Required Courses:

Physics 1101, 1102, 1103, 2204, 2211, 2212, 3311, 4491; Mathematics 1117, 1118; 2 courses from Physics 1111, 1151, 2209, 3308, 3309, 4402; and 1 course from Computer Science 1106, Mathematics 2218, 2219, 3304, or Chemistry 1101.

Other Educational Options in Physics:

Computer Science concentration; Dual major with Mathematics; Pre-Engineering, Teacher Certification Secondary (middle/high school). A minor is available in Physics.

1101, 1102 General Physics I, II

4, 4 credits

An introduction to the fundamental phenomena, concepts, and theories of physics. The first semester deals with mechanics and heat. The second semester deals with electricity and magnetism, wave phenomena, and quantum physics. Courses include laboratory.

Prerequisite: Mathematics 1107 or permission of the instructor.

Natural Science and Mathematics.

1103 Applied Electronics and Computers

4 credits

An introduction to electronics with emphasis on laboratory applications of electronics. The use of microcomputers for data collection and analysis is emphasized. Topics include analog and digital electronics and uses of the microcomputer in the science laboratory. No previous experience with electronics is necessary. Course includes laboratory.

1111 Introductory Astronomy

4 credits

A study of the stars and stellar evolution, the solar systems, galaxies, and cosmology, with emphasis on contemporary topics. Natural Science and Mathematics. Cross-listed with General Science 1111.

1151 (FR) Computer Interfacing for Scientists

4 credits

Intended primarily for students majoring in the sciences and mathematics. Specifically, the course will focus on different methods by which scientists collect, analyze and present data using the computer. After collecting the data in the lab, students will setup a numerical model and

will compare it to the actual experimental data. Specific examples will be taken from physics, biology and chemistry laboratories. The course will involve some computer programming using the language TrueBasic, but no previous programming experience is necessary.

Natural Science and Mathematics.

Cross-listed with General Science 1151.

2204 Introduction To Modern Physics

4 credits

Quantization, wave and particle aspects of matter, elementary quantum mechanics, atomic and molecular structures, solids, and nuclei. Course includes laboratory.

Prerequisites: Physics 1102, Mathematics 1118.

Offered in 2001–2002 and alternate years.

2209 Optics And Waves

4 credits

Geometrical and physical optics, with emphasis upon the latter; study of wave phenomena such as polarization, interference, diffraction, and scattering; comparison of electromagnetic and mechanical waves. Course includes laboratory.

Prerequisites: Physics 1102, Mathematics 1118.

Offered in 2001–2002 and alternate years.

2211 Mathematical Physics

4 credits

The application of mathematics to physical systems. Topics studied are techniques of integration, vector calculus, Fourier analysis, complex algebra, and some matrix methods.

Prerequisites: Physics 1102, Mathematics 1118.

2212 Intermediate Mechanics

4 credits

Newtonian mechanics applied to the motion of particles and systems, conservation laws, motion of rigid bodies, central force problems. Course includes laboratory.

Prerequisite: Physics 2211.

3308 Physical Chemistry II: Thermodynamics and Equilibria

4 credits

A study of the laws of thermodynamics and their application to chemical and physical equilibria and the macroscopic properties of matter. Course includes laboratory.

Prerequisites: Chemistry 1102, Physics 1102, Mathematics 1118; Chemistry 2219 is strongly recommended.

Cross-listed with Chemistry 3308.

3309 Topics In Quantum Mechanics

4 credits

Intensive study of one or two areas of contemporary physics such as atomic physics, elementary particle physics, molecular physics, nuclear physics, quantum statistical mechanics, and solid state physics.

Prerequisites: Physics 2204, 2211.

Offered in 2001–2002 and alternate years.

3311 Intermediate Electricity And Magnetism

4 credits

Electrostatics in free space and in dielectric media, magnetostatics in free space and in magnetic media, scalar, and vector potentials, electromagnetic induction, introduction to Maxwell's equations.

Course includes laboratory.

Prerequisite: Physics 2211.

Offered in 2002–2003 and alternate years.

4402 Introductory Quantum Mechanics

4 credits

Origins of quantum theory, the Schroedinger equation, physical meaning of quantum mechanics, solutions of one- and three- dimensional problems.

Prerequisites: Physics 2204, 2211.

Offered in 2001–2002 and alternate years.

4491, 4492 Physics Seminar

1 credit

Study of advanced topics in physics, emphasizing each semester one matter of particular importance to contemporary physics. Students are required to present material relevant to the topic.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics In Physics

4 Credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internships In Physics

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies In Physics

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Political Science and International Studies

Professors Neal and H. Smith (Department Chair); Associate Professor Leahy; Assistant Professor Franke; Adjunct Lecturer Zepp.

Areas of particular teaching interest: Professor Smith: state and local governments, public administration, national and Maryland elections and campaigns; Professor Leahy: comparative politics of Western Europe, developing nations and

communist nations, methodology of comparative politics; Professor Neal: judicial process, political theory, American political behavior; Professor Franke: security studies, international law, foreign policy.

The curriculum in political science is directed towards an understanding of National and International Studies with particular emphasis on preparing students for the study of law, for graduate school, and for responsibilities in political, administrative, educational, and social fields.

Opportunity is afforded to a limited number of students to participate in an off-campus program at the Washington Semester at The American University.

BASIC MAJOR IN POLITICAL SCIENCE:

Required Courses:

Political Science 1101; 1111 or 1112; 4492; two hours from Political Science 1198, 1199, 2298, 2299, 3398, 3399, 4498, 4499; twelve hours from Political Science 2201, 2202, 2207, 2216, 3305, 3308, 3319; twelve hours from Political Science 2203, 2204, 2213, 3307, 3310, 3317, and one additional course (four hours) from the last two groups.

Other Educational Options in Political Science:

Dual majors with Economics, English, Foreign Language, History; Pre-Legal; Teacher Certification in Secondary (middle/high school) Social Studies. Minors are also available in Political Science and International Studies.

1101 Introduction to Political Science

4 credits

A survey of political systems with an emphasis on theoretical principles of government and the citizen's relationship to the state. The course will also examine the methodology of the discipline of political science, including various aspects of the political and governmental process. Social Science.

1111 Classical Political Thought

4 credits

A survey of classical political thought from the ancient Greeks through the medieval period. The course will emphasize the concepts of natural law, Roman law, church-state relations, and other topics relating to the political ideas of the period.

Heritage Sequence, Social Science.

1112 Modern Western Political Thought

4 credits

An overview of Western political thought from the Enlightenment to the present with particular focus on the origin, nature, function, structure, and organization of the state and its relation to the citizens governed by it. The course explores the justification of governmental authority and the scope of governmental rights to interfere with individual lives and discusses the utility of political philosophy for contemporary life.

1151 (FR) Law, Order, and Social Change in America

4 credits

Interrelations between law and the political system in the United States: the Constitution, legislation, administrative regulations, judicial decisions, and courts in politics.

2201 American Political Institutions

4 credits

An examination of the organization of the American government and its relationships to political life. Such topics as the constitutional context, the importance of interest groups, the influence of the media, voter behavior, and the executive, legislative, and judicial branches will also be considered. Sustained attention and

special focus is directed to the development and growth of the modern Presidency. Social Science.

2202 State and Local Government

4 credits

A comprehensive survey of state, county, and urban politics and administration with emphasis on the evolving federal relationship, the development of strong governors, and the emergence of professional state legislatures. Special attention is given to Maryland problems, prospects, and policy dynamics as well as to the politics of public education. Social Science.

2203 International Law and Organization

4 credits

An introduction to the history, purpose and scope of international law and organizations. Questions this course attempts to answer include: How does international law affect states, international organizations, non-state actors, and individuals? Who creates international law and who is governed by it? What is the relation between international and domestic law? What role do international organizations play in the international system? How does membership in international organizations influence states' abilities to achieve their goals? Social Science.

2204 Approaches to International Relations

4 credits

An introduction to the major theories and approaches for analyzing global developments, studying the structure and organization of the international system, examining the various actors shaping world politics, exploring causes of conflicts and means for conflict resolution, and reflecting on the future of international relations and the role of individuals in the world community. Social Science.

2207 American Public Policy*4 credits*

An examination of the major theoretical, conceptual, and practical issues in the study of public policy and the policy process, with examples drawn from current issues in American policy. These may include education, civil liberties, political economy, welfare, and energy. Social Science.

2210 Media & Politics*4 credits*

An examination of the "symbiotic" relationship between the news media and public officials in America. Special emphasis is placed on the interplay between the press and presidency and between the press and Congress. Cross-listed with English 2210.

2213 Comparative Politics of Western European Polities: The United Kingdom, France and Germany*4 credits*

A comparative methodological analysis of the Western European governments of the United Kingdom, France, and Germany with an emphasis on systems analysis, political culture, structural-functionalism, and elite analysis. All three polities are members of the European Union which is also analyzed with relation to the regional integration of Europe. Social Science.

2216 United States Campaigns and Elections*4 credits*

An examination of the development of American election campaigns from party-based to candidate-centered and media-oriented. The course features in-depth coverage of the role of public opinion polling and its various strategic and tactical uses in campaign politics. Among the topics related to survey research will be

sampling, question wording, questionnaire design, and analysis of the results. Social Science.

Offered in 2002–2003 and alternate years.

3305 Public Administration*4 credits*

An examination of the nature and development of public administration in the United States with attention to policies of organization, management, personnel, budgeting, forms of administrative responsibility, and governmental services. Social Science.

Cross-listed with Business Administration 3305.

3306 National Security in a Changing World*4 credits*

A survey of the international and domestic factors that shape contemporary U.S. national security policy and strategy. The course provides a brief introduction to traditional conceptions of military strategy and the use of force, examines the extent to which domestic political factors influence national security policy-making, and explores the merits and shortfalls of future national security strategies. Topics discussed include civil-military relations, leadership and accountability, terrorism, peacemaking and peacekeeping, and resource management.

Cross-listed with Sociology 3306.

Prerequisite: Political Science 1101 (recommended)

3307 United States National Security Policy*4 credits*

An overview over U.S. foreign policy from the Second World War to present. The primary objective is to acquire a general understanding of the main ideas, events, and strategies that have shaped U.S. foreign policy over the past half-century. Topics discussed include containment, deterrence, the nuclear arms race, humanitarian intervention and the use of force,

economic assistance and trade, and a number of regional and thematic issues. Social Science.

3308 American Constitutional Law

4 credits

Introduction to the study of the principles of constitutional law as related to the changing political, social, and economic problems of the United States; the role of the Supreme Court in the political process.

Social Science.

3310 Politics of Developing Areas

4 credits

An examination of the political, social, and economic problems of "third world" development with Latin America as the regional area of focus. The models of corporatism, bureaucratic-authoritarianism, civil-military relations, and dependency theory are applied to case studies in Argentina, Brazil, Cuba, and Peru. An examination of the role of women in development as well as the impact of development on the environment is also included. Sustainable development models are offered as an alternative to the failed attempts at development.

Global Perspective, Social Science.

Cross-listed with Cross Cultural Studies 3310.

3317 Comparative Politics of Communist and Postcommunist Political Systems

4 credits

A comparative exploration of the historical, cultural, social, political, and economic similarities and differences in the systems of the Former Soviet Union and The People's Republic of China. Both systems attempted to implement Marxism in their systems. The failure of Marxism in the Former Soviet Union and the continuing application of the Marxist model in China are explored. Theoretical paradigms that attempt to predict the future of these regimes are also analyzed.

Global Perspective, Social Science. Cross-listed with Cross Cultural Studies 3317.

3319 American Civil Liberties

4 credits

A study of the First Amendment and the Fourth Estate with an emphasis on the major Supreme Court decisions on freedom of speech, press, communication law, assembly and the law of mass media.

This course involves students in classroom simulations and visits to courts.

Social Science.

Offered in 2001–2002 and alternate years.

4492 Senior Seminar

4 credits

An analysis of various topical or recurring problems in the area of either domestic or international politics. This course serves as a focal point for an integration of methodology, theory, and substantive problem areas.

4493 Honors Project

4 credits

An independent research paper for students who are candidates for departmental honors.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics in Political Science

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internships in Political Science

0–4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

**1198; 1199; 2298; 2299; 3398;
3399; 4498; 4499**

Independent Studies in Political Science

0–4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Psychology

Professor W. Miller (Department Chair), Associate Professors Hughes and Orenstein; Assistant Professors Madsen and McDevitt; Lecturer Mazeroff.

Areas of particular teaching interest: Professor Miller: abnormal behavior, adulthood and aging, psychotherapy, clinical neuropsychology; Professor Hughes: industrial psychology, organizational behavior, psychological assessment; Professor Orenstein: human memory, psychophysiology of sleep, perceptual learning; Professor McDevitt: operant and classical conditioning, behavioral analysis, and choice behavior; Professor Madeson: child and adolescent development, interpersonal relationships; Adjunct Lecturer Mazeroff: introductory psychology, psychopharmacology, psychopathology and stress.

Psychology is a pluralistic discipline with alliances in the natural sciences, the social sciences, and the humanities. This department reflects the diversity in the field. The course offerings focus on behavior in the broadest sense and are intended to provide the background for students electing a major to qualify for graduate study in psychology and related disciplines, to work in human service agencies (day care centers, rehabilitation departments, mental health clinics, youth service agencies, etc.), to prepare for social work

through certification in social work, or to teach via certification in Elementary Education.

The department urges all interested and qualified students to pursue Departmental Honors via Special Studies in Psychology. This program encourages independent study and research.

BASIC MAJOR:

Required Courses:

Psychology 1106, 2201, 2211, 2223, 2224; four hours from Psychology 3329, 3330, 3340; and twenty additional hours of Psychology, including one capstone course.

Other Educational Options in Psychology:

Teacher Certification - Elementary (1–6), Tracks in Behaviorism, Brain/Behavior Relationships, Clinical, and Industrial/Organizational concentrations. The department also offers a minor in psychology and a dual major in psychology-sociology.

1106 Contemporary Psychology

4 credits

An introductory course designed to develop an understanding of the basic principles governing behavior, with emphasis on the scientific method of studying behavior. Intelligence, motivation, emotion, perception, learning, personality, work place issues, and social factors that influence the individual will be considered. Social Science.

2201 Psychology of Learning

4 credits

Overview of the fundamental principles of learning and memory and their applications for the understanding of behavior. Empirical and theoretical issues are examined. Students conduct laboratory experiments designed to illustrate principles and issues.

Prerequisite: Psychology 1106.

2202 Behavior Modification

4 credits

The study of the basic principles governing human behavior with emphasis on procedures for eliminating and acquiring behaviors through cognitive behavioral and behavioral interventions. Special emphasis is placed on behavioral analysis. Students perform laboratory and field exercises designed to illustrate principles.
Prerequisite: Psychology 1106.

2204 Social Psychology

4 credits

A study of group behavior and cognitions as they can be explained through psychological principles and phenomena. This course provides a survey of how what people think, believe, or do is altered by the presence of other people. Topics include attitudes, attitude change, social perception, social influence, altruism, and group dynamics.
Prerequisite: Psychology 1106.
Cross-listed with Sociology 2204.

2207 Child Development

4 credits

A critical survey of research problems and theories pertaining to child behavior; review and application of principles of learning in early childhood.
Prerequisite: Psychology 1106.

2211 Psychology of Abnormality

4 credits

The incidence, causes, treatment, and prevention of abnormal behavior of persons; major focus on adult populations.
Prerequisite: Psychology 1106.

2220 Psychology in the Workplace

4 credits

An exploration of the principles of psychology as they are relevant to the work environment. Included will be a discussion of how psychologists can help improve the workplace and address organizational concerns. Topics include selection, training, personnel evaluation,

and the characteristics of a variety of work environments. Discussions will consider also how these practices may affect organizational or individual effectiveness and attitudes.

Prerequisite: Psychology 1106.

Cross-listed with Business Administration 2220.

2223 Psychological Methods I: Measurement and Assessment

4 credits

An introductory course on measurement within the field of psychology. Students will learn how psychological variables such as personality, abilities, and interests are translated into psychological measurement techniques. This course will explore the fundamentals of assessment including descriptive statistics, reliability, and validity, and will examine a variety of assessment techniques. Students will acquire hands-on experience in using assessment tools including the use of statistical programs to understand and evaluate test results.

Prerequisites: Psychology 1106, Mathematics 1001 or passing the arithmetic portion of the mathematics proficiency test, Mathematics 1002 or passing the algebra portion of the mathematics proficiency test.

2224 Psychological Methods II: Research Design and Analysis

4 credits

A current treatment of the philosophy and methodology of the scientific method. Topics include experimental design and the analysis of research using the computer. The laboratory is designed to acquaint each student with procedures, techniques, and apparatus used in psychological investigations. Statistical tests studied include t-tests; analysis of variance for between-groups factors, within-groups factors, and combinations of such factors; correlation; and non-parametric tests.

Prerequisites: Psychology 1106, 2223.

3303 Psychology of Personality

4 credits

An overview of the major theories of personality and assessment strategies. Emphasis will be on the normal personality in a diverse world with some attention to disordered personalities.
Prerequisite: Psychology 1106.
Offered in 2002-2003 and alternate years.

3305 Health Psychology

4 credits

An introduction to the foundations and practice of health psychology. A biopsychosocial perspective is applied to the promotion and maintenance of health and the prevention and treatment of illness. Behavioral components of health risk factors and improvement of the health care system are addressed.
Prerequisite: Psychology 1106.
Offered in 2001-2002 and alternate years.

3306 Adolescent Development and Behavior

4 credits

A critical survey of research problems and theories pertaining to adolescent development; review and application of principles of learning to adolescent behavior.
Prerequisite: Psychology 1106.

3307 Psychology of the Exceptional Child

4 credits

An overview of the psychological effects of major exceptionalities including giftedness, deafness, blindness, mental retardation, brain injury, speech defectiveness, mental illness, and orthopedic problems, with the emphasis upon children and on the treatment, rehabilitation, and educational techniques available to serve persons with these exceptionalities.
Prerequisite: Psychology 1106.

3308 Adulthood and Aging

4 credits

Psychological and personality changes from young adulthood through old age;

adult socialization and the age status system; changing concomitants of family relationships, employment, leisure, and retirement; health issues, psychopathology, and death.

Prerequisite: Psychology 1106.

Cross-listed with Sociology 3308.

Offered in 2002-2003 and alternate years.

3329 Physiological Psychology

4 credits

An analysis of the basic physiological mechanisms underlying human behavior with emphasis on the brain and central nervous system. Topics include genetics, behavioral development, sensory systems, emotion, learning, and memory.
Prerequisite: Psychology 1106.

3330 Psychology of Perception

4 credits

An in-depth analysis of contemporary issues in perception. Topics include signal detectability, selective attention, taste perception, figure formation, illusions, visual stability, memory, and space, time, and motion perception.
Prerequisite: Psychology 1106.

3335 Helping Relationships/Counseling

4 credits

An overview of psychological counseling with emphasis on a flexible, broadly based approach to the development of helping skills with a diversity of clients.
Prerequisites: Psychology 1106, 2211.

3338 Practicum in Helping Relationships/Counseling

4 credits

Supervised externship experience in a human service agency designed to facilitate the use of skills unique to the helping professions (counseling/ behavioral intervention). Course includes on-campus seminar sessions on special populations and off-campus supervised practice with clients served by the agency. Placement may include youth service programs,

group homes, mental health organizations, geriatric centers, programs for the developmentally disabled, etc.

Prerequisites: Psychology 2202 or 3335 and permission of the instructor.

3340 Mind/Brain: Clinical Neuropsychology

4 credits

A study of the behavioral correlates of brain dysfunction in adults with focus on neuropsychological assessment.

Prerequisite: Psychology 1106.

Offered in 2001–2002 and alternate years.

3392 Internship in Gerontology

2 credits

Supervised field experiences in appropriate settings designed to assist students in acquiring and using skills and knowledge of the field of study unique to gerontology. Possible settings for internships include long term care facilities, voluntary health organizations, professional associations, senior centers, churches, pastoral counseling centers, social service agencies for the aged, and research centers.

Cross-listed with Biology 3392, Religion 3392, Social Work 3392, and Sociology 3392.

2265; 2266; 3365; 3366; 4465; 4466

Special Topics in Psychology

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interest and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internships in Psychology

0–4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499

Independent Studies in Psychology

0–4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Religious Studies

Associate Professors Alles and Wu;
Assistant Professors Hadley and Jakoby
(Department Chair)

Areas of particular teaching interest:
Professor Alles: religions of South Asia and the Mediterranean world, method and theory in the study of religions; Professor Wu: contemporary philosophy, Eant, to rest on this assumption might introvert the liberal tradition as the nemesis of history.

The ethical dilemma of our times suggests that there is a continuing need for contemplation of the values of the liberal arts. The challenge relies on attention to prospects that provide the opportunity to live wisely, richly and decently.

The departmental curriculum is divided into historical-interpretive courses—such as Judaism, Christianity, Islam and Religions of Asia—and ethical-critical courses, such as Martin and Malcolm and Liberation Movements and Human Freedom.

BASIC MAJOR:

Required Courses:

Religious Studies 1102 or 1103, 2240, 4492; 8 hours of historical-interpretive courses in Religious Studies; 8 hours of ethical-critical courses in Religious Studies; 4 hours from Religious Studies at the 2000 level or higher, 8 hours from History 1105, 1106, 2213, 2214, 3315.

Other Educational Options in Religious Studies:

Special programs combining Religious Studies with other disciplines.

Four hours in Religious Studies or permission of instructor are prerequisite for all courses numbered 3000 or above.

1102 (FR) Religion and Culture

4 credits

An introduction to religious studies that examines the various ways religion is implicated in human culture. General topics include culture as a vehicle for religious expression, religion as a critique of culture, and the place of religion in American public life. The course presents case studies drawn from the world's major religions as well as major, contrasting theoretical perspectives.

Humanities.

1103 (FR) The Good Life

4 credits

How should one live one's life? What makes a human life good? This course is an introductory study of a variety of religious and philosophical ideals for human living. The course draws upon the wisdom of religious traditions, philosophical schools of thought, and great literature from the ancient and modern worlds and explores the contemporary relevance of such ideals.

Humanities

2204 Women and Religion

4 credits

An examination of the contributions women have made to the world's religions, and of the ways in which religions have affected women's lives, positively and negatively.

Humanities.

Offered as needed.

2212 Martin and Malcolm: Their Lives and Thought

4 credits

The examination of the contributions of Martin Luther King, Jr., and Malcolm X

to American society. Special attention will be given to the subjects of Christianity and Islam, religion and politics, the Civil Rights Movement, and Black Nationalism.

Humanities.

Offered as needed.

2215 Prejudice and Power: Minorities in America

4 credits

A study of ethnic minorities, women, and gay and lesbian communities to determine the relationship between prejudice and power in America.

Humanities.

Offered as needed.

2216 Religion, Politics, and Society

4 credits

An examination of the interplay between religious commitment and political engagement. The course explores the levels of political and social involvement advocated by a variety of religious traditions and thinkers and investigates various political arrangements nation-states have used to support, tolerate or control diverse religious expressions. Specific attention will be given to issues in which religion has played a prominent role in political and social life such as civil rights, abortion, and war.

Humanities

2232 Religion and Evil

4 credits

An examination of the nature and Meaning of evil. The course focuses upon several forms of evil with particular attention to the Jewish experience in the Holocaust and the African-American legacy of racial discrimination during and after slavery. Readings are drawn from a variety of religious and philosophical traditions and from historical and literary narratives.

Humanities.

2235 History of Gospel Music*4 credits*

An overview of black gospel music in America covering spirituals, traditional and contemporary gospel. Sociological conditions and important works by key figures in a variety of styles will be coupled with lectures and reading.

Humanities.

Cross-listed with Music 2235.

2240 Religion and Critical Thought*4 credits*

A critical engagement with major theories and methods in the study of religions.

Equal attention is given to both historical-hermeneutical and ethical-critical approaches.

Humanities.

2251 Religion in Western Culture I*4 credits*

A selective historical introduction to the impact of religious beliefs, practices, and loyalties on the history, thought, social movements, and cultural practices (such as art, drama, literature, and music) of the ancient world. This course will concentrate on the civilizations of ancient Mesopotamia or Egypt, Greece, Israel, and Rome.

Humanities, Heritage Sequence

2252 Religion in Western Culture II*4 credits*

A selective historical introduction to the impact of religious beliefs, practices, and loyalties on the history, thought, social movements, and cultural practices (such as art, drama, literature, music, and film) of the medieval and modern periods. This course will concentrate on the High Middle Ages, the Renaissance and Reformation, and the Enlightenment and post-Enlightenment periods.

Humanities, Heritage Sequence

2253 Judaism, Christianity, and Islam*4 credits*

A study in some detail of the major monotheistic religions: Judaism, Christianity, and Islam. Attention is given to origins and historical developments, beliefs, practices, and institutions.

Humanities.

2254 Religions of Africa and the Indigenous Americans*4 credits*

An examination of the myths and ideas, rituals, and institutions associated with the religious traditions of prehistoric peoples and contemporary tribal people of Africa and the indigenous Americans.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies

2254.

Offered as needed.

2255 Religions of Asia*4 credits*

A study of the major Asian religions: Hinduism, Buddhism, Confucianism, Daoism, and Shinto. Attention is given to origins and historical development, beliefs, practices, and institutions as well as to the manner in which Europeans and Americans have imagined religion and the East ("Orientalism").

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies

2255.

2256 Religions of the Ancient World*4 credits*

An examination of the earliest evidence for human religious behavior as well as some of the religious traditions of the ancient Mediterranean and Near East (for example, Egypt, Mesopotamia, Iran, Greece) and the ancient Americas (for example, Aztec, Inca, Maya).

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies

2256.

Offered as needed.

2291 Directed Readings in Philosophy and Religious Studies

1 credit

A close reading of a major text in philosophy and/or religious studies. Students will also become familiar with selected critical studies of the text. Course may be repeated up to four semesters for credit.

3302 Classical Indian Philosophy

4 credits

A rigorous introduction to the classical Indian tradition of philosophical thought, from its roots in the Vedas and Upanishads to its systemization in the six orthodox (astika) schools. Attention is also given to the “heterodox” views of the Buddhists, the Jains, and the “materialists.”

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 3302 and Philosophy 3302.

Offered as needed.

3304 Religion and Human Sexuality

4 credits

The nature and meaning of human sexuality found in a comparative analysis of world's religions, especially Judaism and Christianity; and examination of the relation between the sacred and the sexual including consideration of sexuality and social justice, sexual orientation, and sexual expression (marital and non-marital).

Humanities.

Offered as needed.

3305 Sacred Architecture

4 credits

A historical and systematic examination of both formal and symbolic aspects of structures built for religious purposes, along with their associated religious activities.

Global Perspective, Humanities.

Cross-listed with Art History 3305 and Cross Cultural Studies 3305.

Offered as needed.

3306 Hindu Rituals and Ethics

4 credits

An intense look at the Hindu “path of action” in its many dimensions: rituals of the life cycle and daily life, seasonal festivals and celebrations, castes and stages of life, related notions of purity and pollution, and the relations between action and liberation.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 3306.

Offered as needed.

3321 Comparative Mythology

4 credits

A study of the myth-making process and the major mythological types and themes.

Global Perspective, Humanities.

Cross-listed with Comparative Literature 3321 and Cross Cultural Studies 3321.

3328 Liberation Movements and Human Freedom

4 credits

A study of race, gender, and class and how the struggle of Native Americans, African-Americans, Women, and Gays/Lesbians contribute to our understanding of human liberation. Paulo Friere's Pedagogy of the Oppressed provides the theoretical perspective as we criticize the social, political, and religious forces making for oppression and for liberation.

Prerequisite: Sociology 1103.

Humanities, Social Science.

Cross listed with Sociology 3328.

3392 Internship in Gerontology

2 credits

Supervised field experiences in appropriate settings designed to assist students in acquiring and using skills and knowledge of the field of study unique to gerontology. Possible settings for internships include long term care facilities, voluntary health organizations, professional associations, senior centers, churches, pastoral counseling centers, social service agencies for the

aged, and research centers.
Cross-listed with Biology 3392,
Psychology 3392, Social Work 3392, and
Sociology 3392.

4492 Senior Thesis (capstone)

4 credits

A seminar required of all Religious Studies majors as part of their graduation requirements. Each student is required to write a major paper on a topic within the major. A member of the department supervises the project.

Prerequisite: permission of instructor.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics In Religious Studies

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496 Internships in Religious Studies

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in Religious Studies

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Social Work

Associate Professor Rees

Areas of particular teaching interest:
Professor Rees: human relations in the workplace, family.

The primary purpose of the Social

Work Department is to prepare social work students for entry level generalist social work practice. The department supports a basic understanding of various client systems including individuals, families, groups, organizations, and communities and the helping roles assumed by social work students in an effort to enhance quality of life within client groups.

The social work program prepares students for the practice of social work. The Council on Social Work Education nationally accredits this program. Graduates of this program can move directly into social work positions or enter selected graduate programs in social work with advanced standing.

The department respects diversity of client populations and lifestyles and strives to achieve an effective balance between these factors and social work practice. The development of an understanding of bio-psycho-socio-cultural components within the person/environment equation is supported in social work courses. The uniqueness of all students and the growth and development of their professional self is encouraged throughout the curriculum.

BASIC MAJOR:

Required courses:

Social Work 2202, 2214, 2217, 2218, 3322, 3325, 3349, 4409, 4415, 4416, 4417, 4418

1122 (FR) Concepts and Systems of Social Welfare

4 credits

An introductory course designed to explore social problems and society's response toward them. The course will examine the structure of human service delivery systems, and the impact of policy, politics, human behavior, and environmental conditions on these structures. An emphasis will be placed on the application of research and theories to these settings.

2202 The Family

4 credits

An interdisciplinary approach to the family and its functioning that incorporates an historical perspective as well as cultural, economic influences, communication, and folklore. Emphasis is placed on the biological, psychological and sociocultural factors of family functioning within a micro, meso, and macro framework. A variety of theoretical constructs are explored that are useful in understanding family development and functioning.

Prerequisite: Sociology 1103.

Cross-listed with Sociology 2202.

2214 Human Behavior and the Social Environment

4 credits

Examinations of human behavior across the life span. The course emphasizes the bio-psycho-socio-cultural and ecological perspectives and explores functional and dysfunctional patterns of coping and adaptation. Various theoretical perspectives are introduced to explain human development.

Prerequisite: Sociology 1103.

Cross-listed with Sociology 2214.

2217 The Institution of Social Welfare

4 credits

An overview of social welfare in America with an emphasis on its historical development and current institutional nature. Students will be introduced to social policies and programs and roles of the social worker within these systems. The student will learn to identify social problems within the social welfare system and to identify alternative solutions to these problems.

2218 Social Welfare Policy

4 credits

An exploration of social welfare policy development with an emphasis on the identification of variables that shape human service delivery systems. The course will focus on American and

international social policy development.

Students will learn several policy analysis models and examine a social policy on the local, state, or federal level. Students will be introduced to macro intervention.

Prerequisite: Social Work 2217

2225 Aging: The Individual and Society

4 credits

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

Prerequisite: Sociology 1103 or permission of the instructor.

Cross-listed with Sociology 2225.

3318 Social Work in Special Practice Fields

4 credits

An in-depth study of programs, policies, and practices in a specialized area of social service. Unique needs of the service population and appropriate intervention techniques are emphasized.

3322 Social Work Practice I

4 credits

An introduction to the conceptual framework for generalist practice with individuals, families, groups, organizations, and communities. Students are introduced to the common knowledge, values, techniques, and skills that serve as the foundation for social work practice. The ecosystems and strengths perspective are emphasized throughout the course.

Prerequisite: Social Work 2217

3325 Managing Systems in a Macro Environment

4 credits

The integration of concepts from human service organizations, culture, groups, and thinking styles with contemporary human relations issues in the workplace.

Ethnicity, gender, and societal norms are emphasized. Students are introduced to service delivery models that provide human relations support to organizations.

Prerequisite: Sociology 1103.

Social Science.

Cross-listed with Business Administration 3325 and Sociology 3325.

3349 Methods of Social Work Research

4 credits

An introduction to quantitative and qualitative research methodology within social work practice. Techniques of social research will be applied to the study of social work problems and programs. The evaluation of social work practice will be emphasized.

Prerequisite: Social Work 2217

3355 Aging and Gender

4 credits

A study of the impact of gender and society on human development in adulthood from mid-life through death. Students are introduced to theories of feminism and application is made to the adult development process. Topics include relationships in later life, social activism, retirement, multicultural and multigenerational issues, multiple losses, relocation, role changes, and policy issues.

Prerequisite: Sociology 1103 or permission of the instructor (for minors)

Social Science

Cross-listed with Sociology 3355

3392 Internship in Gerontology

2 credits

Supervised field experiences in appropriate settings designed to assist students in acquiring and using skills and knowledge

of the field of study unique to gerontology. Possible settings for internships include long term care facilities, voluntary health organizations, professional associations, senior centers, churches, pastoral counseling centers, social service agencies for the aged, and research centers.

Cross-listed with Biology 3392, Psychology 3392, Religion 3392, and Sociology 3392.

4409 Social Work Practice II

4 credits

An introduction to a variety of techniques and theoretical models used in social work interventions. The focus of this course is to expand the conceptual framework for generalist practice and to increase the skill level of social work practice with client systems of various sizes. Change strategies include individual intervention, crisis intervention, social work practice with families, group methods, and community interventions. Each unit will emphasize practice evaluation, social work ethics, gender, class, multiculturalism, and will introduce techniques for incorporating these elements within practice.

Prerequisites Social Work 2214, 2217, 2218, 3322, 3349

4415, 4416 Field Instruction Seminar I, II

2, 2 credits

A weekly seminar focusing on integration of social work concepts and theories with field instruction. Emphasis is on preparing students for generalist practice with a diversity of population groups and within systems of various sizes. Assignments are related to students' agency experiences. Practice evaluation, social work, ethics, and the development of the professional self are emphasized.

Prerequisite: Social Work 3322.

4417, 4418 Field Instruction in Social Work I, II

4, 4 credits

Supervised experience in the practice of generalist social work in a community social agency. Students assume direct service responsibility using a variety of social work methods and roles. Each student is assigned to a specific agency for the year. Sixteen hours of field instruction per week is required.

Prerequisites: Social Work 3322 and permission of the instructor.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics in Social Work

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs

2295; 2296; 3395; 3396; 4495; 4496 Internships in Social Work

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in Social Work

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Sociology

Associate Professor Lemke (Department Chair); Assistant Professors Dundes, Shin, and B. Smith; Instructor Harlow.

Areas of particular teaching interest: Professor Dundes: criminology, criminal justice, medical sociology; Professor

Lemke: social theory, social stratification, gender roles; Professor Shin: work and occupations, social change, urban sociology; Professor Smith: research methods, sociology of religion, quantitative data analysis; Instructor Harlow: race and ethnicity and sociology of education.

Students majoring in sociology may move directly into careers in law enforcement, business, social service, education, and government. Some prepare for graduate study in sociology, law, criminal justice, business, or liberal arts.

The Major (42 credit hours)

Required Courses:

Sociology 1103, 3319, 3358, 4492, 4494 (capstone); two courses from Sociology 2201, 2202, 2204, 2205, 2214, 2225, 3308, 4410; two courses from Sociology 2240, 3306, 3315, 3325, 3348, 3360, 4430, 4433; two courses from Sociology 2203, 2212, 3328, 3355, 4427, 4429.

1103 Introductory Sociology

4 credits

This course offers an overview of the discipline of sociology. It explores how social forces impact the structure of society, social organizations, the nature of culture and personality, groups, and human interactions.

Social Science

1108 Cultural Anthropology

4 credits

A study of the culture of pre-industrial, complex, and developing societies. The course examines the increasingly complex social, economic, and political relationships between cultures and nations from both an historical and modern perspective.

Cross-listed with Cross Cultural Studies 1108.

Global Perspective, Social Science

2201 Society and the Individual*4 credits*

This course examines the ways in which social life contributes to the development of individual behavior, ideology, and life chances in society. This encompasses issues regarding how individual thoughts and emotions influence social interaction, and how that interaction is shaped and constrained by social structure.

Prerequisite: Sociology 1103.

2202 The Family*4 credits*

A study of the contemporary American family, its reaction to stress and its function in a rapidly changing society. The impact of ethnicity on families, family structure, and communication is emphasized. Students will review past and present novels, films, and television works to analyze and assess family roles and behavior. Students will participate in a family intervention project.

Cross-listed with Social Work 2202.

Prerequisite: Sociology 1103.

2203 Urban Sociology*4 credits*

The study of differentiation of social structures and functions within urban communities; ecological processes involved in the growth of cities and metropolitan areas; an analysis of urbanism as a way of life.

Prerequisite: Sociology 1103

2204 Social Psychology*4 credits*

A study of group behavior and cognition as they can be explained through psychological principles and phenomena. This course provides a survey of how what people think, believe, or do is altered by the presence of other people. Topics include attitudes, attitude change, social perception, social influence, altruism, and group dynamics.

Cross-listed with Psychology 2204.

Prerequisite: Psychology 1106.

2205 Criminology*4 credits*

A study of the theoretical aspects of criminal behavior and crime causation; the measurement of crime and crime statistics as well as techniques of crime prevention and societal reaction to crime.

Prerequisite: Sociology 1103.

2212 Wealth, Power, and Prestige in American Society*4 credits*

A survey of classical and contemporary theories and research on the development and consequences of class inequality in American society. Topics include status, social class, social mobility, class conflict, and income distribution.

Prerequisite: Sociology 1103.

2214 Human Behavior and the Social Environment*4 credits*

An examination of human behavior throughout the life cycle. The course emphasizes the bio-psycho-socio-cultural perspective in its exploration of functional and dysfunctional patterns of coping and adaptation. Various theoretical perspectives are introduced to explain human development.

Cross-listed with Social Work 2214

Prerequisite: Sociology 1103.

2225 Aging: The Individual and Society*4 credits*

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

Cross-listed with Social Work 2225.

Prerequisites: Sociology 1103 or permission of the instructor.

2240 Technology and Social Change

4 credits

An understanding of how society is organized is crucial to an understanding of human life and social relations. This course is an overview of some of the basic changes in social organization over time, and the impact of these changes on the American way of life. How these changes are related to innovations and social institutions is the crux of understanding many social science disciplines. In particular, we will pay attention to the role of technology in American culture, and how it is connected to a shift from pre-industrial times to today's post-industrial society. We will also discuss the link between technology, the computer age, and the media.

Prerequisite: Sociology 1103.

3306 National Security in a Changing World

4 credits

A survey of the international and domestic factors that shape contemporary U.S. national security policy and strategy. The course provides a brief introduction to traditional conceptions of military strategy and the use of force, examines the extent to which domestic political factors influence national security policy-making, and explores the merits and shortfalls of future national security strategies. Topics discussed include civil-military relations, leadership and accountability, terrorism, peacemaking and peacekeeping, and resource management

Cross-listed with Political Science 3306.

3308 Adulthood and Aging

4 credits

Psychological and personality changes from young adulthood through old age; adult socialization and the age status system; changing concomitants of family relationships, employment, leisure, and

retirement; health issues, psychopathology, and death.

Cross-listed with Psychology 3308.

Offered in 2002–2003 and in alternate years.

Prerequisite: Psychology 1106.

3315 Sociology of the Criminal Justice System

4 credits

A study of the functions of police, courts, and corrections as institutions of social control in American society. The most effective methods of organization and analysis of these components of the system are emphasized. Students will participate in field trips.

Prerequisite: Sociology 1103.

3319 The Development of Sociological Theory

4 credits

The study of the major sociological theorists of 18th, 19th, and 20th centuries with special emphasis on Comte, Durkheim, Marx, Weber, and Mead. Emphasis is on the foundation of sociological theory and on using theoretical concepts to understand society. The course is designed to teach critical thinking and problem solving and to prepare students for the 4000-level courses.

Prerequisites: Sociology 1103 and 8 additional prior credits in Sociology at the 2000+ level.

3325 Managing Systems in a Macro Environment

4 credits

The integration of concepts from human service organizations, culture, groups, and thinking styles with contemporary human relations issues in the American workplace. Ethnicity, changing societal norms, gender, and employee assistance programs are emphasized. Students work in small groups and do analytical study with private and public work organizations. Students will be involved in field experiences with community organizations.

Cross-listed with Business Administration 3325 and Social Work 3325.

Prerequisite: Sociology 1103.

3328 Liberation Movements and Human Freedom

4 credits

A study of race, gender, and class and how the struggle of Native Americans, African-Americans, women, and gays/lesbians contribute to our understanding of human liberation. Paulo Friere's Pedagogy of the Oppressed provides the theoretical perspective as we criticize the social, political, and religious forces making for oppression and for liberation. Cross-listed with Religious Studies 3328.

Prerequisite: Sociology 1103.

3348 Legal Forensics

4 credits

Students will explore issues raised in-court proceedings related to forensic testimony. Topics include insanity and competency determinations, civil commitments, probate and guardianship hearings, as well as questions surrounding juvenile and criminal cases.

Prerequisites: Sociology 1103 and Sociology 2205 or 3315.

3355 Aging and Gender

4 credits

A study of the impact of gender and society on human development in adulthood from mid-life through death. Students are introduced to theories of feminism and application is made to the adult development process. Topics include relationships in later life, social activism, retirement, multicultural and multigenerational issues, multiple losses, relocation, role changes, and policy issues.

Cross-listed with Social Work 3355.

Prerequisite: Sociology 1103 or permission of instructor.

3358 Research Methods in Sociology

4 credits

This course is an introduction to how sociologists generate knowledge. Students will be introduced to the most common methods of sociological research including survey, experimental, field, and content analytical methods. Philosophical, theoretical and ethical issues that support sociological practice, as well as the more technical aspects of the research craft including measurement and sampling will be considered. Students will be provided with ample opportunities to engage in hands-on activities designed to acquaint them with the challenges of carrying out social science research. This course also serves to prepare students for both the Senior Seminar and the department's quantitative data analysis course.

Prerequisites: Sociology 1103 and 8 additional prior credits in Sociology at the 2000+ level.

3360 Sociology of Education

4 credits

This course will examine, from a sociological perspective, the relationship between the educational system and society. We will analyze the dynamics occurring within schools and classrooms as well as the broader external influences that impact the educational institution in the context of an entire social system.

Prerequisite: Sociology 1103 or permission of instructor.

3392 Internship in Gerontology

2 credits

Supervised field experiences in appropriate settings designed to assist students in acquiring and using skills and knowledge of the field of study unique to gerontology. Possible settings for internships include long term care facilities, voluntary health organizations, professional associations, senior centers, churches, pastoral counseling centers, social service agencies for the aged, and research centers.

Cross-listed with Biology 3392, Psychology 3392, Religion 3392, and Social Work 3392.

4410 Work and Occupations

4 credits

A look into the sociological study of work and occupations, especially the analysis of industries, occupations, labor markets, and technical/social relations of production. Students will examine work patterns, divisions of labor, labor disputes, and the effects of technological innovation on the nature of work, and also deal with demographic variations in work populations and settings. Much attention is paid to how sociologists themselves do their work on a daily basis.

Prerequisites: Sociology 1103 and 4 additional prior credits in Sociology at the 2000+ level.

4427 Gender and Society

4 credits

An exploration of the social causes of gender differences. The course focuses on the impact of society on gender roles and the impact of gender roles on daily life.

Prerequisites: Sociology 1103 and 4 additional prior credits in Sociology at the 2000+ level.

4429 Race and Ethnic Relations in the U.S.

4 credits

A comparative approach to race and ethnic relations in the United States. The course compares and contrasts the experiences of multiple racial and ethnic groups. Special attention is paid to the underlying historical and contemporary symbolic and structural factors affecting both intra- and inter-group interactions.

Prerequisites: Sociology 1103 and 4 additional prior credits in Sociology at 2000+ level.

4430 Medical Sociology

4 credits

An exploration of the interdependent relationship between culture and health by studying ethical and political aspects

of health, illness and health care. Students examine the social meaning underlying how medical conditions are categorized, interpreted, and treated.

Prerequisites: Sociology 1103 and 4 additional prior credits in Sociology or permission of instructor.

4433 Religion and Society

4 credits

In this course, we will explore both contemporary and classic sociological perspectives on religion. Focusing on the United States, we will examine religion both as a social institution (an enduring feature of society) as well as an aspect of individual experience. At the institutional level, we will examine the major shifts in religion in the U.S. over the last 100 years. Among other topics, we will discuss whether the U.S. is becoming more or less secular, which religious forms are growing most rapidly and how the emergence of new varieties of religious experience has changed the American religious landscape. We will also focus on a number of controversies in contemporary American religious institutions, as well as conflicts between the religious and secular spheres.

Prerequisites: Sociology 1103 and 4 additional prior credits in Sociology at the 2000+ level.

4492 Senior Seminar

2 credits

Centered on current issues and enduring debates in Sociology, the seminar will consist of readings and discussions as well as presentations of student research. The Senior Seminar is designed to assist Sociology majors in preparing for the capstone experience. Students will participate in the topical seminar. Topic areas are offered on a rotating basis. Topics include Criminology, Education, Gender, Medical Sociology, Race and Ethnicity, Religion, Social Change, Social Organization, and Social Stratification.

Prerequisites: Sociology 3319 and Sociology 3358.

4494 Quantitative Data Analysis in Sociology*4 credits*

This advanced course in research techniques has two diverse aims. First, the course emphasizes the conceptual understanding and practical mastery of probability and probability distributions, inference, hypothesis testing, analysis of variance, as well as simple and multiple regression. Second, the course focuses on the assembly and handling of data sets, the transformation and analysis of data using techniques common in sociological research, and the presentation of findings. The course will meet both in a lecture format (3 hours per week) and laboratory session (1.5 hours per week). As the capstone experience for both the class and the Sociology major, students will produce a research paper, which includes an analysis of secondary or original social science data.

Prerequisite: Sociology 4492 and completion of both Arithmetic and Algebra Proficiencies.

2265; 2266; 3365; 3366; 4465; 4466 Special Topics in Sociology*4 credits*

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

Prerequisites: Sociology 1103 or permission of the instructor.

2295; 2296; 3395; 3396; 4495; 4496 Internships in Sociology*0–4 credits*

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

Prerequisites: Sociology 1103 and permission of the instructor.

2298; 2299; 3398; 3399; 4498; 4499 Independent Studies in Sociology*0–4 credits*

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Prerequisite: Sociology 1103.

Statistics

Professors Claycombe, J. Olsh (Department Chair) and Seidel; Assistant Professor McIntyre.

Areas of particular teaching interest: Professor Claycombe: industrial organization, managerial economics; Professor Olsh: economic development, history of economic thought; Professor Seidel: money and banking; Professor McIntyre: macroeconomics, international economics.

No major is offered in this field.

2215 Elementary Statistics for Social Science*4 credits*

Basic statistical principles and techniques; summarizing and presenting data, measuring central tendency and dispersion in data, basic concepts of probability and probability distributions, estimation of parameters and testing of hypotheses through statistical inference, linear regression and simple correlation.

Prerequisites: Mathematics 0001 or passing Arithmetic Proficiency Exam, Mathematics 0002 or passing Algebra Proficiency Exam.

Not open to students who have completed Mathematics 3324.

2216 Statistical Methods*4 credits*

Development of underlying assumptions, limitations, and practical applications of modern statistical analysis. Emphasis is on multivariate regression and analysis of variance and related computer techniques.

Techniques, of experimental design and statistical inference in various contexts are developed. Time series and forecasting topics are included.

Prerequisite: Statistics 2215 or Mathematics 3324.

Theatre Arts

Professor Domser (Department Chair); Associate Professor R. Miller; Lecturer van den Berg.

Areas of particular teaching interest: Professor Domser: design and technical production, theatre management; Professor Miller: acting, theatre history, dramatic literature; Professor Van den Berg: acting, voice, and movement.

The theatre arts program offers comprehensive study in theatre history, dramatic literature and criticism, and performance and production skills. Visiting professionals from the Baltimore/Washington area support the permanent faculty with specialized courses in performance. Coursework is further complemented by opportunities to participate in productions directed by faculty, visiting artists, and students. The major in theatre arts prepares students for careers in the professional theatre, for graduate studies in theatre, and for a variety of other vocations which demand the analytic, creative, and interactive skills developed by theatre majors.

BASIC MAJOR:

Required Courses:

Theatre Arts 1111, 4460; four hours from Theatre Arts 1113, 1151; twelve hours from Theatre Arts 2225, 2226, 2227, 2284; twelve hours from Theatre Arts 2241, 2242, 2243, 2244, 2245, 2246, 2247, 3320, 3328, 3353; two hours from 3330, 3332, 3334, 3336, 3338, 3340.

Other Educational Options in Theatre Arts: Dual majors with Communication, English, and Music (Musical Theatre); minor in Theatre Arts.

1111 Stagecraft

4 credits

An introduction to the theory and practice of stagecraft in the live theatre. Concentration is on basic drafting, stage management, carpentry, rigging, and electronics (stage lighting).

1113 Acting

4 credits

The development in each student of the physical, vocal, emotional, and interactive creativity necessary to imaginative theatrical performance.

Humanities

1119 (FR) Theatre Appreciation

4 credits

An introduction to the analysis and appreciation of theatre. The student receives an overview of dramatic theory and practice by reading and attending plays, studying critical evaluations of professionals, and participating in classroom discussions.

Humanities.

1151 (FR) Acting: The Creative Process

4 credits

An introduction to acting combining practical exercises with study of major texts on acting. Emphasis is placed on scene analysis and scene work, as well as written exercises in performance analysis and acting theory.

Humanities.

2212 Play, Ceremony & Performance

4 credits

Building on skills taught in Theatre Arts 1113/1151, this course uses Stanislavski based techniques to create a realistic character. Further exploration of voice and movement work is used to develop the emerging actor's instrument. Scenes from both contemporary and classical plays will

be used to study text in the development of character.

Prerequisites: Theatre Arts 1113 or 1151

Offered in 2001–2002 and alternate years.

2216 History of Musical Theatre

4 credits

A survey of musical theatre from its beginning to the present, studied in relation to its historical, literary, and cultural background. Included is study of such musical theatre forms as opera, operetta, ballad opera, and musicals.

Humanities.

Cross-listed with Music 2216.

Offered in 2001–2002 and alternate years.

2225 Theatre of the Western World I

4 credits

A survey of major developments in Western theatre history and literature from the Golden Age of Greece to the Restoration. Included are theatre and drama of Ancient Greece and Rome, Medieval Europe, Italy, England, and Spain during the Renaissance, the French classical period, and the English Restoration.

Heritage Sequence, Humanities.

Cross-listed with Comparative Literature 2225.

2226 Theatre of The Western World II

4 credits

A survey of major developments in Western theatre history and literature from the Restoration to modern drama. The course begins with the eighteenth century theatre in England, France, and Germany and treats the emergence of the major modern styles of romanticism, realism, expressionism, epic theatre, and theatre of the absurd.

Heritage Sequence, Humanities.

Cross-listed with Comparative Literature 2226.

2227 The Contemporary Theatre

4 credits

Studies in dramatic literature, theatre practice, and performance theory since 1960.

Humanities.

Cross-listed with Comparative Literature 2227.

Offered in 2001–2002 and every third year.

2230 Performance and Culture

4 credits

An examination of performance, performance history, and performance theory of non-Western cultures, including those of Asia, Africa, Native America, the Middle East, and South America. Intercultural performance will also be considered with an eye toward the global community.

Global Perspective, Humanities.

Cross-listed with Cross Cultural Studies 2230.

2241 Costume and Make-up Design

4 credits

A study in costume design theories and techniques for modern and period plays in a wide variety of styles. Students will be introduced to the history of Western dress and will be expected to research period costume. A laboratory session each week will explore the principles of make-up design and application.

Offered in 2003–2004 and every third year.

2242 Lighting Design

4 credits

An in-depth study of the function and creation of lighting designs for the theatre. Practical experience is provided through both hypothetical and realized design assignments.

Prerequisite: Theatre Arts 1111.

Offered in 2002–2003 and every third year.

2243 Set Design

4 credits

An in-depth study of the function and creation of scenic designs for the theatre. Practical experience is provided through both hypothetical and realized design assignments.

Prerequisite: Theatre Arts 1111.

Offered in 2001–2002 and every third year.

2244 Theatre Management

4 credits

An investigation of current theatre management practices, concentrating on production, promotion, and operation of an active theatre season. The student will become familiar with the function of box office manager, press agent, producer, theatre manager, and promoter through class projects directly related to the season of the Theatre Arts Department and Theatre On the Hill.

Offered in 2003–2004 and every third year.

2245 Voice and Movement for the Actor

4 credits

An introduction and exploration of the range of techniques used in developing the potential of the actor's instruments: his own voice and body. Exercises will emphasize physical and vocal articulation, posture, proper breathing, and disciplines of movement helpful to the actor. These exercises will be applied through work on texts and other forms of performance.

Prerequisite: Theatre Arts 1113 or 1151.

Offered in 2003–2004 and every other year.

2246 Scene Study

4 credits

An intensive course for those with some introductory coursework or experience. The technique used is based on the Stanislavsky system and emphasizes

organic acting, emotional truth, genuine talking, and authentic behavior. Scenes and monologues from contemporary plays will be studied, rehearsed, and performed.

Prerequisite: Theatre Arts 1113 or 1151.

Offered in 2003–2004 and every third year.

2247 Acting Styles

4 credits

A practical acting course exploring the major styles required by great theatrical texts, from the Greeks to Theatre of the Absurd. Emphasis is on text analysis and research, relevant exercises in imagination, voice and movement, and work on scenes and monologues.

Prerequisite: Theatre Arts 1113 or 1151.

Offered in 2000–2001 and every third year.

2248 Modern Acting Styles

4 credits

A laboratory course exploring modern acting styles: Epic theatre, Theatre of the Absurd, and Environmental theatre. Work on monologues and scenes; exercises in voice, movement, and imagination; text analysis and research

Prerequisites: Theatre Arts 2245.

2249 Classic Acting Styles

4 credits

A laboratory course exploring the major styles required by classic theatrical texts: Greek tragedy, Shakespeare, comedy of manners, and farce. Work on monologues and scenes; exercises in voice, movement, and imagination; text analysis and research.

Prerequisites: Theatre Arts 2245.

2284 Modern American Drama

4 credits

A course combining traditional study of modern American dramatic literature and theatre history with laboratory work in staging, acting, design, and dramaturgy.

This course will trace the development of characteristic American theatrical forms from the late nineteenth century to the present.

Humanities.

Offered in 2002–2003 and every third year.

3320 Directing

4 credits

Principles of staging the play through projects designed to provide a wide range of experience in approaching the particular problems of the director.

Prerequisite: Theatre Arts 1113 or 1151 or permission of the instructor.

Offered in 2002–2003 and in alternate years.

3328 Playwriting

4 credits

The principles of playwriting through the analysis of scripts written for the stage. The techniques and demands of playwriting are developed through the construction and composition of original scripts and adaptations.

Offered in 2001–2002 and as needed.

3330 Performance Laboratory

2 credits

A practicum in acting associated with a production from the department's theatre season which provides the student with acting challenges at an advanced level.

Prerequisites: Theatre Arts 1113 or 1151 and permission of the instructor.

This course may be repeated for credit.

3332 Production Laboratory

2 credits

A practicum in design or technical theatre associated with a production from the department's theatre season which provides the student with design challenges at an advanced level.

Prerequisites: Theatre Arts 1111 and permission of the instructor.

This course may be repeated for credit.

3334 Management Laboratory

2 credits

A practicum in stage management, box office management, or theatre management associated with a production from the department's theatre season which provides the student with management challenges at an advanced level.

Prerequisite: Theatre Arts 2244 or permission of the instructor.

This course may be repeated for credit.

3336 Directing Laboratory

2 credits

A practicum in play directing associated with a production from the department's theatre season which provides the student with directing challenges at an advanced level.

Prerequisites: Theatre Arts 3320 and permission of the instructor.

This course may be repeated for credit.

3338 Dramaturgy Laboratory

2 credits

A practicum in dramaturgy associated with a production from the department's theatre season which provides the student with dramaturgical challenges at an advanced level.

Prerequisite: Permission of the instructor.

This course may be repeated for credit.

3340 Playwriting Laboratory

2 credits

A practicum in playwriting associated with a production from the department's theatre season which provides the student with playwriting challenges at an advanced level.

Prerequisites: Theatre Arts 3328 and permission of the instructor.

This course may be repeated for credit.

3350 Shakespeare

4 credits

A study of Shakespeare's major works from the poetry through the major tragedies.

Humanities.

Cross-listed with English 3350.

3353 Musical Theatre Scene Study

4 credits

This course is designed for advanced acting and music students interested in developing musical theatre skills. Using contemporary American and British musical theatre texts, students will be taught to apply acting, singing and movement techniques to bring characters to life on stage. Professors from both the Music and Theatre Arts Departments will collaborate to develop the student's craft.

Prerequisites: Theatre Arts 1113 or 1151, Music 1104, and by audition during first week of class.

Cross-listed with Music 3353

4460 Drama Workshop

4 credits

A capstone course designed for theatre majors, minors and others interested in advanced problems in the interpretation and performance of theatrical texts. This laboratory course emphasizes the relationship of textual analysis and research to the practical problems encountered by actors, directors, designers, and dramaturgs. A different set of theatrical texts is explored in different years, texts illuminating a genre, a theatrical style, or the work of a major playwright or group of playwrights.

Prerequisite: senior Theatre Arts major, dual major or minor, or permission of the instructor.

2265; 2266; 3365; 3366; 4465; 4466

Special Topics in Theatre Arts

4 credits

The study of a selected topic in the discipline. Different topics are chosen for each offering, based on students' interests and needs.

2295; 2296; 3395; 3396; 4495; 4496

Internships in Theatre Arts

0-4 credits

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

2298; 2299; 3398; 3399; 4498; 4499

Independent Studies in Theatre Arts

0-4 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

Women's Studies

No major is offered in this field. A minor in Women's Studies is available through the Department of History; see the Guidance Bulletin for required courses.

College Organization

Presidents

- 1867–1886 **James Thomas Ward, D.D.**
- 1886–1920 **Thomas Hamilton Lewis, A.M., D.D., LL.D.**
- 1920–1935 **Albert Norman Ward, A.B., A.M., D.D.**
- 1935–1947 **Fred Garrigus Holloway, A.B., B.D., D.D., LL.D., L.H.D.**
- 1947–1972 **Lowell Skinner Ensor, B.A., B.D., D.D., L.H.D., LL.D.**
- 1972–1984 **Ralph Candler John, B.A., S.T.B., S.T.M., Ph.D., L.H.D., Litt.D., D.H.L.**
- 1984–2000 **Robert Hunter Chambers, III, A.B., B.D., Ph.D.**
- 2000– **Joan Develin Coley, A.B., M.Ed., Ph.D.**

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- 1963–1968 **Brigadier General Robert Joshua Gill, LL.B., LL.D.**
- 1968–1971 **Joshua Weldon Miles, LL.B., LL.D.**
- 1971–1982 **Wilbur Day Preston, Jr., J.D., D.C.L.**
- 1982–1986 **Robert Edwin Bricker, B.A., LL.D.**
- 1986–1991 **William Sorrell Keigler, B.S., L.H.D.**
- 1991–1996 **Millard Lee Rice, B.A., Sc.D.**
- 1996– **James Irvin Melhorn, A.B., M.Div.**

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L.L.P.
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President, Mills' Communication, Inc.
Finksburg, Maryland

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Vice President & Principal,
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Lutherville, Maryland

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Vice President, Acquisitions and
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Mid-Atlantic Realty Trust
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(1994)
Host and Executive Producer
The Diane Rehm Show
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M. Lee Rice '48; Sc.D. '83 (hon.) (1980)
Business Consultant
Round Hill, Virginia

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

Carolyn L. Scott, B.A. '67; MLA '76
(1996)
Community Leader &
Real Estate Manager, Manchester Manor
Westminster, Maryland

Dennis G. Sisco '68 (1999)
Partner, Behrman Capital
Newtown, Connecticut

Dolores J. Snyder, M.Ed. '63; L.H.D. '89 (hon.) (1980)
Educator (Retired)
Manchester, Maryland

Ferenc Somogyi (1994)
Director for EU Integration and
International Regulatory Affairs
MATAV Hungarian Telecommunications
Company Limited
Budapest, Hungary

David M. Stout '76 (1996)
President, Pharmaceuticals North
America
SmithKline Beecham
Philadelphia, Pennsylvania

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Educational Director, Unselds' School
Baltimore, Maryland

George F. Varga '61; H.H.D. '92 (hon.)
(1989)
Former President and CEO, Tungfram
Co., Ltd.
Marco Island, Florida

Nancy C. Voss '54 (1981)
Educator (Retired)
Denton, Maryland

Michael E. Weinblatt '71 (1994)
Professor of Medicine, Harvard Medical
School
Director of Clinical Rheumatology
Brigham & Women's Hospital
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Director, Office of International Visitors
U.S. Department of State
Washington, D.C.

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Maryland State Senator
Baltimore, Maryland

Robert E. Bricker '42; LL.D. '84 (hon.)
(1974)
Business Executive (Retired)
Blue Bell, Pennsylvania

Mary B. Bryson '35 (1967)

Community Leader
Westminster, Maryland

Frank W. Carman (1976)

Board of Directors (Retired)
The Bank of Baltimore
Towson, Maryland

John Bayley Jones '41; D.D. '58 (hon.)

(1958)
Minister (Retired), United Methodist
Church
Monkton, Maryland

Catherine S. Kiddoo '46 (1982)

Community Leader
Naples, Florida

Richard W. Kiefer '34; D.C.L. '78 (hon.)

(1967)
Attorney
Baltimore, Maryland

Arlie R. Mansberger, Jr. '44; Sc.D. '74

(hon.) (1971)
Chairman, Department of Surgery
(Retired)
Medical College of Georgia
Augusta, Georgia

Robert K. Mathias '48 (1975)

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

Allan W. Mund D.B.A. '71 (hon.) (1960)

Chairman of the Board (Retired)
Ellicott Machine Corporation
Towson, Maryland

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(hon.) (1967)
Chairman, Whiteford, Taylor & Preston,
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Lutherville, Maryland

Alleck A. Resnick '47; D.C.L. '81 (hon.)

(1972)
Attorney at Law
Baltimore, Maryland

Rebecca G. Smith '37 (1976)

Educator (Retired)
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Elizabeth J. Marshall (1994)

Landscape Architect
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Walls' Cottages
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Term expires June, 2002:

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Term expires June, 2003:

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Psychology & Assistant Dean of Graduate
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Katrina O. Lefever, Interpreter Support, B.A., Eastern Mennonite University

TBA, American Sign Language Coordinator

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TBA, Director of the Writing Center

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Mary Grace Almandrez, Director of Multi-Cultural Services, B.A., University of San Diego

Walter M. Michael, Artist in Residence, B.A., Western Maryland College

Administration and Finance

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

Clement J. Ani, Senior Accountant, B.S., Central State University; M.B.A., Morgan State University

Maureen L.T. Meloche, Administrative Assistant

Ernest L. Ogle, Telecommunications Manager

Kimberly A. Seeley, Director of Financial Planning & Budget/ Assistant Treasurer, B.S., Towson State University

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Barbara J. Yantis, Payroll and Accounts Payable Manager, B.A., Western Maryland College

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M. Martha O'Connell, Dean of Admissions B.S., M.Ed., Rutgers University

Julie A. Biddinger, Associate Director of Admissions, B.A., Western Maryland College

Shannon S. Zimmerman, Associate Director of Admissions, B. S., Illinois State University; M.S., Western Maryland College

Heidi M. Reigel, Assistant Director of Admissions, B.A., Western Maryland College

Stephanie D. DeSanctis, Assistant Director of Admissions, B.A., Washington College

George E. Dix, Admissions Counselor, B.A., Virginia State University

Suzanne Weatherby, Admissions Counselor, B.A., Western Maryland College

Alumni Affairs

Robin Adams Brenton, Director of Alumni Affairs, B.A., Western Maryland College

Randall J. Rytter, Associate Director of Alumni Affairs, B.A., Western Maryland College

Kathryn E. Crowe, Assistant Director of Alumni Affairs, B.A., Western Maryland College

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Athletics

James M. Smith, Director of Athletics, B.S. Cornell University; M.Ed., Loyola University

Carol A. Fritz, Associate Director of Athletics, B.S., West Chester University of Pennsylvania; M.Ed., Western Maryland College; Ed.D., George Washington University

Jeremy D. Plonk, Sports Information Director, B.A., University of Oklahoma

Catherine E. Easterday, Coordinator of Aquatic Programs and Lecturer, B.A., Denison University

Rebecca L. Martin, Coach and Lecturer, B.A., M.Ed., Western Maryland College

Gregg S. Nibbelink, Head Athletic Trainer & Lecturer, B.S., Towson State University; M.S., Ohio State University

Keith R. Reitenbach, Director of Intramurals, B.S., Cornell University

David G. Seibert, Coach and Lecturer, B.A., M.Ed., Western Maryland College

Head Coaches

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Men's Basketball, **Darrell W. Brooks, Sr.**

Women's Basketball, **Rebecca L. Martin**

Cross Country, **Douglas J. Renner**

Field Hockey, **Melinda Manolovich**

Football, **Timothy F. Keating**

Golf, **J. Scott Moyer**

Men's Lacrosse, **Keith R. Reitenbach**

Women's Lacrosse, **Melinda Manolovich**

Men's Soccer, **John P. Plevyak**

Women's Soccer, **Scott Swanson**

Women's Softball, **George E. Dix**

Swimming, **Catherine E. Easterday**

Tennis, **Michael Coleman**

Track, **Douglas J. Renner**

Volleyball, **Carole J. Molloy**

Wrestling, **John V. Lowe**

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Kathryn E. Sheridan, Lab Preparer, B.A., Western Maryland College

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Lynn M. Williams, Assistant Bursar, B.A., Western Maryland College

Campus Safety

Michael N. Webster, Director of Campus Safety, B.S., Northeastern University

Career Counseling, and Health Services

Karen N. Arnie, Director of Career Advising, B.A., Western Maryland College; M.A., University of Maryland

Alison F. Leister, Assistant Director of Career Advising, B.A., University of Maryland at Baltimore

Susan J. Glore, Director of Counseling Services, B.A., M.S., Shippensburg University

Herbert E. Henderson, College Physician, B.S., University of South Carolina; M.D., Medical University of South Carolina

TBA, Health Education Counselor

Joan M. Lusby, Physician's Assistant (certified), B.S., Johns Hopkins University

Chemistry

Marilyn Kroeger Smith, Chemistry Lab Instructor/ Chemistry Hygiene Officer, B.A., St. Olaf College; M.S. & Ph.D., University of Nebraska

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Mitchell K. Alexander, Director of College Activities, B.A., M.Ed., Western Maryland College

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Douglas C. Myers, Associate Vice President of Development, B.A., Gettysburg College

Gail C. Shaivitz, Director of Gift Planning, B.A., Goucher College

Steve Krahling-Haddad, Director of Corporate & Foundation Relations, B.A., Indiana University at Bloomington

Toni L. Condon, Director of Major Gifts, B.A., University of Nebraska at Omaha; M.T.S.C., Miami University

Kimberly S. Parks, Director of Annual Giving, B.A., Lynchburg College

Laura J. Russell, Associate Director of Reunion Giving, B.A., M.S., Western Maryland College

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Barry L. Bosley, Director of Facilities Management & Auxiliary Services, B.S., Salisbury State University; M.S., Hood College

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Katherine L. Cousins, Special Events Coordinator, Conference Services

Victoria L. Peltier, Administrative Secretary

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Vickie Carlson, Assistant Manager, Book Store

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Facilities Planning & Capital Projects

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Sarah R. Richardson, Administrative Assistant

Crystal L. Perry, Administrator of Graduate Records

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Richard G. Kief, Vice President for Institutional Advancement, B.S., St. Joseph's University

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Harold D. Neikirk, Librarian, Director of Hoover Library, A.B., Rockhurst College; M.A., University of Oklahoma; M.L.S., University of Rhode Island

Lois J. Szymanski, Assistant to the Director, A.A., Hagerstown Junior College

Linda J. Garber, Acquisitions Supervisor, B.S., Towson University

M. Roxane Brewer, Cataloging Supervisor

Angela M. Shiever, Supervisor Interlibrary Loan

Heshmat Badiie, Audio-Visual Services

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Carolyn B. Boner, Director, Math Proficiency Program, B.S., Wittenberg University; M.A.T., Indiana University

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Susan J. Cullison, Executive Secretary/Assistant Secretary of the College and the Board

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Joyce D. Muller, Associate Vice President for Communications & Marketing, B.S., Towson State University

Donald W. Schumaker, Jr., Associate Director/Media Relations, B.S., Towson State University

Carol A. Rothenberger, Office Manager/Public Information Assistant

Purchasing and Support Services

Margaret G. Bell, Director of Purchasing/Support Services, B.A., University of Maryland

Joan L. Stickles, Coordinator, Support Services, R.N., Villa Julie College

Beverly J. Herndon, Support Services Assistant, Copy Center

Esther E. Griffith, Support Services Assistant, Post Office

Registrar

Jan A. Kiphart, Registrar, B.S., Colorado State University

TBA, Associate Registrar

Diane M. Morris, Associate Registrar, B.A., Western Maryland College

Residence Life

Beth A. Rosko, Director of Housing, B.A., Towson State University; M.Ed., University of Georgia

Nicole J. Gallup, Assistant Director of Residence Life, B.A., M.A., SUNY Albany

Amanda Rose, Residence Life Coordinator, B.A., Western Maryland College

Shonda S. Wilson, Residence Life Coordinator, B.A., Virginia Wesleyan College

Student Affairs

Philip R. Sayre, Vice President & Dean of Student Affairs, B.A., Hamilton College; M.Ed., University of Massachusetts; Ph.D., Boston College

Elizabeth S. Towle, Assistant Dean of Student Affairs, B.A., Assumption College; M.A., University of Vermont

Judith A. Hart, Administrative Assistant

Emeriti

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

Emeriti Administration

Philip Elwood Uhrig, B.A., M.Ed., Director of Alumni Affairs Emeritus (1949–1980)

Philip Blettner Schaeffer, B.A., Vice President for Business Affairs & Treasurer Emeritus (1959–1982)

Leonard Stanley Bowsbey, Jr., B.A., M.Ed., Ph.D., Dean of Graduate Affairs & Professor of Education Emeritus (1969–1989)

Bernice Talbott Beard, B.A., M.L.A.,
Executive Assistant to the
President/Secretary of the Board and
College Emerita (1962–1989)

Donna Duvall Sellman, B.A., M.A.,
Director of Alumni Affairs Emerita
(1970–1999)

Emeriti Faculty

Roselda Fowler Todd, A.B., M.A.,
Assistant Professor of Physical Education
Emerita (1930–1965)

Jacques Theophile Derasse,
Baccalaureat es Lettres, Certificat
d'Aptitude Pédagogique de Lille, Licence
de l'Académie de Paris, Mention
Honorable en Pédagogie de Académie de
Paris, Assistant Professor of French
Emeritus (1963–1976)

Charles Edward Crain, B.A., B.D.,
Ph.D., Professor of Religion
Emeritus (1949–1978)

Jean Kerschner, A.B., Ph.D., Professor
or Biology
Emerita (1952–1980)

Fern Rudolph Hitchcock, Jr., B.A.,
M.Ed., Assistant Professor of Physical
Education
Emeritus (1962–1984)

Julia Taylor Hitchcock, B. Mus.Ed.,
B.Mus., Assistant Professor of Music
Emerita (1960–1985)

David Ralston Cross, B.A., M.A.,
Ph.D., Professor of Chemistry
Emeritus (1964–1989)

Arleen Heggemeier, B.Mus., M.Mus.,
D.Mus., Professor of Music
Emerita (1950–1989)

Donald Richard Zauche, B.A., M.A.,
Assistant Professor of Foreign Languages
Emeritus (1965–1989)

Carl Leo Dietrich, B.Mus., M.Mus.,
Associate Professor of Music
Emeritus (1967–1991)

McCay Vernon, B.A., M.S., M.A., Ph.D.,
Litt.D., Professor of Psychology and
Director of the Western Maryland College
Institute on Hearing Impairment
Emeritus (1969–1991)

George Theodore Bachmann, Jr., B.A.,
M.A., M.S.L.S., Associate Professor of
Library Science & Librarian
Emeritus (1971–1993)

Eleanor Nace Richwine, B.S.Ed., M.S.,
Instructor of Library Science and Librarian
Emerita (1970–1993)

William Thomas Achor, B.S., M.S.,
Ph.D., Professor of Physics
Emeritus (1965–1994)

Charles Chapman Herrman, Jr., B.I.E.,
B.D., M.A., Ph.D., Associate Professor of
Sociology
Emeritus (1974–1994)

Melvin Delmar Palmer, B.A., M.A.,
Ph.D., Professor of Comparative Literature
Emeritus (1965–1994)

Helen Bickel Wolfe, B.S., M.S., Ed.D.,
Associate Professor of Education
Emerita (1980–1994)

Ira Gilbert Zepp, Jr., B.A., B.D., Ph.D.,
Professor of Religious Studies
Emeritus (1963–1994)

Franklin Glendon Ashburn, B.A., M.S.,
Ph.D., Professor of Sociology
Emeritus (1971–1995)

Robert Hill Hartman, A.B., S.T.B.,
Ph.D., Professor of Philosophy and
Religious Studies
Emeritus (1969–1995)

Donald Robert Rabush, B.A., M.Ed.,
Ed.D., Professor of Education
Emeritus; Laurence J. Adams
Distinguished Chair in Special Education
(1973–1995)

Samuel "Tim" L. Weinfeld, A.B., A.M.

Associate Professor of Dramatic Art
Emeritus (1970–1996)

Harold Ray Stevens, B.A., Ph.D.

Professor of English
Emeritus (1966–1997)

Herman Edward Behling, Jr., B.S.,

M.A., D.Ed. Associate Professor of
Education
Emeritus (1988–1998)

Richard Allen Clower, B.A., M.S., Ed.D.

Professor of Exercise Science & Physical
Education
Emeritus (1956–1998)

Cornelius Paul Darcy, B.A., M.A., Ph.D.

Professor of History
Emeritus (1963–1998)

James Edward Lightner, B.A., A.M.,

Ph.D. Professor of Mathematics
Emeritus (1962–1998)

Raymond Clarence Phillips, Jr., A.B.,

M.A., Ph.D. Professor of English
Emeritus (1963–1998)

Carol Jean Quinn, B.A., M.A., M.A.

Associate Librarian
Emerita (1972–1998)

Ronald Keith Tait, B.A., M.A., Ph.D.

Associate Professor of Sociology Emeritus
(1968–1998)

Robert Joseph Weber, B.S., M.A.,

Ph.D. Professor of Political Science &
International Studies
Emeritus (1969–1998)

Stephen Wheeler Colyer, A.B., M.A.,

Ph.D. Associate Professor of Psychology
Emeritus (1970–1999)

Donald Eugene Jones, A.B., Ph.D.

Professor of Chemistry
Emeritus (1963–1999)

Joan Rita Weyers, B.S., Ed.M. Assistant

Professor of Exercise Science and Physical
Education
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Professor of Economics Emeritus
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Richard W. Dillman, B.E.S., M.S.,

Associate Professor of Communication
Emeritus (1981–2001)

Faculty

Gregory D. Alles, Associate Professor of

Religious Studies, B.A., Valparaiso
University; M.A., The Divinity School,
University of Chicago; M.Div., Lutheran
School of Theology; Ph.D., The Divinity
School, University of Chicago. (1987)

George Samuel Alspach, Jr., Professor

of Biology, A.B., Antioch College; M.S.,
Ph.D., Oregon State University. (1969)

Robin Armstrong, Associate Professor of

Music, B.M., M.A., California State
University, Ph.D., The University of
Michigan. (1995)

Mary M. Bendel-Simso, Associate

Professor of English, B.A., The College of
St. Catherine; M.A., Ph.D., The State
University of New York at Binghamton.
(1995)

Susan Ruddick Bloom, Professor of Art,

B.F.A., M.F.A., The Maryland Institute
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ADMINISTRATION

László V. Frenyó, Dean of the Faculty of WMC Budapest, DVM., Szent-István University, Budapest; Ph.D., Hungarian Academy of Science. (2000)

Gábor Zoltán Drexler, Director of Administrative Affairs, M.A., Eötvös Loránd University of Arts and Sciences; M.A., School of Political Science, Budapest. (1994)

FACULTY WMC-EUROPE

László Arató, Fine Arts, M.A., Eötvös Loránd University of Liberal Arts and Sciences. (1995)

Tamás Bácskai, Professor of Economics, J.D., Eötvös Loránd University of Liberal Arts and Sciences; Ph.D., Hungarian Academy of Sciences. (1995)

Ottília Boross, Assistant Professor of Psychology, M.A., Eötvös Loránd University of Liberal Arts and Sciences. (2000)

John Ernest Creighton Collins, Business Administration, M.Sc.Ed., Christ Church, University of Oxford; certificate in Financial Administration and Accounting; British Professional Examinations in Law. (1995)

Zsuzsa Deli, Business Administration, M.S., University of Economics, Budapest. (1999)

Erika Fallier, Hungarian, B.A., Eotvos Lorand University of Liberal Arts and Science.

László V. Frenyó, Professor of Immunophysiology, DVM., Szent-István University, Budapest; Ph.D., Hungarian Academy of Science. (2000)

Alexandra Djajic Horvath, English, B.A., University of Sarajevo, Bosnia. (2000)

József Horváth, Assistant Professor of Economics, M.S., University of Economics, Budapest (1997)

Laszlo Horvath, Assistant Professor of Economics, M.S., Budapest University of Economics (1998)

Gabriella Ilonszki, Associate Professor of Political Science, M.S., Budapest University of Economics; Ph.D., Hungarian Academy of Sciences. (1996)

Márta Láng-Lázi, Assistant Professor of Mathematics, B.S., University of Economics, Budapest; Ph.D., Hungarian Academy of Sciences. (1994)

Judith K. Mandy, English, B.A., Grove City College; M.A. Lehigh University; Ph.D. Lehigh University.

Zsolt György Meszéna, Assistant Professor of Statistics, M.S., Ph.D., Technical University, Budapest. (1994)

Jay Miller, Communication, B.A., City University of New York. (1998)

Michael Walter Mitchell, English, B.A., University of North Carolina, Irvine, M.Ed., University of California, Los Angeles. (1997)

Katalin Pallai, Art History, M.S., Technical University, Budapest; M.A., Eötvös Loránd University of Liberal Arts and Sciences. (1996)

László Sandor Pintér, History, Diploma, Sverdlovsk Law School, USSR; M.A., Harvard University; J.D., Eötvös Loránd University of Liberal Arts and Sciences, Budapest; Ph.D., Hungarian Academy of Sciences. (1994)

Attila Pók, History, M.A., Ph.D., Eötvös Loránd University of Arts and Sciences, Budapest. (1994)

Jolán Róka, Associate Professor of Communication, M.A., Eötvös Loránd University of Budapest; Ph.D. Hungarian Academy of Sciences. (1998)

Pál Rózsa, Professor of Mathematics, M.S., Technical University, Budapest; Ph.D., Hungarian Academy of Sciences. (1994)

Peter Schimert, Political Science, B.A., Wake Forest University, Winston-Salem, North Carolina; M.A., Ph.D., University of North Carolina, Chapel Hill. (1997)

Márta Siklós-Barta, English, M.A., Eötvös Loránd University of Arts and Science, Budapest. (2000)

Etelka Stubnya, Assistant Professor of Mathematics, M.S. Arch., Eötvös Loránd University of Arts and Sciences; Budapest; Ph.D., Technical University, Budapest. (1994)

Sándor Surányi, Associate Professor of Economics, M.S., University of Economics, Budapest; Ph.D., Hungarian Academy of Science. (1996)

Gabriella Szép, Assistant Professor of Mathematics, M.S., Eötvös Loránd University of Arts and Sciences, Budapest. (2000)

Anna Szilagyi, English, M.A., English and Russian, Eötvös Loránd University of Arts and Sciences, Budapest. (2000)

János Szirmai, Art History, M.A., Ph.D., Eötvös Loránd University, Budapest. (1997)

Csaba Törő, Law, M.A., University of Economics, Budapest; LL.M., Eötvös Loránd University of Arts and Sciences, Budapest. (2000)

Tamás Tóth, Professor of Economics, M.A., D.A., University of Economics, Budapest; Ph.D., Hungarian Academy of Science. (1994)

Zsolt Viczián, Information Processing, M.A., Technical University of Budapest. (2000)

Endowed Scholarships and Loans

The following endowed scholarships are designed to provide financial assistance for students enrolled at Western Maryland. Full information is available from the Financial Aid Office.

The Alumni Classes Memorial

Scholarship Fund: Established in 1998 to receive gifts from members of the Honor Classes in memory of classmates. This fund will provide scholarship support for worthy students at Western Maryland College based on need.

The Dr. George Stansbury Baker Memorial Scholarship Fund:

Established in 2000 in honor of Dr. George Stansbury Baker, Class of 1927, by Charles D. and Turner Baker Broll. The scholarship is awarded annually to deserving students, either sophomores, juniors, or seniors majoring in the sciences who demonstrate academic distinction and financial need. Preference may be given to those who wish to pursue a career in medicine or a related field.

The Richard J. Baker and Jean L. Baker Scholarship Fund:

Established in 1997 by Richard and Jean Lamoreau Baker, both members of the Class of 1942. It is awarded to an undergraduate student who is a US citizen, who graduates in the top 10% of his/her high school class, who exhibits an interest in business studies, and who has financial need.

The William G. Baker, Jr. Scholarship

Fund: Established as a memorial to Mr. William G. Baker, Jr., a devoted trustee of the college.

The Ballard-McDonald Treasure

Seekers Scholarship Fund: Established in 1987 by Virginia Sweeney Ballard, Class of 1942, Worthy Grand Matron, and Robert D. McDonald, Worthy Grand Patron 1986–87, of the Grand Chapter of Maryland Order of the Eastern Star, as the Grand Matron's special project in Education of the Deaf. The scholarship is awarded annually to a student or students in the Education of the Deaf Program, based on a high level of scholarship and skill.

The Barnes Scholarship Fund:

Established in 1981 through the bequest of Vivian Englar Barnes, Class of 1921, to provide scholarships for students to learn how to teach the deaf.

The Albert Neumann Barrenger '45 Scholarship Fund:

Established in 2000 through the bequest of Albert Neumann Barrenger, Class of 1945, this scholarship is awarded annually to a student based on financial need.

The Paul L. Bates Memorial

Scholarship Fund: Established in 1999 in memory of Colonel Paul L. Bates, Class of 1931 and an All-American football player at the College, who commanded the first all African-American combat tank battalion in Northern Europe during World War II, a unit recognized by the President of the United States for extreme gallantry in action. This scholarship, established as a tribute to the brave men who fought under his command, provides awards for lineal descendants of members of the 761st Tank Battalion who served with the unit from August 1944 through April 1945. Recipients must possess and maintain a 2.0 GPA and demonstrate financial need. In the event that no lineal

descendants are eligible, the scholarship is awarded annually to a student who has a 2.0 GPA or better, demonstrates financial need, and excels in extracurricular activities.

The D. Robert '43 and Edna Haller '46

Beglin Scholarship Fund: Established in 2001 by D. Robert and Edna Haller Beglin in celebration of their love for and dedication to their alma mater. The scholarship is awarded to a deserving sophomore, junior, or senior majoring in music or economics and demonstrating academic distinction.

The Wilmer V. and Alice H. Bell Memorial Scholarship Fund:

Established in memory of Wilmer V. Bell, Class of 1930, former Alumni Association president, winner of the Alumnus of the Year Award in 1970, and outstanding educator in the Baltimore area.

The Clarence H. Bennett Memorial Scholarship Fund:

Established in 1984 in memory of Clarence H. Bennett, Class of 1928, past president of the Alumni Association and long-time, devoted trustee of Western Maryland College. This scholarship is to provide financial aid for outstanding, academically qualified students in the humanities.

The Margaret Fredrich Blizzard, Class of 1945, Memorial Scholarship Fund:

Established in 2000 by Dennis F. Blizzard, Class of 1945, in loving memory of his wife. This scholarship is awarded annually to a junior or senior majoring in art who has demonstrated financial need.

The Margaret A. Bowers Scholarship Fund:

Established in 1980 in memory of Margaret Anne Bowers, Class of 1926, to assist deserving women students.

The Bessie C. Branin Music

Scholarship Fund: Established in 1982 through the bequest of Bessie C. Branin, Class of 1924, for scholarship aid to a music major.

The Arthur G. "Ott's" Broll Endowed Scholarship Fund:

Established in 1992 in honor of Arthur G. Broll, Class of 1929 and Trustee Emeritus, on the occasion of his induction into the Western Maryland College Sports Hall of Fame by his sons, Arthur Jr., Charles, and William, to honor their father's lifetime service and loyalty to the College. This scholarship is awarded annually to deserving students who have achieved or shown potential in both academics and in extracurricular activities, and who have demonstrated financial need.

The George E. Brown Family Memorial Scholarship Fund:

Established in 1995 by Mary Brown Bryson, Class of 1935, and Brady O. Bryson, Class of 1935, in honor of George E. Brown and his four children, Maud, Edwin, Sheldon and Mary, all of whom were students at Western Maryland College.

The Peter H. Büttner Memorial Scholarship Fund:

Established in 1999 by the family of Mary and Ernest Moritz to honor the memory of Professor Peter H. Büttner. The scholarship is awarded to a deserving sophomore, junior, or senior who is majoring in a foreign language, with preference given to an international student.

The Franklin L. Byers and Louise C. Byers Memorial Scholarship Fund:

Established in 1984 through the bequest of Louise C. Byers, because of the family's long-time interest in Western Maryland College, to provide scholarships for students demonstrating excellent scholarship.

The William W. Chase Scholarship

Fund: Established by the late William W. Chase, M.D., Class of 1923.

The Class of 1932 Scholarship Fund:

Established in 1988 as a memorial to the members of the Class of 1932. It provides scholarships to students who demonstrate

a true interest in academic pursuits; participation in community service activities will be considered as a positive factor in favor of an applicant.

The Class of 1939 Extra Mile

Scholarship Fund: Established in 1994 by the Class of 1939 in honor of their 55th reunion.

The Class of 1962 Scholarship Fund:

Established in 1987 on the occasion of their 25th reunion as a memorial to the members of the Class of 1962 to provide scholarships to students who demonstrate a true interest in academic pursuits.

The Class of 1963 Scholarship Fund:

Established in 1988 on the occasion of their 25th reunion as a memorial to the members of the Class of 1963 to provide scholarships to students who demonstrate a true interest in academic pursuits.

The Katharine H. Clower Memorial Scholarship Fund:

Established in 1988 by Dr. Richard A. Clower, Class of 1950, in memory of and in tribute to his beloved wife Kay, MEd Class of 1973.

The James F. and Hazel Gompf

Coleman Scholarship Fund: Established in 1984 by the children of James F., Class of 1938, and Hazel Gompf Coleman, Class of 1938, in memory of their parents. It is awarded annually to a returning student (sophomore, junior, or senior) from the Eastern Shore with at least a B average.

The Samuel '36 and Elizabeth Rankin '41 Corbin Endowed Scholarship

Fund: Established in 1997. It is awarded annually to a full-time undergraduate student who demonstrates financial need and whose chosen field of study is biology.

The Laura Panebaker Darby

Scholarship Fund: Established in 1991 through the bequest of Laura Panebaker Darby, Class of 1919. This scholarship is awarded annually to Carroll or Frederick County students.

The Hugh '69 and Kathy Dawkins

Scholarship Fund: Established in 1989 by Hugh '69 and Kathy Dawkins. This fund is to provide scholarships to students who demonstrate a true interest in academic pursuits and involvement in student organization leadership.

The Julie Ann Dawson Memorial

Scholarship Fund: Established in 1990 by Chet and Julia Dawson in memory of their daughter, Julie Ann Dawson, Class of 1973. This scholarship is awarded annually to a student who demonstrates financial need, with preference given to a student majoring in the arts.

The Lillian Frey Dexter Class of 1934 and Edward B. Dexter Scholarship

Fund: Established in 2000 by Lillian Frey Dexter, Class of 1934, and her husband, Edward B. Dexter. Mrs. Dexter, a dedicated teacher and supervisor, served WMC as her class secretary for over 65 years. Mr. Dexter, her husband, also served his community as an educator and administrator. The scholarship is awarded annually to a sophomore, junior, or senior showing academic achievement and majoring in English, a foreign language, or history with preference given to a student planning to teach.

The William and Winifred Dulany Scholarship Fund:

Established in 1997 by William B. Dulany, Class of 1950, and Winifred Spencer Dulany, Class of 1953, this scholarship is awarded based on scholastic achievements and with consideration of applicants who are studying piano and voice.

The Lowell R. Duren Mathematics

Scholarship Fund: Established in 1983 by the mathematics and computer science department in memory of Lowell R. Duren, a loyal and respected friend and former chairman of the mathematics department, especially remembered for his outstanding teaching. This scholarship is awarded annually to the freshman or sophomore mathematics major who earns the highest score on the Lowell Duren Mathematical Competition.

The Dorothy Elderdice International Student Scholarship Fund:

Established in 1979 by the friends of Dorothy Elderdice, Class of 1911, in recognition of her long devotion to the college and to her loving interest in the many foreign students who attended Western Maryland College. The scholarship is awarded annually to a worthy student from a foreign country.

The Lloyd M. '33 and Ruth G. '34 Elderdice Memorial Scholarship Fund:

Established in 1991 in loving memory of Ruth G. Elderdice and amended in 1999 by their daughter Betty to include Lloyd M. Elderdice. The scholarship is awarded to assist worthy students in completing their educations.

The Ellin Scholars Fund: Established in 1999 these scholarships will be awarded to talented minority students and WMC-Budapest Program students who will enrich the cultural and academic life of the campus.

The Dr. Homer O. and Laura Breeden Elseroad Scholarship Fund:

Established in 1999 in loving memory of Laura Breeden Elseroad, Class of 1940, by her husband, Homer O. Elseroad, Class of 1940, in recognition of Laurie's lifelong service to her community and alma mater. The scholarship is awarded to a deserving junior or senior majoring in education.

The Joseph Englar Scholarship Fund:

Established through the bequest of Joseph Englar, a trustee of the college from 1897 until his death in 1924.

The Charles "Rip" and Mary Broughton Engle Scholarship Fund:

This fund was begun in 1974 as an annuity to assist a worthy student in attending Western Maryland. Both Charles and Mary Engle are of the Class of 1930.

The Eloise B. and Lowell S. Ensor Scholarship Fund:

Established in 1972 at the time of Dr. Ensor's retirement as fifth president of the college by the faculty, friends, students, and alumni of Western Maryland College to honor Dr. and Mrs. Lowell S. Ensor for their 25 years of dedicated service. It is awarded to the student(s) who most appropriately demonstrate the dedication to the college that Dr. and Mrs. Ensor did during their years on the Hill.

The Dr. James D. Essig Memorial

Scholarship Fund: Established in 1985 in memory of Dr. James D. Essig, history professor at Western Maryland College at the time of his death, by his family, friends, colleagues, and students as a living memorial to an outstanding scholar and teacher. The scholarship is awarded annually to a history major with at least a B average demonstrating high personal and academic integrity.

The Dr. Page Etchison/Dr. Willis Morse Memorial Scholarship Fund:

Established by the Organized Bible Class Association of Washington, D.C., in memory of Mr. Page McKendree Etchison and Dr. Willis B. Morse.

The Jerome H. '56 and Rheda Fader Scholarship Fund:

Established in 1998, the scholarship is awarded to a junior or senior economics and/or business administration major who demonstrates academic excellence.

The Charles and Mary Falkenstein Memorial Scholarship Fund:

Established in 1989 by Ruth A. Falkenstein as a memorial to her parents.

The William A. '48 and Esther "Bonnie" Gutbub '49 Finck

Scholarship Fund: Established in 1999 in loving memory of William Albert Finck, Class of 1948, and in honor of Bonnie Finck, Class of 1949. This scholarship is awarded on an annual or biennial basis to a deserving sophomore, junior, or senior who demonstrates academic distinction, and who is majoring in either education or the sciences.

The Gaither Lee Fischbach, Jr. Memorial Scholarship Fund:

Established by the friends and fellow-students of Gaither Lee Fischbach, Jr., who died during his freshman year at Western Maryland College. This scholarship assists a student to prepare for the Christian ministry.

The Richard C. Flavin, Jr. Memorial Scholarship Fund:

Established in 1981 by the friends and family of Richard C. Flavin, Jr., Class of 1950, an active member of the Board of Governors of the Alumni Association at the time of his passing.

The Benjamin E. Fleagle Memorial Scholarship Fund:

Established by Rena F. Kennedy in 1975 in recognition of her brother, an alumnus of the Class of 1904.

The Benjamin E. Fleagle and Rena F. Kennedy Scholarship Fund:

Established in 1991 through the bequest of Rena F. Kennedy, Class of 1909.

The Charles '32 and Lois Forlines Scholarship Fund:

Established in 1988 as a tribute to Charles and Lois Forlines, two people devoted to Western Maryland College. In addition to demonstrated

need, the recipient must have and maintain at least a 2.5 GPA, and be of exemplary moral character.

The Arthur Pue and Amanda Clark Forsyth Memorial Scholarship Fund:

Established by M. J. Grove in memory of the parents of his mother, a member of the Class of 1897.

The Sterling F. "Sheriff" and Virginia Karow Fowble Memorial Scholarship Fund:

Established in 1993 to honor the lives of Sterling F. "Sheriff" Fowble, Class of 1936, and Virginia Karow Fowble, Class of 1939. This fund recognizes and celebrates their devotion to young people in Baltimore and their love for the game of baseball. This scholarship is awarded annually to a returning student with preference for an outstanding student who has a demonstrated history of participation in extracurricular activities while at WMC.

The Dr. Grace E. Fox Scholarship Fund:

Established in 1984 through the bequest of Grace E. Fox. This scholarship, administered by Western Maryland College, is awarded to high school graduates in the electoral district of Uniontown.

The Sidney M. Friedberg Scholarship Fund:

Established in 1983 by Sidney M. Friedberg, chairman of Fair Lanes, Doctor of Humane Letters, 1983. The scholarship is awarded to students demonstrating great potential for success in their chosen fields.

The Eleanor B. Gaither Memorial Scholarship Fund:

Established through the bequest of Mr. and Mrs. James H. Gaither in memory of their daughter, a member of the Class of 1940.

The Arnold W. Garrett Memorial Scholarship Fund:

Established in 1980 by his friends and family in memory of Arnold W. Garrett, Class of 1949.

The Idamae T. Riley Garrott

Scholarship Fund: Established in 2000 by Idamae Garrott Achievement Awards, Inc. to honor the life of Idamae T. Riley Garrott, summa cum laude graduate of the Class of 1936, lifetime advocate for citizen's rights and consummate Montgomery County (MD) legislator. This scholarship will be made annually to a Maryland resident who is a freshman, sophomore, or junior majoring in political science or history. It was Senator Garrott's wish that preference be given to a student who is interested in working on good land use planning and/or environmental issues at the local and state government levels.

The Madeleine W. Geiman Scholarship

Fund: Established in 1987 through the bequest of Madeleine W. Geiman, Class of 1922, to provide scholarship aid.

The Mae Rowe Geist Endowed

Scholarship Fund: Established in 1992 through the bequest of Mae Rowe Geist, Class of 1923, to provide scholarship aid.

The Hering Leister Giggard

Educational Fund: Established by Gertrude Giggard, in recognition of her brother, to provide scholarships to the handicapped not otherwise able to obtain a college education.

The Ken '61 and Joanne '62 Gill

Scholarship Fund: Established in 2000 through a gift of Ken and Joanne Gill, this scholarship will be awarded to a student who excels in extracurricular activities.

The L. Carleton Gooden Scholarship

Fund: Established in 2000 through the bequest of L. Carleton Gooden, Class of 1940, the scholarship is awarded annually to student(s) who have graduated from the public school systems of Caroline, Talbot, Queen Anne's, Kent or Dorchester Counties of Maryland.

The William P. Grace Memorial

Scholarship Fund: Established in 1985 by the family of Col. William P. Grace, Class of 1927, to honor an ROTC Junior Cadet not on an Army scholarship. The scholarship is credited to the Cadet's senior year.

The Reverend Frank W. Grippin Memorial Scholarship Fund:

Established in 1981 in memory of The Reverend Frank W. Grippin, Class of 1926, by his wife.

The Anna Forsyth Grove Memorial Scholarship Fund:

Established by M. J. Grove in memory of his mother, a member of the Class of 1897.

The Stephen Haje Memorial

Scholarship Fund: Established in 1985 in memory of Stephen Haje, Class of 1974, by his parents as a tribute to their beloved son. The scholarship is awarded annually to students majoring in art.

The William L. Hawkins, Jr. '48 and Louise Sapp "Sunny" Hawkins '49

Scholarship Fund: Established in 2001 in honor of their parents by their children and families. The scholarship is awarded to a deserving female sophomore, junior, or senior who demonstrates academic distinction.

The Mark Helfrich Scholarship Fund:

Established by the friends and family of Mark J. Helfrich, Class of 1980, who died in 1979 while a student at Western Maryland. The scholarship is awarded annually to a student majoring in art.

The James R. Hendon Memorial

Scholarship Fund: Established by the friends and family of James R. Hendon, Class of 1981, who died in 1978 while a student at Western Maryland. Because he was involved in music and varsity wrestling, preference will be given to a person involved in one or both of these activities.

The Dorothy McDaniel Herr Memorial Scholarship Fund: Established in memory of Mrs. Herr, an alumna of the Class of 1918 and long-time trustee of the college.

The Jim Hindman Scholarship Fund: Established in 1989 in honor of W. James Hindman, former football coach, by members of his football teams, family, and friends.

The Hines Scholarship Fund: Established by George Millard Hines, Class of 1925, in memory of his mother, Class of 1897, and other members of his family who attended Western Maryland College.

The Ralph G. Hoffman Scholarship Fund: Established in 1987 upon his retirement as director and chairman of the Carroll County Bank and Trust Company Board of Directors by the officers and directors of the Bank, his family, and friends. The scholarship honors Ralph G. Hoffman, lifelong resident of Westminster; outstanding member of the Bar; and emeritus member of the Board of Trustees, Western Maryland College. It is awarded each year to a Carroll County student majoring in economics or business administration with an outstanding academic record.

The Abbie White Holland Memorial Scholarship Fund: Established in 1981 by the family of Sarah "Abbie" White Holland, a member of the Class of 1902. The scholarship is awarded annually to a member of the senior class.

The Samuel and Elsie Hoover Scholarship Fund: Established in 1994 by Dr. Samuel H. Hoover and Elsie Wright Hoover. This scholarship is awarded annually with preference to students who demonstrate a commitment to higher education, scholastic aptitude in their chosen field of study, and genuine need.

The Gerald W. Hopple Memorial Scholarship Fund: Established in 1991 by family, friends and classmates of Gerald W. Hopple, Class of 1971. This scholarship is awarded to a student who best exemplifies Jerry's love for the college and his dedication to work, country, and academic discipline. The recipient must be an upperclassman majoring in political science who maintains a minimum 3.0 GPA.

The David Huddle '52 Memorial Scholarship Fund: Established in 1989 in memory of David Huddle, Class of 1952, by his wife, Mary, and endowed in 1995, this scholarship is awarded to a returning sophomore, junior or senior of high integrity, academic distinction and proven participation in extracurricular activities. Preference will be given to students from Virginia or Maryland demonstrating financial need.

The Paul S. and Carrie E. Hyde Memorial Scholarship Fund: Established in 1997 through the bequest from Paul S. Hyde, Class of 1937, this scholarship is awarded to a first-year student from the Wicomico County region of Maryland who is selected by the Superintendent of Education of Wicomico County Schools.

The Dr. Alvey Michael Isanogle Memorial Scholarship Fund: Established in 1952 as a memorial to Dr. Isanogle, who joined the WMC faculty in 1920 and for most of his career served as dean of the School of Education. It provides scholarships to students who demonstrate a true interest in academic pursuits.

The Philip J. and Doris L. Jenkins Scholarship Fund: Established by Mr. and Mrs. Jenkins in 1974.

The Virginia Hastings Johns Class of 1927 Scholarship Fund: Established in 1993 through the bequest of Virginia

Hastings Johns, Class of 1927, to assist worthy students with the cost of tuition, room and board.

The Dorothy Reed Johnson Memorial Fund: Established in 1989 through the bequest of Dorothy Reed Johnson, Class of 1929.

The Florence Johnson Memorial Scholarship Fund: Established by Mrs. George S. Johnson of the Class of 1921. The income is used annually to provide assistance to a student preparing for full-time Christian service in music.

The Harry C. Jones Scholarship Fund: Established through the bequest of Professor Harry C. Jones. It is awarded to two seniors, one in the chemistry department and one in the physics department.

The Dr. John Bayley Jones Scholarship Fund: Established in 1985 by the Frostburg United Methodist Church and his many friends and colleagues in honor of the 50th year of Dr. Jones' ordination. It is awarded annually to a junior or senior majoring in sociology and/or religious studies who, through scholarship, personal integrity, and a desire to make the world a more humane place, most effectively embodies the Christian life and thought of John Bayley Jones, a United Methodist clergy; director of public relations and instructor in sociology at Western Maryland College, 1944-49; and long-time trustee of the college. Preference will be given to students from Frostburg or the western Maryland area.

The June Beaver Jordan Endowed Scholarship Fund: Established in 1999 by her husband Howard G. Jordan, Class of 1954, the scholarship is awarded annually to a sophomore, junior, or senior majoring in mathematics or English.

The D. M. Keel Scholarship Fund: Established in 1999 by Dorothy M. Keel, Class of 1935, the scholarship is awarded annually to a sophomore, junior, or senior.

The Myra Goodling Keigler Memorial Scholarship Fund: Established in 1996 in memory of Myra Keigler, beloved wife, mother, grandmother and friend, by William S. Keigler, Chairman of the Board Emeritus, and her family and friends. This scholarship is awarded annually on the basis of financial need with preference given to a female student majoring in the sciences or psychology who wishes to pursue a career in health services.

The Drs. Kerschner, Royer, and Sturdivant Endowed Scholarship Fund: Established in 1988 by the former students, friends, and colleagues of three premier Western Maryland College professors who spent their careers educating students in the finest tradition of the liberal arts. This scholarship is awarded each year to a student or students majoring in biology, who has at least a 3.0 GPA, and is a returning student.

The Richard C. and Catherine S. '46 Kiddoo Scholarship Fund: Established in 2000 by trustee emerita Catherine S. Kiddoo, Class of 1946, the scholarship is awarded annually to a sophomore, junior, or senior majoring in biology or the sciences.

The Richard W. '34 and Susannah Cockey' 33 Kiefer Scholarship Fund: Established in 2000 by Richard W. and Susannah Cockey Kiefer in celebration of their many years of service and devotion to their alma mater and the community at large. The scholarship is awarded annually to a deserving sophomore, junior, or senior majoring in political science or French who demonstrates academic distinction and financial need. Preference may be given to those who wish to pursue a career in law or teaching.

The Emma Bowen Kistler Scholarship Fund: Established in memory of Emma Bowen Kistler, Class of 1897, by her sister.

The Leon F. Lamb Memorial

Scholarship Fund: Established by the friends of Mr. Lamb, as a tribute to friendship and to assist a worthy student in completing an education.

The Hilda C. Landers Scholarship

Fund: Established in 1999 through the bequest of Hilda C. Landers, this scholarship is awarded based on academic distinction.

The Jeanine Lave Memorial

Scholarship Fund: Established in memory of Miss Lave who was a junior at the college at the time of her death in 1974. The scholarship is awarded annually to a student majoring in art.

The Lee Scholarship Fund: Established through the bequest of Miss Grace Lee.

The Eva L. Lewis Memorial

Scholarship Fund: Established through the bequest of Dr. E. Ralph Lewis and awarded to a pre-ministerial student for the junior and senior years. The award is made by the college on the basis of academic ability and qualification for the Christian ministry.

The Dr. Annabel Glockler Liebelt '48

Scholarship Fund: Established in 1988 upon the 40th reunion of Dr. Liebelt, to provide scholarships to students majoring in biology.

The James Lord, Jr. and Ruby K. Lord

Scholarship Fund: Established in 2001 through the bequest of Ruby K. Lord. The scholarship is awarded to a deserving non-traditional student.

The D. Carlyle MacLea '22 Memorial

Scholarship Fund: Established in 1988 by The Board of Beneficence of St. John's I.M.P. Church, family, and friends as a memorial and celebration of the life of D. Carlyle MacLea, Class of 1922 and a member of Western Maryland's Board of Trustees, and his total commitment to education and service to others. The

scholarship is awarded to deserving students who are involved in on- and/or off-campus organizations, demonstrate moral character, and contribute to the college community.

The Frederick Malkus Scholarship

Fund: Established in 2000 by loving family and friends, the scholarship is awarded annually to a sophomore, junior or senior majoring in history or political science from one of the following Maryland counties: Caroline, Dorchester, Somerset, Talbot, Wicomico or Worcester. Preference will be given to a student from Senator Malkus' home county of Dorchester.

The Frank C. Marino Scholarship

Fund: Under the provisions of this contribution, \$250.00 is available annually to give scholarship aid to needy and deserving students.

The Kendrick M. '51 and Elizabeth Muth '54 McCall Scholarship Fund:

Established in 2000 by Elizabeth McCall in loving memory and in celebration of the life of Kendrick McCall who devoted his career to improving public education as a teacher, consultant, and administrator. The scholarship is awarded to a deserving sophomore, junior, or senior who is majoring in education or the sciences and who demonstrates academic distinction.

The Anna Kenney Walls McCool

Scholarship Fund: Established in 1988 on the occasion of her 50th class reunion. This scholarship serves as a tribute to Ann McCool, a devoted teacher and honorary trustee of Western Maryland College. The recipient must have and maintain at least a 2.5 GPA and be of exemplary moral character. Preference will be given to a student from Sussex County, Delaware, followed by a resident of the Eastern Shore of Maryland.

The William McCormick, Jr. Memorial Scholarship Fund: Established by family, friends, colleagues, and former students of Dr. William McCormick, Jr., dean of academic affairs from 1973 until his death in 1983. It is awarded annually to a returning student who represents the qualities for which Dean McCormick is remembered: concern and love for college community, caring for others in a humane manner, and high personal and academic integrity.

The John P. McGlaughlin Memorial Scholarship Fund: Established in 1988 by Pete McGlaughlin, Class of 1970, in memory of his father, Class of 1941. Preference is given to those students who are spirited and whose academic and human potential would benefit from wise and sensitive support and counsel as they seek direction to their lives, and to those who enjoy and participate in extracurricular activities.

The Gerald F. Minnaugh Scholarship Fund for Future Teachers: Established in 1998 by Richard G. Kief in memory of his uncle, Gerald F. Minnaugh. This scholarship is awarded to students in good academic standing who are preparing to become teachers, with preference for students from the Maryland or Pennsylvania area.

The Veronica Kompanek '40 and Alvan N. '38 Moore Scholarship Fund: Established in 1999, the scholarship is awarded annually to a deserving sophomore, junior, or senior.

The Mund Scholarship Fund: Established in 1969 by Allan W. Mund as a celebration of his life and total commitment to education and service to others. This loyal member of the Western Maryland College community is a distinguished businessman, dedicated church member, devoted family man, and trustee of the college, who gave of his time to

serve as acting president of the college in 1970. This scholarship is awarded to a deserving junior or senior, not necessarily based on financial need. The student must have earned at least a 3.0 GPA. Major factors in the selection will be the student's involvement in on- and/or off-campus organizations, moral character, and contribution to the college community.

The Beverly Schott Myers '60 and Jonathan P. Myers '61 Scholarship Fund: Established in 2000 in honor of their reunions by Beverly Schott Myers '60 and Jonathan P. Myers '61. The scholarship is awarded annually to a sophomore, junior, or senior majoring in sociology or biology who demonstrates academic distinction.

The Dorothy "Dot" Myers Endowed Scholarship Fund: Established in 1994 in memory of Dot Myers, long-time secretary for the art and art history, music, and theatre arts departments, by her husband, Charles E. Myers, and by her family and friends. This scholarship, in honor of Dot's many years of service as an employee as well as recognition of her accomplishments as a student, is awarded annually to a student majoring in music, theatre or art with preference given to a non-traditional student who has demonstrated financial need.

The Sylvia Friedberg Nachlas Memorial Scholarship Fund: Established in 1995, it is awarded annually to a minority, graduate student in the Community-Based Human Service Management program of the College (affiliated with TARGET, Inc.).

The Elsie Held Naclerio and Thomas A. Naclerio Scholarship Fund: Established in 1985 by Elsie Held Naclerio, Class of 1928, and Thomas A. Naclerio. The scholarship is awarded annually to a worthy student majoring in the humanities.

The Charlotte W. Newcombe Foundation Endowed Scholarship

Fund: Established in 1999 by the Charlotte W. Newcombe Foundation, this scholarship is awarded to handicapped students.

The Nichols Scholarship Fund:

Established by Mrs. Laura Wilson Nichols as a memorial to her husband, The Rev. James L. Nichols, Class of 1925, and a former pastor of the Westminster Methodist Protestant Church. The fund has been augmented by their children to include a memorial to the sons, James H. Nichols, Class of 1927, and John Wilson Nichols, Class of 1948. The scholarship is used to assist a worthy student to prepare for a full-time career in Christian service.

The R. Y. Nicholson Scholarship Fund:

Established by Mrs. Altie B. Nicholson in memory of her husband, The Rev. Dr. Reuben Y. Nicholson, a trustee of the college from 1929 to 1947.

The Nicodemus Scholarship Fund:

Established in 1993 through the bequest of John V. Nicodemus, Class of 1903, in memory of his father and mother.

The Opportunity Scholarship Fund:

Established in 1988 and endowed in 1995 by an anonymous donor. The scholarship is awarded to minority students with academic promise and financial need.

The Sandra Lynne Parise Memorial Scholarship Fund:

Established in 1995 in loving memory of Sandra Lynne "Sandy" Parise by her aunt, Beverley J. Hill, Class of 1960, and supported through periodic gifts. The award is given annually to a non-traditional female student to further her dream of pursuing an education while nurturing a family. Preference is for a student who has demonstrated the qualities for which Sandy is remembered: intellectual curiosity, Christian values, and an unselfish commitment to others.

The Eloise Chipman Payne Scholarship

Fund: Established in 1986 by John R. and Eloise Chipman Payne, Class of 1938. The scholarship is awarded to student(s) for their junior and senior years. The recipient(s) must be academically deserving student(s) who are active in on- or off-campus college-related organizations or activities, be of high moral character, and have contributed the most to the college community.

The Austin E. Penn Endowed Scholarship Fund:

Established in 1995 by Austin E. Penn, Trustee Emeritus and former Chair of the Board of the Baltimore Gas and Electric Company, it is awarded annually to one or more students in their junior or senior year who are majoring in mathematics.

The Duane L. and Clementine Lewis Peterson Memorial Scholarship Fund:

Endowed in 1997 through the bequest of Clementine L. Peterson, long-time trustee of Western Maryland College, it is awarded annually to a worthy student based on need.

The Helen E. Porter Scholarship Fund:

Established in 1983 by the will of Helen E. Porter, Class of 1917. It is awarded annually to students from Wicomico County.

The Wilbur D. Preston, Jr. Scholarship Fund:

Established in 2000 by trustee emeritus Wilbur D. "Woody" Preston, Jr. The scholarship is awarded annually to a sophomore, junior, or senior.

The Ralph B. Price Scholarship Fund:

Established in 1987 by Dr. Price's former students to honor him because they have said "his valuable contributions are intricately woven into the fabric of our lives." The recipient will be chosen based on his/her academic performance in department courses as well as overall academic achievement. The recipient must also demonstrate the characteristics for which

Dr. Price is most remembered: intellectual curiosity, humane manner, love of the college community, and caring for others.

The Queen Anne County Scholarship

Fund: Established in 1975 by Julia Thomas Burleigh for residents of Queen Anne County, Maryland.

The Lewis C. Radford Memorial

Scholarship Fund: Established in memory of Dr. Lewis C. Radford, Class of 1916, by his friends, family, and classmates.

The Martha Harrison Ramsey

Scholarship Fund: Established in 1983 in memory of Martha Harrison Ramsey, Class of 1934, by her family and friends. It is awarded to a student who plans to teach in the performing arts. Preference will go to students from Baltimore County, Md., and southwest Virginia.

The William C. and Isabel D. Rein

Scholarship Fund: Established in 1998 in memory of William C. Rein, Class of 1931, and in honor of the 90th birthday of Isabel D. Rein, Class of 1931. The scholarship is awarded to a junior or senior who is majoring in English with preference for a student interested in journalism.

The Charles Reisenweber Memorial

Scholarship Fund: Established in 1995 through a bequest and gifts from family and friends, it is awarded annually to a junior or senior art major. Preference is given to students participating in athletics.

The Alleck A. '47 and Harriet S.

Resnick Scholarship Fund: Established in 1999 by Elaine and Alvin Mintzes to honor Alleck A. Resnick's years of dedicated service to his alma mater and in the Baltimore Jewish Community. The scholarship is awarded to a sophomore, junior, or senior majoring in political science or international relations.

The L. Kennard "Dusty" '34 and Mary Frey Rhodes, Jr. Scholarship Fund:

Established in 1999 through the bequest of L. Kennard Rhodes, Class of 1934. The scholarship is awarded to a sophomore, junior, or senior majoring in education.

The Ridgeway-Knott Scholarship

Fund: Established in 1978 by Ethel Grace Ridgeway for a deserving pre-ministerial student in consideration of the wishes of her nephew, Clarence Knott.

The Ruth B. Rosenberg Scholarship

Fund: Established in 1992 in memory of Ruth B. Rosenberg in recognition of her long-time interest in improving the access of qualified students to higher education.

The Lois Rowland Memorial

Scholarship Fund: Established in 2000 through the bequest of Lois Rowland, Class of 1939. The scholarship will be awarded to students majoring in the sciences who possess and maintain a 3.0 GPA.

The Isabel I. Royer Biology

Scholarship Fund: Established in 1990 through the bequest of Dr. Isabel I. Royer to assist and recognize students demonstrating aptitude, interest, and academic achievement in biology.

The Isabel I. Royer Scholarship Fund:

Established in 1990 through the bequest of Dr. Isabel I. Royer. This scholarship is awarded to any student who demonstrates financial need and academic promise.

The Jesse C. and Ruth H. Royer

Scholarship Fund: Established in 1988 through the bequest of Ruth H. Royer as a tribute to Jesse and Ruth Royer. The recipient must have and maintain at least a 3.0 GPA and be of exemplary character.

The Fred '73 and Wanda Rudman

Scholarship Fund: Established in 2001 by Fred Rudman '73 in honor of his wife, Wanda. This scholarship celebrates Wanda's devotion to her family before her

own education and her dedication to higher education for the non-traditional student. The scholarship is awarded to a non-traditional female student to enable her to further her education while raising a family.

The Reverend Russell Wells Sapp Memorial Scholarship Fund:

Established in 1979 by the family and friends of Russell Sapp, Class of 1923.

The Agnes B. and Robert D. Schreck Memorial Scholarship Fund:

Established by family and friends in 1969.

The Donna Sellman Alumni Children Grant Fund:

Established in 1986 by Donna DuVall Sellman, Class of 1945, to provide grants to incoming students who are children of WMC alumni. The recipients must meet the following minimum standards to qualify: freshman—1100 combined SAT score and 3.5 GPA in high school; sophomore transfer—3.2 GPA in college or the freshman standards; be recognized for outstanding participation in extracurricular activities in high school and a stated intent to participate in student activities in college.

The J. S. Reese Shanklin Scholarship Fund:

Established in 1994 through the bequest of Mildred Shanklin in memory of her father.

The Walter and Judy Shober Family Scholarship Fund:

Established in 1995, this scholarship will benefit graduate students in the Community-Based Human Services Management Program affiliated with TARGET, Inc.

The John H. Simms Scholarship Fund:

Established in 1986 by John H. Simms, Class of 1929, honorary trustee of the college.

The James Herman and Marvel Jackson Simpson Scholarship Fund:

Established in 1997 by Marvel Jackson Simpson, Class of 1936.

The Emma Knox Sisco Memorial Scholarship Fund:

Established in 1999 in memory of their daughter, Emma, by Dennis G. Sisco, Class of 1968, and Alexine S. Lesko. Preference is given to students who have overcome economic, social or physical challenges to achieve academic success while taking an active role in family, school or community affairs.

The Margaret F. Smith Scholarship Fund:

Established in 1999 through the bequest of Margaret F. Smith, Class of 1937.

The James D. Smyth, Jr. Memorial Scholarship Fund:

Established in 1987 by his parents, Charlotte Haile Smyth and J. Donald Smyth, Sr., both of the Class of 1948, as a living memorial to James D. Smyth, Jr., Class of 1971. This scholarship is awarded annually to a student demonstrating outstanding personal character and an above average academic record. The recipient must be a major in psychology or biology with preference to psychology.

The Eleanor Wheeler '40 and Harry L. Stalcup Scholarship Fund:

Established in 2000 by Eleanor Wheeler Stalcup, the scholarship is awarded annually to a sophomore, junior, or senior majoring in mathematics or chemistry.

The Mary Anne Thomas Stazesky '49 Scholarship Fund:

Established in 1999 in honor of Mary Anne's 50th Reunion. The scholarship is awarded to a female student based on academic distinction.

The George L. and Sara Stern Memorial Scholarship Fund:

Established in 2000 by their nephew, Norman Stern, Class of 1949. The

scholarship is awarded annually to a sophomore, junior, or senior majoring in history or English and completing a minor in education.

The Stone Scholarships Fund: The will of Harvey A. Stone provides that the income from the property he bequeathed to the college shall be applied to the education of male students at Western Maryland who may be pursuing a course preliminary to entering upon a theological course.

The Florence E. Stoner Scholarship Fund: Awarded annually to student(s) from Frederick County attending Western Maryland College.

The Bishop James H. Straughn Scholarship Fund: Established in memory of Bishop Straughn, an alumnus of the Class of 1899, active trustee, and president of the Board from 1929 to 1949.

The George M. Sullivan Scholarship Fund: Established by his wife, Elna R. Sullivan, in honor of her husband, a member of the Class of 1927.

The Surdna Foundation Scholarship Fund

The William and Lucretia Tanner Scholarship Fund: Established in 1996 through outright contributions and testamentary provisions of William and Lucretia Tanner, it is awarded annually to a full-time undergraduate student who demonstrates need and whose major or intended field of study is one of the following: biology, business administration, chemistry, English, mathematics, physics or political science. Preference is given to students from southern Maryland, southern Virginia and/or northern North Carolina and to students with an agricultural background.

The Margaret Lee Tawes Scholarship

Fund: Established in 1987 by Margaret Lee Nelson Tawes, Class of 1932. This scholarship is awarded annually to a student with a major or minor in music with preference to students from the Delmarva Peninsula. The recipient must maintain a B average to have the scholarship renewed.

The Dr. Charles Roberts Thomas

Scholarship Fund: Established in 1968 by Dr. Thomas, a member of the Class of 1911.

The G. Frank Thomas Scholarship

Fund: Established in memory of Mr. Thomas who graduated from Western Maryland College in 1908 and was a trustee from 1951–1965. It is awarded annually to residents of Frederick County.

The Theron Barker Thompson Memorial Scholarship Fund:

Established in memory of his father by Ernest Thompson, award-winning playwright, to support scholarships for students from Carroll County pursuing studies in the field of the fine or performing arts. Dr. Thompson was a member of the faculty of the college for 13 years, 1961–1974.

The Metro J. Truly, Jr. Memorial

Scholarship Fund: Established in 1983 by the family and friends of Metro J. Truly, Jr., Class of 1979.

The Henrietta Roop Twigg Memorial

Scholarship Fund: Established in 1979 by Mr. and Mrs. Eugene Willis, Classes of 1934 and 1935, in memory of Henrietta Roop Twigg, Class of 1913. The scholarship is awarded annually to a student majoring in music.

The William Tyeryar Scholarship Fund:

Established in 1993 through the bequest of Dorothy T. Tyeryar in memory of her husband, William H. Tyeryar, Class of 1937. It is awarded to students studying the natural sciences or entomology.

The Maurice S. H. Unger Memorial Scholarship Fund: Established by the will of Miss Eleanor DeForest Boteler of Baltimore as a tribute to a prominent Carroll Countian, Maurice S. H. Unger, who was a Carroll County educator and superintendent for 19 years. The scholarship is awarded to Carroll County residents who demonstrate a strong moral character.

The Sidney H. Waghelstein '39 Memorial Scholarship Fund: Established in 1988 by the family and friends of Sidney H. Waghelstein '39 as a celebration of his life. It is to provide scholarships to students majoring in biology and entering his/her senior year with at least a 2.5 GPA.

The C. Harry Wahmann Memorial Scholarship Fund: Established in 1984 in memory of C. Harry Wahmann, devoted trustee of the college. It is awarded annually to students with superior academic credentials.

The Leon and Betty Wahrhaftig Scholarship Fund: Established in 1998 in honor of Leon and Betty Wahrhaftig. This scholarship is awarded to a junior or senior majoring in sciences and interested in a career in the health field. Preference will be given to a student from suburban Maryland, the District of Columbia, or northern Virginia.

The Douglas and Carolyn Powell '61 Walkling Scholarship Fund: Established in 1997 by Douglas and Carolyn Powell '61 Walkling, the scholarship will benefit graduate students in the Community-Based Human Services Management Program affiliated with TARGET, Inc.

The Margaret Wappler Memorial Scholarship for Applied Music Fund: Established by the Omicron Eta Chapter of Delta Omicron, this scholarship of \$175.00 is awarded annually to an upper

class music major making a significant contribution to music on the Hill.

The W. Edwin Warfield Memorial Scholarship Fund: Provided by the Lions Club of Silver Spring, Maryland, in memory of W. Edwin Warfield, a member of the club and an alumnus of Western Maryland who died in action during World War II.

The George Henry and Georgie Milby '43 Washington Scholarship Fund: Established in 1998 by the Washington family in memory of Georgie Milby and George Henry Washington. This scholarship is awarded to students with demonstrated academic distinction.

The William A. and Gladys B. Weech Endowed Scholarship Fund: Established in 1992 through the bequest of Gladys B. Weech, Class of 1927, to assist needy students in pursuing an education.

The Daniel I. Welliver, M.D. '50 Scholarship Fund: Established in 2000 by members of his family, colleagues and friends, this scholarship is awarded annually to a junior or senior majoring in one of the sciences with preference for a student pursuing a career in medicine or one of the allied health fields such as nursing, physical therapy, sports medicine or athletic training. The student must maintain a 2.5 cumulative GPA and have demonstrated financial need.

The Western Maryland College Endowed Scholarship Fund: Established in 1985 by the family and friends of Western Maryland College to honor family and friends.

The Western Maryland College Student Foundation Scholarship Fund: Established in 1985 by the members of The Student Foundation. The scholarships are awarded to Western Maryland College students based on leadership and need.

The Dr. and Mrs. Theodore M.

Whitfield Scholarship Fund: Established in 1957 and revised in 1996 by his beloved wife, Elizabeth Denny Dixon Whitfield, to honor Dr. Whitfield, professor of history emeritus and an active advocate in preserving America's heritage, and in recognition of his 60 years of service to and association with the College. It is awarded to a junior or senior history major demonstrating academic excellence and financial need.

The Roger H. Willard Memorial

Scholarship Fund: Established in 1982 by the family of Roger H. Willard, Class of 1930. The scholarship is awarded annually to a WMC student from Frederick County.

The Dr. Charles H. and Margaret V.

Williams Scholarship Fund: Established in 1987 upon the 50th reunion of Dr. Williams, Class of 1937. A student granted this award might be eligible to receive the award in consecutive years, if he/she maintains at least a 3.0 GPA.

The 1st Lt. George W. "Geordie"

Williams Memorial Scholarship Fund: Established in 1989 in memory of George W. "Geordie" Williams, Class of 1986, a dedicated Army officer, who died aboard Pan Am Flight 103 in December 1988. It provides scholarship(s) to students enrolled in Advanced ROTC.

The Clarence M. Willis Scholarship

Fund: Established by Clarence M. Willis in 1987 in memory of Evelyn Johnson Willis; her mother, Katharine Hobbs Johnson, Class of 1910; and in tribute to his beloved wife, Pearl Dotson Willis.

The Anna May Gallion Wilson

Memorial Scholarship Fund: Established in 1991 in loving memory of Anna May Gallion Wilson, Class of 1931, by her husband, Frank K. Wilson. The scholarship is awarded annually to a student who demonstrates financial need.

The W. Wilson Wingate Memorial

Scholarship Fund: Established in 1981 by his sister, Carolyn W. Todd, in honor of his self-sacrificing devotion to his family and his concern for and support of all young athletes.

The Winkelman Family Memorial

Scholarship Fund: Established in 1998 by Nancy L. Winkelman '51, MEd '70, in memory of her parents, Morris C. and Elizabeth J. Winkelman, and her brother, Barry A. Winkelman '55, and other members of the Winkelman family. This scholarship is awarded to a first-year student who has an interest in the humanities. Each awardee, insofar as possible, will continue to receive the scholarship throughout his/her undergraduate career after which time the award will be made on a similar basis to a student of the opposite gender.

The William R. Winslow Scholarship

Fund: The income from this fund provides scholarships based on financial need.

The Mary Wooden Memorial

Scholarship Fund: Established in 1997, this scholarship will benefit graduate students in the Community-Based Human Services Management Program affiliated with TARGET, Inc.

The Yingling Memorial Scholarship

Fund: Established in 1995 in loving memory of John Edward Yingling '24 and Ruth Benson Yingling '26 by the family of John E. Yingling, Jr., it is awarded annually to an upperclass student who intends to pursue a career in the teaching profession and is participating or scheduled to participate in a student teaching course. Preference is given to students from Howard County, Maryland.

The B. Irene Young Pre-Medical

Scholarship Fund: Established in 1983 by B. Irene Young, clerk-in-charge of the Western Maryland College post office for many years, for a student seeking a career as a physician.

The Raymond L. and Jessie B. Young Scholarship Fund: Established by their daughter, B. Irene Young, for the purpose of providing financial aid to a hearing-impaired and blind student. Should there not be a candidate with this dual limitation, the aid may be awarded to a deaf or a blind student.

The Karen Zadavec Scholarship Fund: Established in 1997, this scholarship will benefit graduate students in the Community-Based Human Services Management Program affiliated with TARGET, Inc.

Other Endowed Funds

Certain funds within the endowment of Western Maryland College have been donated by alumni and friends to support the financial strength of the college. These contributions provide for library acquisitions, student loans, and various discretionary funds.

The Phyllis Elizabeth Geiser Ashcraft Memorial Fund: Established by her husband, Claud W. Ashcraft, Class of 1953, and her sons, C. Cleveland Ashcraft and Paul Geiser Ashcraft, in memory of a loving wife and mother. This fund will perpetually support the Western Maryland College annual fund.

The Baker Chapel Endowment Fund: Established in 1988 by the Class of 1948 to provide for the upkeep and maintenance of Baker Chapel.

The F. Murray Benson Memorial Fund

The B. Christopher Bothe Memorial Lectureship Fund: Established in memory of B. Christopher Bothe, Class of 1972, this endowed fund provides support for an annual day-in-residence for a poet or prose writer under the general supervision of the College's English department.

The L. S. Bowsbey Jr. Endowment: Established in 1995, in honor of Dr. L. Stanley Bowsbey Jr., '52, MEd '59, former chair of the education department and former director of graduate studies program, the L. S. Bowsbey, Jr. Endowment provides support for the Western Maryland College graduate program in administration.

The Robert H. Chambers Presidential Endowment: Established in 1999, in honor of the seventh President of Western Maryland College, The Robert H. Chambers Presidential Endowment will be used to advance the educational mission and programs of the College and to take advantage of opportunities to enhance the reputation and future growth of the College.

The Class of 1927 Endowed Library Fund: Established by the Class of 1927 to provide general endowment income for use by the library.

The Class of 1938 Music Fund: Made possible by the generosity of the members and friends of the Class of 1938, this fund was established in celebration of the Class's 55th Reunion. It will provide first for "The Class of 1938 Award for Excellence in Music." Additionally, other monies will be used to support the programs and activities of the music department.

The Class of 1993 Endowed Book Fund for the Hoover Library:

Established by the Class of 1993 as their senior class gift to provide general endowment income for the purchase of books for the Hoover Library.

The Dunning Memorial Fund

The Eaton Endowment: Established in 2000 through the generous bequest of Thomas H. Eaton, Class of 1927, and Catherine Welker Eaton, both of whom served Western Maryland College as members of the Board of Trustees.

The John T. and Birdie S. Ensor Memorial Fund

The Hilary A. Faw Loan Fund:

Established in 1987 by Robert D. Faw, Class of 1941, in memory of his father, to provide loan funds to full-time undergraduate junior and senior students faced with an emergency situation.

The Katherine Frizzell Fund:

Established in 1991, this fund supports the general endowment or other express purposes as assigned by the Board of Trustees.

The Laura Kendall Garland Endowment Fund for Music:

Established in 1993 in memory of Laura Kendall Garland through the generosity of her daughter, Robin N. Garland, Class of 1984, and her son, Douglas A. Garland, to support and enhance the music department.

The Maude Gesner Professor of Music Endowment Fund: Established in 1984 in honor of Maude Gesner, for her many years of dedicated service as inspiring teacher and head of the music department.

The Edwin R. Helwig Science Endowment: Established in 1990 through the bequest of Edwin R. Helwig, Class of 1922, in support of the sciences.

The Eileen C. Henze Memorial Fund: Established in 1981 by the will of Eileen C. Henze, Class of 1938, in support of the English department.

The Tony and Sherry Hill Periodical Publications Fund: Established in 1986, the interest from this fund is used to offset the cost of periodicals.

The Fred Garrigus Holloway Lectureship Fund: Established in 1986 by anonymous donors to honor Dr. Fred G. Holloway, fourth president of Western Maryland College. The lecture will be

held annually in the fall of each year and will be given by a respectable scholar or critic of literature.

The Frank Hurt Tennis Fund:

Established in 1981 to provide funds for the upkeep and maintenance of the Frank B. Hurt Tennis Courts.

The Information Technology

Endowment Fund: Established in 1999 during The Defining Moment Campaign, this fund is dedicated in support of new equipment, software, networking and other technological advancements for the Western Maryland College campus. It will be used to enable the College to make significant technological improvements each year and will give increased impetus to the effort by the WMC faculty to expand the use of technology in their teaching.

The Dr. and Mrs. Edgar B. Jenkins

Student Loan Fund: Established by Dr. and Mrs. Jenkins, former faculty members, to assist capable students in receiving an education.

The Ralph and Dorothy John

Professorship: Established in 1999 by former football coach W. James Hindman and his wife, Dixie, of Westminster, Md. The first-ever endowed undergraduate professorship in the humanities was created to honor former president Ralph C. John and his wife, Dorothy. Dr. John served as president from 1972–84 during which time the College nearly doubled its enrollment, earned acclaim for its graduate program in deafness and launched the graduate degree program in liberal arts, adopted long range planning and was approved for a Phi Beta Kappa chapter. The professorship will rotate every five years to faculty in the disciplines representing the Humanities.

The Richard C. Johnson Memorial

Fund: Established in 1991 in memory of Richard C. Johnson, Class of 1984, by his wife, family, and friends. The interest from this fund shall be used each year in support of the men's intercollegiate baseball program.

The Drs. Kerschner, Royer, and Sturdivant Growth Endowment Fund:

Established in 1988 by a group of former students of Dr. Jean Kerschner, Dr. Isabel Thompson Isanogle Royer, and Dr. Harwell P. Sturdivant, this fund will be used by the Board of Trustees for scholarships or for faculty support.

The Margaret Reisler Kishbaugh

Memorial Fund: Established in 1965 through the bequest of Margaret Kishbaugh, this fund supports the general endowment or other express purposes as assigned by the Board of Trustees.

The Sharon L. Klompus Music Student Support Fund:

Established in 1995 and supported through periodic contributions, this fund assists music students in experiencing the wide range of music-related opportunities during their years on the Hill.

The Evelyn C. Mackenzie Endowed

Fund in Music: Established in 1992 through the generosity of Mrs. Evelyn C. Mackenzie, Class of 1931. This fund is used by the music department to enhance current offerings by bringing visiting artists to campus.

The Makosky Book Collection Fund:

Established in 1976 by alumni and friends of John D. Makosky, Academic Dean Emeritus. This fund is used each year to purchase books selected by the English department for Hoover Library.

The Thomas F. Marshall Endowed Library Fund:

Established in 1992 by his wife, Elizabeth Johnson Marshall, in honor of Dr. Thomas F. Marshall,

professor of English at Western Maryland College from 1943 to 1955. The earnings from this fund shall be expended at the discretion of the librarian of the college in consultation with the theatre department to maintain, support, and augment the Thomas F. Marshall Theatre Collection.

The Corinthia Caldwell Meyls

Memorial Fund: Established by her bequest, this fund is an endowment designed to provide annual income for the Annual Fund.

The George and Sally Bridges Meyls

Memorial Fund: This fund is an endowment which generates annual income for the Annual Fund.

The Oscar Lafayette Morris Library

Memorial Fund: Established through the bequest of Oscar Lafayette Morris.

The Ivah M. Norman Memorial Fund:

Established in 1999 in loving memory of Ivah M. Norman, by William H. MEd. '65 and Ellen E. Norman. This fund was created to further excellence in the teaching field and the annual yield will be distributed to the WMC graduate program for technology needs including equipment, teaching aids or faculty training.

The Edward Nygren Music

Endowment: Established in 1995 through the bequest of Edward J. Nygren, M.D., Class of 1947, in support of the music department.

The Col. Harry A. Patterson Memorial Fund**The Virginia Phillips '43 Endowed**

Library Fund: Established in 1999 by Virginia Phillips, Class of 1943, the annual yield shall be used to support and enhance the Hoover Library and its collections, staff, services and technological resources.

The Alleck A. and Harriet S. Resnick Endowed Lecture Fund in International Relations or Multicultural Studies: Established in 1999 by Elaine and Alvin Mintzes to honor Alleck A. Resnick's years of dedicated service to his alma mater and in the Baltimore Jewish Community.

The Jean and Donald Richards Endowment Fund for Chemistry: Established in 1991 through the generosity of Jean Andrews Richards, Class of 1945, and her husband, Donald, to support and enhance the chemistry department.

The Keith and Eleanor Richwine Collections Room Endowment: Established in 1998 in support of the Special Collections Room in Hoover Library. The Fund will be administered by a committee which consists of two English department faculty members and one librarian.

The William and Edith Ridington Annual Lectureship Fund: Established in 1991 to honor Edith Farr Ridington, senior lecturer emerita, and Dr. William Robbins Ridington, professor of classics emeritus, this annual lectureship will attract a distinguished scholar to the campus each year. There will be no restriction with regard to academic discipline.

The E. McClure Rouzer Memorial Fund: Established by E. McClure Rouzer, Class of 1907, a long-time benefactor and trustee of Western Maryland College.

The Samuel and J. Corinne Schofield Memorial Endowment in Chemistry: Established in 1989 by an anonymous donor to be used to support and enhance the chemistry department.

The Frank E. Shipley Memorial Fund

The Laura F. Stalnaker Scholarship Loan Fund: Established in memory of Miss Laura F. Stalnaker, Class of 1881. Loans from this fund are available to worthy students on a non-interest bearing basis and are repayable within a ten-year period after graduation.

The Grace T. Stewart Memorial Fund

The TARGET Endowment Fund: Established in 1988 to fund the Laurence J. Adams Chair in Special Education.

The James Thompson Memorial Fund: Through a gift made by Dr. and Mrs. William J. Thompson in memory of Dr. Thompson's father, The Rev. James Thompson of the Maryland Conference of the former Methodist Protestant Church. The income from this endowment is used for the purchase of books for the departments of psychology and philosophy and religious studies.

The Tillman "Little" Baker Chapel Endowment Fund: Established in 1999 by Mr. and Mrs. H. Richards Tillman, Sr. and Mr. H. Richards Tillman, Jr., Class of 2000, in memory of Harry H. and Katherine M. Richards '25, Tillman. The fund was created to maintain the interior and exterior integrity of "Little" Baker Chapel.

The Dr. McCay Vernon Fund for Support of Deaf Education: Established in 1996 by colleagues and friends to honor Dr. McCay Vernon, professor emeritus of deaf education and internationally renowned for his work with deaf people, in recognition of his 21 years of service to the College as well as his devotion to the community. The yield is awarded annually to a student or faculty member who is involved in research in the deaf education program.

The Wenner-Wingate Memorial Lecture on the History and Literature of Sport

Fund: Established in 1989 by Dr. Evelyn Wingate Wenner, as a proper and fitting memorial to two very special members of the WMC family: W. Wilson Wingate, Class of 1918, member of the WMC Sports Hall of Fame and noted sports writer, and Charles Malcolm Wenner, Jr., a friend of Western Maryland College and devoted husband to Evelyn Wingate Wenner. This annual lecture will focus on the history of sports in all of its dimensions: literary, historical, and philosophical.

The William J., Jr. and Laura Westervelt Fund for Support of the Academic Skills/504 Center:

Established in 1998 by William J., '71, and Laura Westervelt. This fund will provide support, advance the technological resources and enhance the delivery of services for the Academic Skills Center/504 Program.

The Joseph S. Whiteford Fund: This fund has furnished and endowed a suite of rooms in Albert Norman Ward Hall to be occupied by two worthy young men without charge.

The Louise Widdup Music

Endowment: Established in 2000 by Louise Scott '48 Widdup and John B. Widdup. The fund will support the music program at the College with emphasis on the choral music program.

The Eugene "Stoney" Willis Memorial

Fund: Established in 1994 in memory of Eugene "Stoney" Willis, Class of 1934, by family and friends.

The Mr. and Mrs. William R. Woodfield, Sr. Fund

The Ira G. Zepp Distinguished

Teaching Award: Established in 1995 by Charles E. Moore, Jr., Class of 1971, and Carol Hoerichs Moore, Class of 1970, it is awarded annually to an outstanding

member of the faculty at Western Maryland. It is awarded in alternate years with the Ira G. Zepp Teaching Enhancement Grant.

The Ira G. Zepp Teaching

Enhancement Grant: Established in 1995 by Charles E. Moore, Jr., Class of 1971, and Carol Hoerichs Moore, Class of 1970, it is designed to encourage a significant project designed to enhance teaching and will favor faculty who are in their first decade of service at Western Maryland. It is awarded in alternate years with the Ira G. Zepp Distinguished Teaching Award.

Endowed Annual Prizes and Awards

Western Maryland College has a proud tradition of honoring outstanding students for both academic and other achievements. These accomplishments are recognized through a number of endowed prizes and awards which are made possible by the generous gifts of alumni and friends of the college. They are presented during the annual Honors and Investiture Convocation, Commencement, or other special occasions.

The John A. Alexander Medal:

Endowed by the Class of 1917 in memory of John A. Alexander, Class of 1917, awarded to the member of the graduating class with the best record in athletics.

The Jean Alpaugh Award for Interdisciplinary Study:

Awarded to the student with an appreciation for cross-cultural experiences whose proposal for off-campus study will most benefit her/his academic program; and who most embodies the enthusiasm for learning, the breadth of scholarship, and the interdisciplinary interests of Jean Alpaugh, Class of 1990, who while graduating with honors in English, excelled also in anthropology, photography, art, history, and music.

The Aristotle Award for Excellence in

Communication: Established in 1999 by Richard W. Dillman to honor the Western Maryland College faculty members and students whose vision and persistence led to the establishment of the Department of Communication. It is awarded periodically to a rising junior or senior who exhibits an outstanding degree of intellectual sophistication and academic accomplishment in the study of communication history and theory.

The Award for Excellence in

Chemistry or Biochemistry: Established in 1998 by Dr. Richard H. Smith Jr., his family, friends, and former students. This award will be made to a graduating senior chemistry or biochemistry major who demonstrates academic distinction and enthusiasm for liberal learning as well as excellence in scientific research.

The Joseph R. Bailer Award: Endowed in 1992 by Margaret Cassidy Sullivan, Class of 1955, in memory of her husband, Joseph R. Bailer, former head of the education department. This award is made annually to an outstanding graduate of the master's degree program.

The Bates Prize: Established in memory of The Rev. Laurence Webster Bates, D.D. A gold medal is awarded to the member of the graduating class who has made the best record during the undergraduate course as a college man.

The Michael and Polly Beaver Award for Excellence in Education:

Established in 1985 by the family, colleagues, students, and friends of Michael and Polly (Grayson) Beaver, Class of 1979, as a lasting memorial of their lives and their impact on education. The recipient, selected by the education department, is a graduating senior completing the minor in elementary or secondary education; someone who has had a distinguished college career as reflected in their scholarship

and contributions to life both on- and off-campus. The award is presented at Honors Convocation.

The Margaret Fredrich Blizzard

Memorial Art Competition: Established in 2000 by Dennis F. Blizzard, Class of 1945 in memory of his wife, Margaret Fredrich Blizzard, Class of 1945. This Fund will provide an annual prize to a junior or senior majoring in art.

The Elizabeth Lintz Burkhardt

Memorial Service Award: Established in 1993 in loving memory of Libby Burkhardt, Class of 1938, by a devoted family to recognize an outstanding senior who has demonstrated exceptional and persistent giving of time and service to others within the college and to the community at large.

The H. Samuel Case '63, MEd '66 and Susan Snodgrass Case '65, MEd '84 Award for Excellence in Scholarly

Research: Established in 2000 by several of their classmates to honor Dr. Sam Case and Susan Snodgrass Case. This award is presented to the sophomore or junior who is involved in scholarly research, has achieved academic distinction, and follows the examples that Dr. and Mrs. Case have exhibited for their diligent efforts to expand one's understanding of man's place in the universe.

The Richard A. Clower Award for Excellence in Exercise Science and Physical Education:

Established in 1999 to honor Dr. Richard A. Clower who served Western Maryland College for over 40 years as head of the Exercise Science and Physical Education Department and also as Director of Athletics. This award is presented annually to the senior Exercise Science and Physical Education major who has achieved the best academic record and has exhibited the traits of scholarship, leadership, compassion, and service for which Dr. Clower is known.

The Joan Develin Coley Award for Excellence in Education: Created in 2001 by D. Robert '43 and Edna Haller '46 Beglin in honor of Dr. Joan Develin Coley's Inauguration as the eighth president of Western Maryland College. It is awarded annually to a graduate student in literacy education who, in the opinion of the reading education faculty, has achieved the best record in the study of literacy theory and practice.

The David Brian Cross Memorial Award for Achievement in Mathematics: The award, established in 1983, is based on performance in the William Lowell Putnam Mathematical Competition. It is given in memory of Davey Cross, Class of 1981, whose academic achievements serve as a model of excellence.

The James P. Earp Sociology Award: Established in 1985 in memory of Dr. James P. Earp, former chairman and emeritus professor of sociology. The award is given annually to a junior who has demonstrated the qualities for which Dr. Earp is remembered: a high level of scholarship in the study of sociology, as well as qualities of character and leadership which have been an inspiration to the campus community.

The Eloise B. and Lowell S. Ensor Award for Graduate or Professional Study: Presented annually to that member of the graduating class whose excellence while at Western Maryland College, based on scholarship, character, and contributions to the life of the college, best predicts success in attaining a graduate or professional degree. This award was established by family and friends to honor Dr. and Mrs. Ensor for their many years of service and dedication to Western Maryland College.

The Lynn F. Gruber Medal: Endowed by the Black and White Club (now Phi Delta Theta fraternity) as a memorial to Lynn F. Gruber, Class of 1926. It is awarded for proficiency in extracurricular activities.

The Charles W. Havens Award: Established in 1981 in honor of Charles W. Havens, Class of 1930, by the 1951 Undeclared Football Team. It is presented to a graduating senior who has participated in intercollegiate athletics and has shown by word and deed the attributes of charity, altruism, benevolence, and a humane and compassionate concern for his fellow man.

The Dr. Reuben Holthaus Award in Philosophy: Established in 1991 to recognize an outstanding senior majoring in philosophy. The student must have maintained at least an overall 3.0 GPA throughout his/her undergraduate academic career.

The Ralph Candler and Dorothy Prince John Award for Academic Excellence and Service to the College Community: Established in 1995 by a friend and former colleague and his wife in honor of the sixth president of Western Maryland College and his wife, this award is made annually to an underclass student demonstrating academic excellence and service to the College community.

The Dr. Henry P. and Page Laughlin Special Awards: Established in 1991 to recognize outstanding individuals in the five award categories—faculty, student body, administration, Board of Trustees, general public—with awardees selected annually by the president of the college.

The Mary Ward Lewis Prize: Founded in 1920 by the Browning Literary Society in honor of the wife of the second president of the college. A gold medal is awarded to the woman of the graduating class who has made the best record during her undergraduate course.

The Makosky Award for Excellence in English: Established in 1981 by the members of the English department to honor John D. Makosky, dean of faculty emeritus. This award is given each year to an outstanding graduating senior.

The Frank and Margaret Malone Award for Excellence in a Foreign Language: Established in 1987 by Col. W. Frank Malone, Class of 1938, in memory of his wife, Margaret C. Malone. The award is made each year to that senior who shall have demonstrated the highest level of excellence in a foreign language.

The McLuhan Award for Excellence in Communication: Established in 2000 by Richard W. Dillman in honor of Marshall McLuhan, the inventor of modern mass communication theory. This award is presented annually to the graduating senior communication major who has achieved the best record in the study of communication history and theory.

The Malcolm L. Meltzer Psychology Award: Established in 1987 by the Meltzer family in memory of and in tribute to Dr. Malcolm L. Meltzer, Class of 1951. The award shall be made each year to the graduating senior who has majored in psychology, has the highest overall GPA, and has been accepted by, and is planning to attend, an accredited graduate school in psychology.

The Charles J. Miller Award for Excellence in Mathematics: Established in 1995 by Charles J. Miller, Class of 1967, this award, which is designated for the purchase of books and supplies, is made annually to a rising senior who demonstrates academic distinction in mathematics, with preference being given to students preparing for a career in teaching.

The James B. Moore Memorial Award: To that member of the sophomore class who during his freshman year showed

superior qualities of character and leadership in all phases of campus life and activity including ROTC. The award was established by the family, classmates, and friends of Lt. Col. James B. Moore, Class of 1953, who in 1967 gave his life for his country in Vietnam and who, during his student days and as an officer in the United States Army, demonstrated in an unusual fashion these same qualities of character and leadership.

The Felix Woodbridge Morley Memorial Award: To that member of the freshman class who has most happily justified admission to the college community. The award was established in 1952 by Mr. and Mrs. Felix Morley in memory of their son, who was a freshman at the college during the academic year 1951–1952.

The Philip and Azalea Myers Award for Creativity in English: Established in 1979 by Philip Myers in memory of his wife, Azalea (Sally) Myers, Class of 1914. It is awarded to an outstanding senior in the English department.

The John D. Nawrocki Memorial Award: Established in 1979 by his teammates, fraternity brothers, and friends in honor of John D. Nawrocki, Class of 1977. It is awarded annually to that male member of the senior or junior class who has participated in soccer and lacrosse and who emulates the traits of quiet leadership through example, concern for teammates and friends, and willingness to give fully of himself to the joy and benefit of others.

The Outstanding Sophomore Art Award: Established in 1982 by Wasyl Palijczuk and WMC patrons of the arts, it is awarded annually to an outstanding sophomore art major for the purchase of art supplies.

The Wasyl Palijczuk Art Award:

Established in 1995 it is awarded annually to an outstanding art major upon completion of the sophomore year. The awardee is selected by the Art Department, and the award is administered by the Office of the Provost and Dean of the Faculty.

The Phi Delta Gamma Award: Western Maryland College's Psi Chapter of Phi Delta Gamma, a national fraternal organization for graduate students, has established an endowed fund to make an annual award to a member of the graduating class to encourage graduate study.

The Jane M. Prichard Memorial

Award: Established in 1988 in memory of Jane M. Prichard, Class of 1980, by her family and friends.

The Millard Milburn Rice Journalistic

Prize: Established in 1993 through a charitable gift annuity by Millard M. Rice, Class of 1921, to encourage the highest quality of non-fiction writing, it is awarded annually to a junior or senior with preference given to students with financial need who are interested in careers as writers or to students interested in political science, economics or history.

The Western Maryland Norman E.

Sartorius Gift and Citation: Established in 1982 by the will of Dr. Norman E. Sartorius, Class of 1900. To be awarded every other year to a student who has contributed the most toward the moral and spiritual uplift of the Western Maryland student body.

The Gordon B. Shelton '68 Award for Excellence in the Life Sciences:

Established in 1996 by his wife, Barbara, and children, Dianne, Wade, and Drew, in honor of Gordon's service with distinction to his alma mater, this award is made annually to an underclass student who demonstrates academic distinction in the life sciences and in service to the College community.

The M. Louise Shipley Art Award of

Excellence: Initiated in 1973 by Wasyl Palijczuk, professor of art, in recognition of M. Louise Shipley's years of teaching in the department and her leadership as chairman for many years. The award is given to the outstanding graduating senior art major.

The Esther Smith Award: This award was established in 1971 by Mary and Ira Zepp. Given annually to a graduating senior who during four years at WMC has displayed a high degree of creativity in the arts (drama, music, or art) and who also is respected by both faculty and students for his or her contribution to the human welfare of the college. This combination of qualities was uniquely characteristic of Esther Smith and endeared her to the entire college community during her 44 years as a member of the dramatic art department.

The SOS/Hinge Griswold-Zepp

Award: Established in 1990 by members of SOS/Hinge celebrating their 20th reunion. This award is to provide a stipend to an undergraduate student who wishes to pursue an SOS/Hinge-type project, which exemplifies volunteerism, during January Term or during the summer months.

The Hugh Barnette Speir, Jr. Prize:

Given to the student showing greatest excellence in European History. It was established by the parents of Hugh Barnette Speir, Jr., Class of 1945, who was killed in World War II while serving with the armed forces in Germany.

The Dr. Clyde A. Spicer Award:

Originally established by Kappa Mu Epsilon in 1969, it was endowed by the family, colleagues, former students, and friends of Dr. Spicer as a living memorial of his 40 years of dedicated service to Western Maryland College and, most specifically, to the mathematics program

of the college. This award is given annually to the outstanding graduating senior in mathematics.

The James Stephens Memorial Award:

Established in honor of James C. Stephens, Class of 1964, to provide a trophy to the outstanding football player as voted by his teammates.

The H. P. Sturdivant Biology Award:

Established in 1973 at the retirement of Dr. Sturdivant as chairman of the biology department. Awarded to the senior biology major who displays the following qualities: academic excellence, dedication to the liberal arts philosophy, and unselfish service.

The Anna J. Treff Award for Excellence in Pre-Medical or Biological Studies:

Established in 1995 by her son and family as a lasting memorial to Anna J. Treff, it is awarded annually to an underclass student who demonstrates academic distinction in pre-medical or biological studies.

The United States History Award:

Established through the bequest of Mr. H. Peyton Gorsuch for students excelling in United States history.

The Michael L. Waghelstein Memorial Award:

To that member of the graduating class who demonstrated to the greatest extent the following attributes: military proficiency and leadership potential; athletic ability; sincerity; zest for living; and loyalty to country, college, and friends. The award was established in 1970 by the family, classmates, and friends of Captain Michael L. Waghelstein, Class of 1967, who, during his student days and as a regular Army officer, demonstrated and was recognized for these characteristics.

The Robert Joseph Weber Award for Excellence in Political Science and International Studies: established in 1997 by Robert J. Weber, Professor of Political Science and International Studies since 1969, departmental chair since 1982. This award will be made to a graduating senior who demonstrates academic distinction in the field of political science and/or international studies and who is involved in on- and/or off-campus activities, and who contributes to the College community.

The Mr. and Mrs. Harold F. Wentz Most Promising Art Freshman Prize:

Endowed by Harold F. Wentz, to be awarded to the freshman showing the greatest promise as an artist.

The Kathryn E. Wentz Art Awards:

Established in 1984 by Harold F. Wentz in honor of his wife for all the understanding and encouragement she has provided to his art career. Cash awards and ribbons are given at the Kathryn E. Wentz Art Show held each spring for the students of Western Maryland College and the May Day Art Show. These two shows are arranged and juried under the direction of the art department.

The Steve Robert Wilson Memorial Award:

Established in 1986 by the alumni fraternity brothers, family, and friends as a living tribute to Steve R. Wilson, Class of 1975, a dedicated member of the track and field team during his four years at WMC. The award is made each year at the Honors and Investiture Convocation to the senior man and senior woman with the most outstanding record in track and field.

The Barry A. Winkelmann Memorial Award:

Granted to a student beginning his junior year who has been accepted for advanced ROTC, has evidenced academic and athletic ability, and exhibits certain characteristics reminiscent of Captain

Winkelman, Class of 1955, an Army pilot at the time of his death.

The WMC Distinguished Teaching

Award: Established by Sigma Sigma Tau Sorority, this award is given annually to an outstanding member of the WMC faculty.

Annual Awards

UNDERGRADUATE COLLEGE
SCHOLARS 2000

- Christina Marie Addeo**
- Teresa Jane Addeo**
- Jessica Bazan Boynton**
- John Andrew Craig**
- Robert Gregory Davidson**
- Michael Duus**
- Julie Elizabeth Edwards**
- Kathryn C. Hampson**
- Brendan Gilbert Henderson**
- Christopher Robert Hydorn**
- Nicholas Andrew Johnson**
- David Russell Meckley**
- Michael Anthony Morgan, II**
- Emily Jane Murphy**
- Raini Katherine Wright**
- Rashmi Amelia Wright**

ARGONAUT AWARD

- 2000 Honorees*
- Meggan Groves Robinson**
 - Marci Leigh Short**
 - Jennifer Kay Weddle**

DISTINGUISHED TEACHING AWARD

Thomas G. Deveny (2000)
Professor of Foreign Languages

HONORARY DEGREES

- 2000 Honorees*
- Michael C. Ain**
 - Jerry Spinelli**

WMC Academic Calendar

Fall Semester 2001

Opening Faculty Meeting.....	Wednesday, August 22
Opening Reception	Wednesday, August 22
Introduction Convocation.....	Thursday, August 23
Orientation.....	Thursday–Sunday, August 23–26
Daily class schedule begins, 8:00 a.m.	Monday, August 27
Graduate classes begin.....	Monday, August 27
Labor Day (no classes).....	Monday, September 3
Last day to add a class, 4:30 p.m.	Wednesday, September 5
Last date for course drops & Credit/Fail, 4:30 p.m.....	Monday, September 17
No classes.....	Monday & Tuesday, October 15 & 16
Mid semester grades are due in the Registrar's Office, 12 Noon	Tuesday, October 16
Homecoming	Saturday, October 20
Last date for withdrawal from courses with "W" grade, 4:30 p.m.....	Monday, October 29
Thanksgiving recess begins, 7 p.m.	Tuesday, November 20
Graduate recess begins 10:00 p.m.	Tuesday, November 20
Classes resume, 8:00 a.m.	Monday, November 26
First semester classes end.....	Friday, December 7
Reading Day(s).....	Saturday & Sunday, December 8 & 9
Examinations begin.....	Monday, December 10
Graduate semester ends	Monday, December 10
Graduate final grades due in Registrar's Office 10 a.m.	Wednesday, December 12
First semester ends	Friday, December 14
Undergraduate final grades due in Registrar's Office 10 a.m.	Tuesday, December 18

January Term 2002

January Term begins, 10 a.m.....	Monday, January 7
Last day for course changes, 4:30 p.m	Tuesday, January 8
Last date for withdrawal from course with "W" grade, 4:30 p.m.....	Wednesday, January 9
College Holiday—No Classes— Martin Luther King, Jr., day	observed Monday, January 21
January Term Ends.....	Friday, January 25
January Term final grades due in Registrar's Office, 10 a.m.	Friday, February 1

WMC Academic Calendar

Spring Semester 2002

Second semester classes begin, 8:00 a.m.	Monday, January 28
Graduate classes begin.....	Monday, January 28
Last day to add a class, 4:30 p.m.	Tuesday, February 5
Last date for course drops & Credit/Fail, 4:30 p.m.....	Monday, February 18
Spring recess begins, 7 p.m.	Friday, March 15
Mid semester grades are due in the Registrar's Office, 12 Noon	Tuesday, March 19
Classes resume, 8:00 a.m.	Monday, March 25
Last date for withdrawal from course with "W" grade, 4:30 p.m.....	Friday, March 29
Honors & Investiture Convocation	Sunday, May 5
Second semester classes end	Friday, May 10
Graduate classes end.....	Thursday, May 9
Reading day(s).....	Saturday & Sunday May 11 & 12
Examinations begin.....	Monday, May 13
Examinations end.....	Friday, May 17
Senior Week	Sunday–Saturday, May 19–25
Graduate final grades due in the Registrar's Office, 10 a.m.	Tuesday, May 14
Undergraduate final grades due in the Registrar's Office, 10 a.m.	Tuesday, May 21
Baccalaureate Service	Friday, May 24
Commencement	Saturday, May 25

Key Administrators and Services

All may be reached through the WMC direct phone line: 410/848-7000, 410/876-2055
Events and Sports line: 410/857-2766
Fax: 410/857-2729
Web site: <http://www.wmdc.edu>

You may write to any individual or service in care of: Western Maryland College, 2
College Hill, Westminster, MD 21157-4390

ACADEMIC WORK AND PROGRESS:

H. Samuel Case, Provost and Dean of the Faculty
Barbara Horneff, Associate Dean of the First-Year Program
Henry Reiff, Associate Dean of Academic Affairs

ADMISSIONS:

Martha O'Connell, Dean

ATHLETICS:

Jamie Smith, Director of Athletics

CAMPUS SAFETY:

Michael Webster, Director

COLLEGE ACTIVITIES:

Mitchell Alexander, Director of College Activities

COLLEGE BILLS:

Susan Schmidt, Student Accounts/Bursar

COUNSELING AND CAREER SERVICES:

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

FINANCIAL AID:

Patricia Williams, Director of Financial Aid

504 SERVICES COORDINATORS:

Denise Marjarum, **Susan Dorsey**

FOOD SERVICES:

Alan Dolid, Director

FRATERNITIES AND SORORITIES:

Mitchell Alexander, Director of College Activities

GENERAL INFORMATION:

Information Desk, Decker College Center

GIFTS:

Richard Kief, Vice President for Institutional Advancement

HEALTH SERVICES:

Herbert P. Henderson, M.D.

Joan M. Lusby, PA-C

Luanne A. Frebertshauser, R.N.

Dana D. Plevyak, R.N.

HOUSING DIRECTOR:

Elizabeth Towle, Assistant Dean of Student Affairs

JANUARY TERM:

Office of Academic Affairs

MOTOR VEHICLE REGISTRATION:

Campus Safety Office

NOTARY SERVICES:

Theresa McAndrew, Finance Office

PARENTS BOARD:

Philip Sayre, Dean of Student Affairs

PARKING:

Campus Safety Office

POST OFFICE:

Esther Griffith, Support Services Assistant

PRESIDENT:

Joan Develin Coley

PUBLIC RELATIONS AND PUBLICATIONS:

Joyce E. Muller, Public Information

STUDENT RECORDS AND TRANSCRIPTS:

Office of the Registrar

STUDENT SERVICES:

Philip Sayre, Dean of Student Affairs

TITLE IX COORDINATOR:

Susan Bloom, Art Department

WITHDRAWAL:

Office of Academic Affairs

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Directions to Campus

Mileage

From Baltimore	31 miles
From Columbia	36 miles
From Gettysburg	24 miles
From New York	218 miles
From Northern Virginia, Fairfax, Arlington	70 miles
From Philadelphia	136 miles
From Washington	56 miles
From Wilmington	100 miles

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

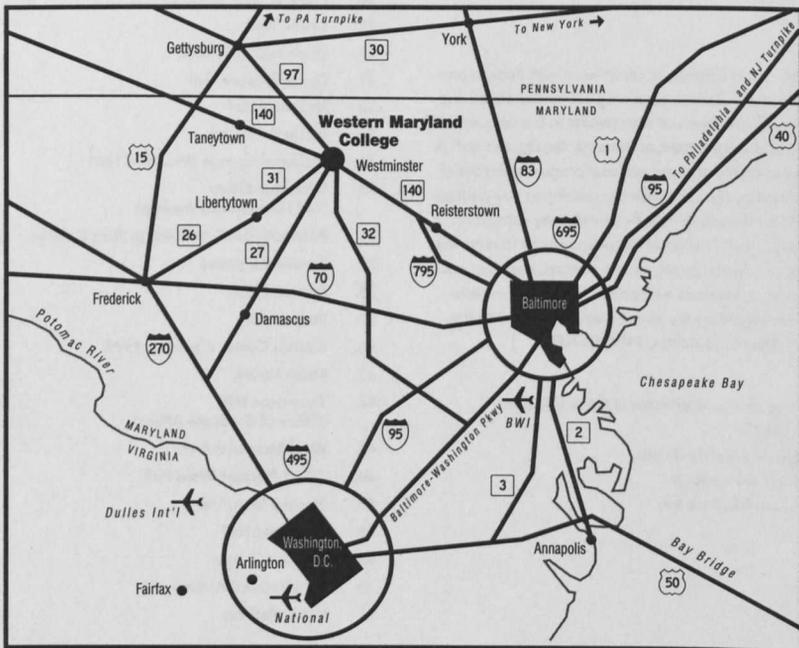
Directions to Campus

FROM BALTIMORE: Take I-695 (Baltimore Beltway) to Exit 19 onto I-795 (Northwest Expressway), continue to its completion. Follow signs to Westminster via Route 140 West around Westminster, and turn left, exiting onto Route 31. Drive 1/4 mile

(WMC golf course is on your left) and turn left at the second light—onto Uniontown Road. Drive 3/10 of a mile and turn left into Admissions Visitor Parking. The Office of Admissions is located in Carroll Hall, the Victorian-style red brick building.

FROM WASHINGTON D.C.: From the Washington Beltway (I-495), exit onto I-270 North toward Frederick, then onto Route 27 East/Damascus (Exit 16A). Take Route 27 North to Westminster. Turn left at the intersection of Routes 27 and 32, and drive 1/2 mile. Bear left at the forked roadway and turn right into Admissions Visitor Parking.

FROM THE NORTH: From U.S. 15 at Gettysburg, exit onto Route 97 South. Follow 97 to Route 140 North, and follow it around Westminster. Exit left onto Route 31 and go 1/4 mile (WMC golf course is on your left) and turn left at the second light - onto Uniontown Road. Drive 3/10 of a mile and turn left into Admissions Visitor Parking.



Information

Campus Map

For more information on programs, admission, financial aid, or planning a visit to Western Maryland, please call or write:

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Western Maryland College
2 College Hill
Westminster, MD 21157-4390
800/638-5005 (toll free)
410/848-7000 V/TDD
FAX: 410/857-2757
E-mail: admissio@wmdc.edu
Web site: <http://www.wmdc.edu>

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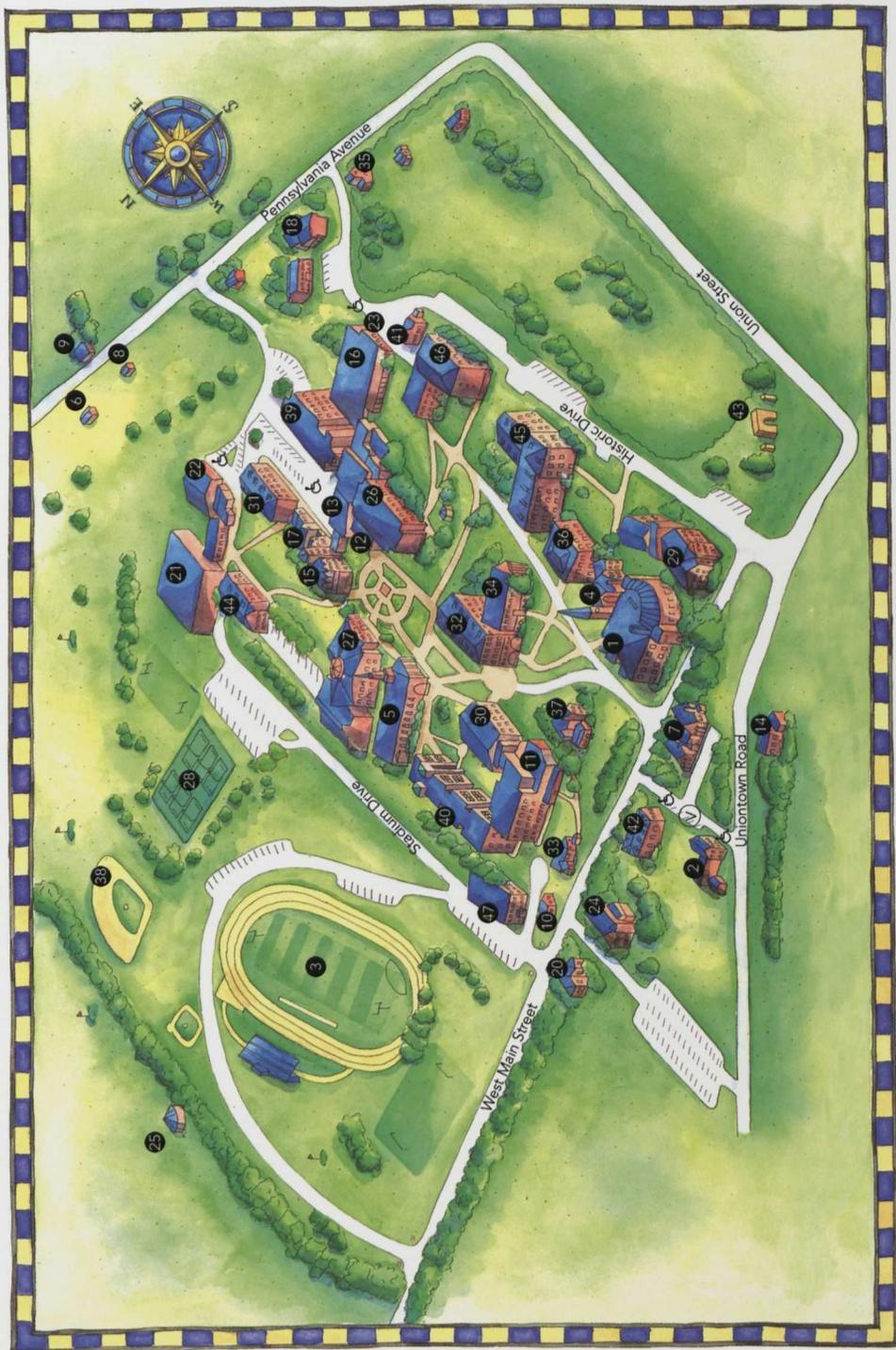
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1. Alumni Hall Theatre
2. Art Studio
3. Bair Stadium
4. Baker Chapel
5. Baker Memorial Chapel
6. Buell House (Golf Clubhouse)
7. Carroll Hall (Office of Admissions)
8. Central Receiving Dept.
(201 Pennsylvania Avenue)
9. Conference Services/Physical Plant Dept.
(192 Pennsylvania Avenue)
10. Dean's Cottage
11. Decker Auditorium (Lewis Hall of Science)
12. Decker College Center
13. Decker Roof Terrace
14. Doyle House
15. Elderdice Hall
16. Englar Dining Hall
17. Forlines House
18. Garden Apartments
19. Gazebo (Carpe Diem)
20. Geiman House
21. Gill Center
22. Gill Gym
23. Harlow Pool
24. Harrison House
25. Harvey Stone Park
26. Hill Hall
27. Hoover Library
28. Frank B. Hurt Tennis Courts
29. Levine Hall
30. Lewis Hall of Science
31. Daniel MacLea Hall
32. McDaniel Hall
33. McDaniel House
34. McDaniel Lounge (McDaniel Hall)
35. Personnel Office
(149 Pennsylvania Avenue)
36. Peterson Fine Arts Building (Rice Gallery)
37. President's House
38. Preston Field
39. Rouzer Hall
40. Science Center (Opening 1999)
41. Smith House
42. Thompson Hall
(Office of Graduate Affairs)
43. Ward Memorial Arch
44. Albert Norman Ward Hall
45. Blanche Ward Hall
46. Whiteford Hall
47. Winslow Center
-  Handicapped Parking
-  Visitor Parking





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